Garfield Elementary School

01-61291-6002372
CDS Code

Date of this revision: May 2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: **Lynda Hornada**

Position: **Principal**

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E-mail Address: **lhornada@sanleandro.k12.ca.us**

San Leandro Unified School District

The District Governing Board approved this revision of the School Plan on

June 18, 2013 (Pending Approval)

Introduction

District Mission

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and to become confident, collaborative, and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

San Leandro Unified School District
2012-2013 District Goals

Learning by Doing Together
Guiding Principles

The District will:

- Be bold and innovative in its thinking
- Ensure *all* students are college and/or career ready
- Maintain a focus on equity and closing the achievement gaps
- Hold ourselves accountable for improved student learning
- Provide learning environments that are free from all forms of harassment

Goals

Goal #1: Educate the Whole Child: Ensure the academic, physical, social and emotional well being of every students

Goal #2: Ensure the Financial Stability of the District

Goal #3: Provide Effective and Timely Communication and Community Engagement

Goal #4: Human Resources-Recruit and Support Outstanding Employees

Goal #5: Ensure Safe and Well Maintained Facilities

District Instructional Focus Plan



San Leandro Unified School District

San Leandro, California

Student Success through Instructional Leadership

2010-2013 Instructional Focus

Cindy M. Cathey
Superintendent of Schools
December 2010

For more than five years, San Leandro educators have engaged in nationally recognized work in the area of racial equity and its importance for educating a diverse student population. Now, we are well positioned to transform our district-wide investments into more focused classroom instruction, in order to support accelerated student achievement.

Good teaching is the most important predictor of student learning. It is the primary vehicle for achieving our goal of accelerated growth for every student, every year … without exceptions. Although some of our schools have shown improvements in student achievement in recent years, we still have a long way to go toward ensuring equitable educational outcomes for all students in every school.

This **Instructional Focus** reflects an ongoing commitment to four strategic priorities of our district:

- -Infusion of our *racial equity mindset*, principles, and practices into day-to-day effective instruction for all students;
- -Disciplined implementation of our *tiered intervention strategy*, including consistent attention to *culturally responsive teaching-&-learning* and *proven instructional practices for English learners;*
- -Promoting quality *data-informed professional collaboration*, with a bias toward improving instructional practices;
- -Developing strong *instructional leadership* among teachers and school leaders.

This Instructional Focus is an expression of our sense of urgency and recommitment to ensuring an **effective teacher in every classroom and effective leader in every school** because they are the precursors to student learning.

GOAL

Continuous academic growth for every student, every year...no exceptions!

Accelerated academic growth for those students not yet at grade level
Continuous **socio-emotional development** for every student by name
Academic tenacity by every student

Vital Signs of Student Progress

- Student attitude, motivation, attendance and engagement
- Student authentic demonstration of learning
- Closing the "achievement gap" and accelerating learning for all students
- Student growth and performance in content areas
- Student readiness for participation in a digital/media-rich global society
- Student successful transition from grade-to-grade and pre-K → elementary → middle school → high school → post-secondary education





In San Leandro Unified School District, we believe that all students can achieve at high levels. While they will not meet the standards at the same time or in the same way, we must, nonetheless, hold all students to the same high expectations relative to their academic achievement and socio-emotional development.

Student Demographics and 2010 API Results

Student Group	% of Total	2010 API	API vs. API for White Students
African American	16.2%	663	-122
Asian	15.2%	849	+64
Filipino	8.6%	785	0
Hispanic/Latino	43.4%	682	-103
White	12.5%	785	–
Socioeconomically Disadvantaged	54.1%	691	–
English Learner	27.9%	685	–
Students with Disabilities	11.8%	565	–

source: http://www.sanleandro.k12.ca.us/20771032619335949O/site/default.asp

In San Leandro USD, our fundamental premise is this: **effective teachers** in every classroom and **effective leaders** in every school constitute the most powerful drivers of student success. Therefore, as practitioners, we are committed to **continuous improvement of our professional practices**, because they are the precursors to student learning.

	Teaching Practices	Leadership Practices	Organizational Practices
Pillar #1 *All students have access to a challenging core curriculum, differentiated instruction, and assessments that are directly aligned to all state standards in all content areas. Differentiated instruction is designed to meet the varied learning needs of each student.*	**Standards-Aligned Differentiated Instruction**		
	T1: Teachers will link daily objectives to essential core content standards through differentiated instruction. T2: Teachers will adhere to appropriate, content-specific pacing guides using Board-approved materials.	L1: Leadership Team will conduct classroom visits to highlight effective standards-based instructional strategies. L2: Leadership Team will facilitate ongoing grade level and school-wide dialogue regarding pacing guides, essential standards, and classroom visits.	O1: School/District will provide and constantly review pacing guides to ensure the focus is on essential standards and is realistic. O2: School/District will provide training and support for teachers in successful differentiation strategies.
Pillar #2 *Instruction uses students' prior knowledge, learning styles and cultural background; procedures will support the perspectives and needs of our diverse stakeholders. We will infuse our day-to-day instructional practices with insights and experiences from our multi-year, district-wide racial equity work.*	**Culturally-Responsive Teaching and Learning**		
	T3: Teachers will utilize a variety of instructional strategies (e.g. role play, independent work, research projects, cooperative learning) to engage all learners. T4: Teachers will use students' home cultural experiences as a foundation for developing knowledge and skills. T5: Teachers will encourage students to set goals, evaluate own performance, and act on feedback they receive from their teachers or peers.	L3: Principal/Leadership Team will encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations. L4: Principal will ensure that teachers and staff set high expectations for all students and motivate them to meet those high standards. L5: Principal will communicate regularly with parents and community members (e.g. through newsletters providing an overview of culturally responsive curriculum goals, classroom activities, and selected samples of student work).	O3: School staff will communicate a consistent message of high expectations and high support for all students without exception. O4: School staff will implement a curriculum that is integrated, interdisciplinary and inclusive of topics that reflect their students' culture and experiences. O5: School/District will create positive relations and meaningful collaboration with parents and community in decision-making and educational development of children.
Pillar #3 *Teachers and staff collaborate in consistent cycles of inquiry using data from frequent, common formative assessments to plan, monitor & adjust teaching/ leadership/organizational practices. Our Professional Learning Communities (PLCs) reflect commonly held high expectations & a shared responsibility to improve learning.*	**Data-Driven Continuous Improvement**		
	T6: Teachers will communicate assessment criteria and standards to students daily. T7: Teachers will utilize findings from formative assessments and student work to inform and improve instructional and intervention practices. T8: Teachers will meet regularly to review formative assessment data and make instructional adjustments to address areas of concern and/or accelerate learning.	L6: Principal/Leadership Team will utilize data about student learning and professional practices to monitor implementation of school-wide and grade-level/department continuous improvement plans. L7: Principal/Administrators will align professional development opportunities for data analysis findings and essential standards to improve student achievement. L8: Principal/Leadership Team will meet with individual teams of teachers to review how data is being used to drive continuous improvement of classroom instruction.	O6: School/District will institutionalize a user-friendly data system for tracking progress of every student and every department. O7: School staff will regularly review summative and formative assessment results, attendance records, and other materials to identify problems and take action based on evidence. O8: Administrators will provide time for data-informed collegial collaboration about strategies for improving student achievement.
Pillar #4 *Trust among school-home community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder "voice". Our schools and workplaces are safe and secure, and standards of conduct for students and adults are clearly articulated, fair to all and consistently enforced.*	**Safe Climate and Strong Relationships**		
	T9: Teachers will make special efforts to involve parents of students from economically disadvantaged, racial/ethnic minority and language minority backgrounds and respond to concerns with professional cultural sensitivity. T10: Teachers will provide time, encouragement and instructional strategies necessary to help all students achieve high academic growth. T11: Teachers and staff will communicate care and concern for students' learning and well-being, both verbally and non-verbally.	L9: Principal will provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education. L10: Principal/Leadership Team will equitably enforce high behavioral expectations that are clearly communicated to all students. L11: Principal/Leadership Team will build systems to link educators, students, parents, caregivers and the community to create schools that are safe and caring.	O9: All SLUSD personnel will treat parental concerns with respect and demonstrate genuine interest in developing solutions. O10: School staff will connect every student to at least one caring adult.

Vital signs & look-fors

What gets measured and reinforced, gets done!

In the medical profession, vital signs define the body's most basic functions and are used to detect and monitor patient health. In a professional learning community, a series of vital signs can be used to track "organizational health" and monitor progress toward the goal.

By paying consistent attention to the Vital Signs of Student Learning and Professional Practices, we will be able to monitor and communicate progress, continuously improve practices, ensure accountability, and celebrate

Student Learning



CARING AND RESPECT

- On surveys, the majority of students indicate that they feel "valued as successful individuals" at their school.
- Decrease in the number of students sent to the office and/or out of class for discipline-related issues.

GROWTH ON ASSESSMENT

- *Elementary:* Increase in the percentage of students in all racial and ethnic subgroups who are proficient on their ELA and math benchmark assessments each testing period.
- *Secondary:* Increase in the percentage of students in all racial and ethnic subgroups who raise their GPA a minimum of .025 GPA points quarter to quarter.

Teaching Practices



RIGOROUS LEARNING ACTIVITIES

- As evidenced in classroom visits, 80%-100% of teachers using one or more identified (district, site, and teacher) specific, common instructional strategies.
- As evidenced in classroom visits, 80%-100% of teachers using one or more reflective and higher level thinking strategies.

COLLABORATIVE ANALYSIS OF WORK

- 100% of monthly collaboration meetings have a formal product and/or agenda/minutes.
- 100% of teachers meet monthly to analyze data, in order to inform teaching practice.

Leadership Practices



INSTRUCTIONAL MONITORING

- Classroom visits occur a minimum of 45-60 minutes daily or 3.5 hours weekly with general feedback reflecting school-wide trends and patterns.
- Percentage of grade levels/ departments that hold Data Summits (or academic conferences) at the end of each assessment cycle (3 times per year for elementary, 4 times per year for secondary)
- *Elementary:* Number of principal visits to observe focal students being progress monitored during intervention.

FAMILY-FRIENDLY SCHOOL CULTURE

- Majority of parents "agree that the school has a welcoming and inclusive environment for families" as evidenced by a family survey.
- Participants in ELAC, SSC, and PTA/PTO proportionately reflect the diversity of the school.

Organizational Practices



RESOURCES ALIGNED TO PRIORITIES

- Time, people, and funding are aligned to meet the needs of students based on data and research as evidenced in the District Professional Development Plan.

CULTURE OF ACHIEVEMENT

- Staff, students, and parents celebrate the successes of individual student and organizational achievement as evidenced by the number of community partnerships, African American/Latino Nights, Board agendas, school acknowledgements and recognition.

School Vision & Mission

Garfield School Vision and Mission

Garfield's School Vision statement was formed 10 years ago and has been revised and revisited to continue to establish expectations and realities for the Garfield School community.

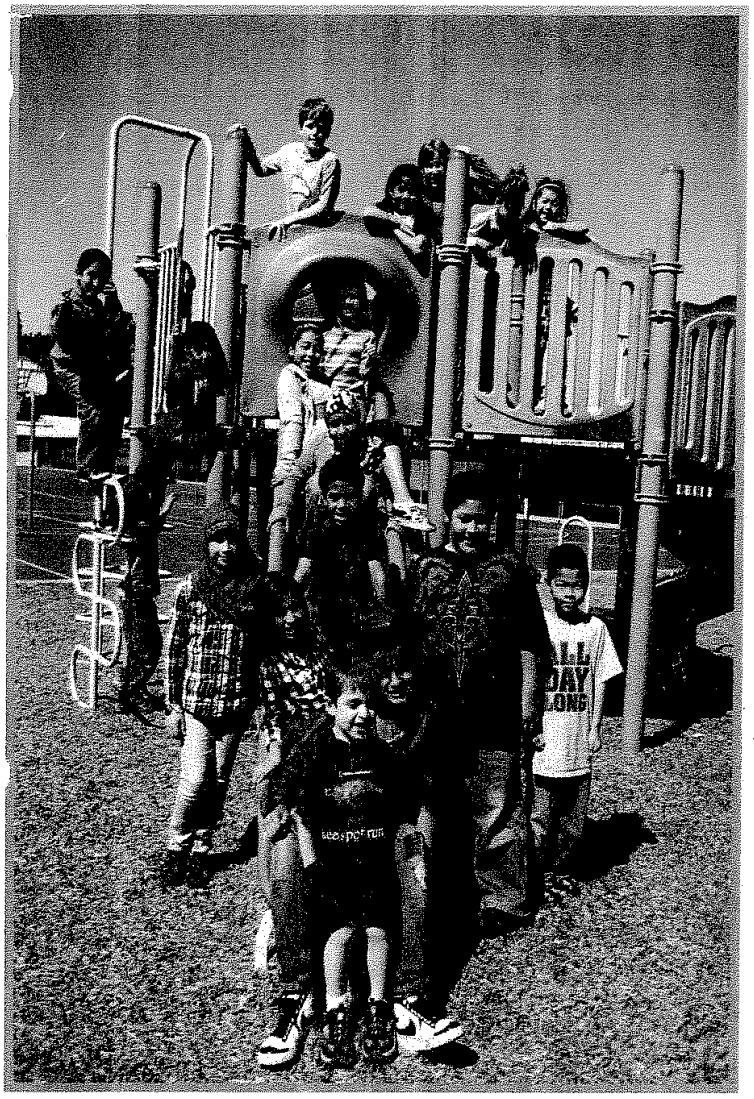
Working together, all members of the Garfield School community will do whatever it takes to get everyone to the same place, while fostering high academic achievement and social standards for ALL students.

We will provide a safe, supportive and accessible school environment so that all students and adults are valued and respected for their unique qualities, strengths and contributions.

Our mission is based on the following norms for collaborative community effort to reach ALL students.

- "Working together" includes meeting in Professional Learning Communities (PLC) following norms that are agreed upon by all members.
- "Whatever it takes" means that equity will be considered when offering support to all student and adult learners.
- "Same place" is described in our grade level content standards, as well as standards for participation and behavior expectations.
- "High academic achievement" is specifically determined by our Safe Harbor and stretch goals for students, as made evident in formative and summative benchmark assessments.
- "Social standards" are reached with practices that are school wide (the "Respect" cheer, "I Am From" poems and "I statements"), classroom based (Cultural Artifact Walls & posted agreements) and district wide (affinity group meetings with the Superintendent and student achievement events).
- A "safe environment" includes the use of Safe Schools curriculum and a Safe Routes to School plan.
- Our "supportive environment" is built by collegial planning for tiered intervention, behavior management programs, counseling by Pathways and social groups through First Step, referrals for Special Education and Student Attendance services and use of Culturally Responsive Teaching (CRT) strategies.
- We make learning "accessible" by common use of Explicit Direct Instruction (EDI) strategies, use of the Cycle of Inquiry and strategic professional development based on Dataworks management systems.

School Instructional Focus Plan



Stepping Forward!

Our purpose at Garfield Elementary is to **foster high academic achievement and social standards** for ALL students in a safe, supportive and accessible school environment where all students and adults are valued and respected for their unique qualities, strengths and contributions.

To ensure that we succeed in fulfilling our purpose, we **harness our collective and individual commitment** to carry out a disciplined plan. Here we describe the work we will do to **eliminate racial and cultural barriers** and provide a high- quality, standards-based instructional program which enables the students **to translate skills and knowledge from all curricular areas into authentic experiences.**

Together, each staff, student and family member/guardian at Garfield School will adhere to norms that **encourage respectful participation from all members of our community** in the implementation of this instructional plan.

Garfield Elementary School

San Leandro Unified School District (San Leandro, CA)

Jan Nuno, Principal

April 2011

INSTRUCTIONAL FOCUS

STUDENT LEARNING

Our Goal is our collective promise to every student, without exception. And our Vital Signs are the indicators we will monitor consistently to assess student progress towards the Goal.

OUR GOAL

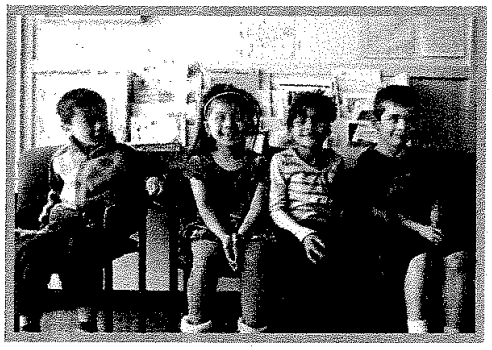
- *All students will step forward to the next proficiency level on agreed upon assessments.*
- *All students will collectively build an equitable society.*
- *All students will actively create a safe environment.*

THE VITAL SIGNS OF STUDENT LEARNING

1. Students use **CRITICAL THINKING**
2. Students participate in **COGNITIVELY ENGAGING WORK**
3. Students use **ACADEMIC LANGUAGE**
4. Students produce **AUTHENTIC WORK THAT MEETS STANDARDS**
5. Students demonstrate **MOTIVATION AND SATISFACTION**

PERFORMANCE IMPROVEMENT TARGETS

- Every "Proficient/Advanced" student will maintain his/her performance level in ELA and Math across all subgroups.
- At least 80% of students at "Basic/Below Basic/Far Below Basic will grow at least one performance level in ELA and Math across all subgroups .
- At least 60% of English Learners (ELs) will progress at least one performance level or remain at "Early Advanced/Advanced" level on CELDT .
- Latino students will meet the safe harbor goals for AYP.
- There will be consistent year-to-year improvement in student understanding, appreciation and acceptance of culturally different people and situations as measured by teacher/staff observations, office logs and survey results.



In the spirit of High Expectations for all students at Garfield Elementary School,
we are fully committed to four foundational practices.

	TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
1 Accelerated Intervention			
Instruction and assessment are adapted to students' individual needs. Procedures for starting and ending intervention are clear and consistent. Coordination among intervention providers, families, and school staff is seamless.	T1: Teachers will use ongoing data from assessments to create tailored flexible student groups. T2: Teachers will platoon and utilize Title I paraeducators' time based on grouping plans at grade level and possibly across grade levels.	L1: Principal and coaches will provide time, support and data in a timely manner and assist in the analysis and creation of grouping plans. L2: Leadership Team will make student performance results visible and available to the community (i.e. data wall, parent access to info, etc.)	O1: District will provide a data system that teachers can use to create grouping plans. O2: Parents will address needs for intervention by signing and agreeing to the student's goals based on agreed upon formative assessments cycles.
2 Strong Relationships with Family and Community			
The school culture and structures promote and support trust among home/ school/community through proactive communication and day-to-day operations to ensure student success.	T3: Teachers will communicate and collaborate regularly with families to maximize student engagement in learning. T4: Teachers will provide opportunities for parent participation in student learning in and out of the classroom. T5: Teachers will create an implementation plan to initiate and maintain positive relationships with students and families, including the use of electronic media.	L3: Principal will collaborate with staff and parents on culturally relevant events which include families and inform them of important academic practices. L4: Principal will facilitate teacher consensus and collaboration about how to involve parents as volunteers.	O3: District will facilitate the expanded use of translated materials and interpreter services for meetings with parents. O4: Parents will show up and participate in school events and collaborate with teachers on ways to increase engagement.
3 Culturally Responsive Teaching and Learning			
Instruction builds upon and honors student backgrounds. Materials reflect a variety of cultures. Relationships with families emphasize two-way communication.	T6: Teachers will communicate and interact on a personal level with culturally diverse families regarding students' academic and social well-being. T7: Teachers will consistently use and expand cultural learning strategies to accelerate achievement using EDI and appropriate literature.	L5: Principal will provide time for PLCs, peer coaching, external and internal professional development focused on Culturally Responsive Teaching (CRT) learning strategies. L6: Leadership Team will organize professional learning and peer support about selected culturally responsive strategies.	O5: District will model and be accountable for efforts to ensure safety, eliminate racism and prejudice and accelerate equity of student outcomes. O6: Families will engage in opportunities to support culturally relevant teaching and learning in meaningful ways.
4 Data-Driven Professional Learning and Collaboration			
Teachers and staff collaborate in consistent cycles of inquiry using data from frequent, common, formative, assessments to plan, monitor, & adjust teaching, leadership, and organizational practices. Professional Learning Communities (PLCs) reflect commonly held high expectations & a shared responsibility to improve learning.	T8: Teachers will collaboratively select ELA and Math common formative assessments and implement a formative assessment cycle. T9: Teachers will meet aligned with the common formative assessment cycle to review data and make instructional adjustments.	L7: Principal will allocate PLC time to adhere to the common formative assessment cycle. L8: Principal and/or Leadership team will facilitate the review of common formative assessment data resulting in instructional adjustments. L9: Principal and/or Leadership Team will provide time to collaborate around what is learned at formal professional development sessions.	O7: District will provide professional development, intra-district access to formative assessments and support for assessment data analysis. O8: District will give teachers opportunities and time to plan and lead professional development when appropriate. O9: District will provide time to collaborate around what is learned at formal professional development.

Facilitated, compiled & designed by Performance Fact, Inc. (2010)

VITAL SIGNS OF PROFESSIONAL PRACTICES & "LOOK FORS" *(i.e., observable evidence of the Vital Signs)*

Teaching Practices

1. LEARNING OBJECTIVES

- Learning Objectives (LO) aligned to grade level standards/IEP goals are posted and orally articulated by students
- LO is supported by all components of the Explicit Direct Instruction (EDI) lesson

2. MONITORING STUDENT PROGRESS

- Teachers adjust instruction based on student needs and Checking for Understanding (CFU), observations, assessments and gradually release students to independent practice
- Staff creates school-wide or grade level data walls, using district data (eg. benchmarks & CST/CMA)

3. CHECKING FOR UNDERSTANDING

- Teachers randomly select students (e.g. pick sticks) to articulate concepts in their own words
- Teachers use CRT strategies to check for understanding (CFU) (e.g.think-pair-share, whiteboards)

4. COLLABORATIVE ANALYSIS OF WORK

- PLCs include written reflections describing analysis by teachers of student work and achievement
- Benchmark data is used to adjust Reading Academy groupings, intervention classes and Title I classroom support

5. RELATIONSHIPS WITH STUDENTS AND FAMILIES

- Teachers participate in Professional Development (PD) time to determine a plan and best practices for reaching and maintaining positive relationships with students and families
- All students are included in classroom lessons (eg. no prolonged isolation and "time out" in or out of classroom)

Leadership Practices

1. PD ALIGNED TO PRIORITIES

- Ongoing PD is related to Pillars and Core Curriculum and differentiated as appropriate
- PD is used to strengthen and focus teaching strategies for high priority students (eg. EDI and CRT strategies)

2. TEAM COLLABORATION

- Staff will be guided through Cycles of Inquiry regarding student data linked to instructional practices planning and reflection
- Provide a minimum of one data conference per benchmark cycle for each grade level team (3 per year)

3. CELEBRATIONS OF SUCCESS

- Principal/Lead Team honors students' individual growth at monthly ceremonies for attendance, leadership and achievement and annual ceremonies for reclassification and promotion.
- Staff success is celebrated regularly and equitably

4. FAMILY-FRIENDLY SCHOOL CULTURE AND STRONG HOME-SCHOOL REALTIONSHIPS

- Organize minimum of one evening Family Event per grading period, in addition to Back to School Night and Open House
- Volunteer participation is tracked to determine future needs

5. INSTRUCTIONAL MONITORING AND SUPPORT

- Principal provides an average of 30 minutes of instructional supervision and direct support per day followed by teacher and grade level feedback aligned with Teaching Practices, Vital Signs and Look Fors
- Data is collected regularly for School-Wide Instructional Practices (SWIPS), Time on Task, Curriculum Calibration

Organizational Practices

1. CULTURAL INCLUSIVITY

- District Office (DO) communicates with staff and principals about opportunities for parent participation in district leadership
- District Office provides list of translators for site meetings

2. PROTECTED COLLABORATION TIME

- DO provides advance and timely schedules of district-required site meetings and professional development offerings that respects the allocation of minutes for PLC meetings for a minimum of 2 hrs a month

3. CULTURE OF ACHIEVEMENT

- DO communicates with parents about transition to middle school starting at beginning of the year
- Interruptions to classroom instruction are minimized
- Parents receive letters with intervention and other information in a timely manner.

4. RESOURCES ALIGNED TO PRIORITIES

- DO provides guidelines on development of budget/site plans with EPCs (Essential Program Components) as a foundation and monitor alignment
- DO provides support to help teachers administer and analyze assessments

5. DATA MANAGEMENT SYSTEM

- DO provides a user friendly system with training, expert support and time for data analysis, focusing on eliminating the achievement gap
- DO provides assessments that are aligned to standards in a timely manner based on assessment calendar

Facilitated, compiled & designed by Performance Fact, Inc. (2010)

School Profile

- **2011-12 Garfield Elementary School Quality Snapshot by CDE**

2011-12 School Quality Snapshot

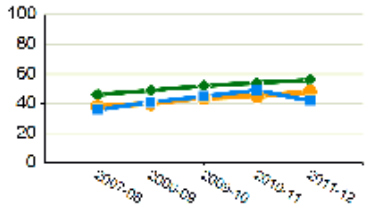
Garfield Elementary

San Leandro Unified

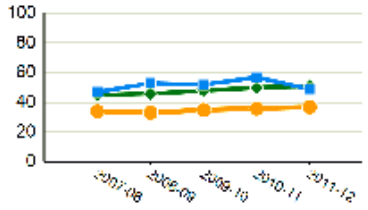
13050 Aurora Dr., San Leandro, CA 94577

Grades Offered: K - 5
Enrollment: 399
Charter: No
Title I Funded: Yes
CDS Code: 01-61291-6002372

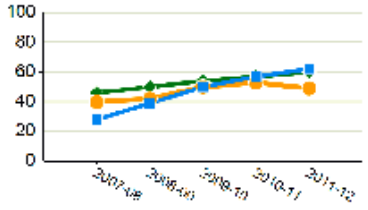
CST English-language Arts Results (percent proficient and above)



CST Mathematics Results (percent proficient and above)



CST Science Results (percent proficient and above)



California's Academic Performance Index (API)

2012 Growth API	768
2011-12 Growth from Prior Year	-14
Met Schoolwide Growth Target	No
All Student Groups Met Target	No
2011 Base API State Rank	4
2011 Base API Similar Schools Rank	1

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black		–
American Indian or Alaska Native		–
Asian		–
Filipino		–
Hispanic or Latino	No	1
Native Hawaiian or Pacific Islander		–
White		–
Two or More Races		–
English Learners	No	-4
Socioeconomically Disadvantaged	No	-6
Students with Disabilities		–

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
– = Not enough students to report

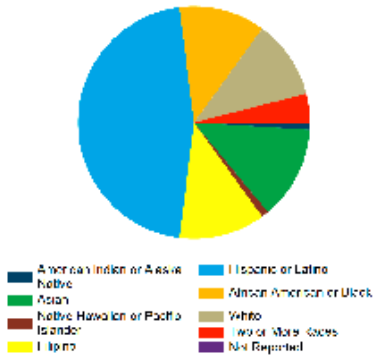
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

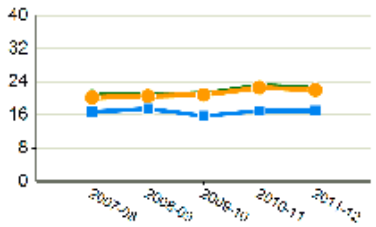
2011-12 Enrollment by Race/Ethnicity



2011-12 Subgroup Enrollment

English Learners	50%
Socioeconomically Disadvantaged	71%
Students with Disabilities	14%

Average Class Size



California Department of Education
Report Generated: October 24, 2012

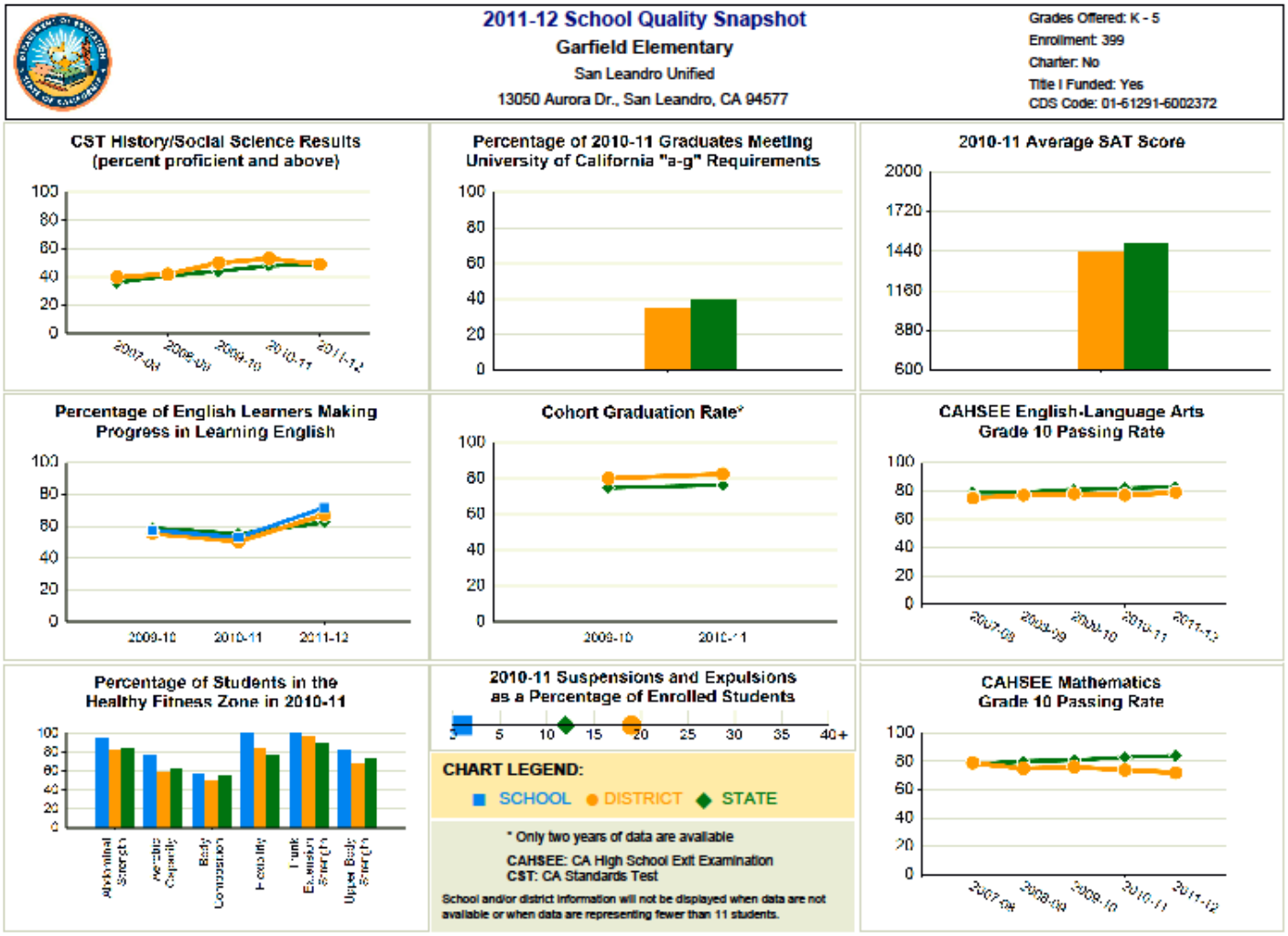
Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

Page 1

School Profile

- **2011-12 Garfield Elementary School Quality Snapshot by CDE (Continued)**



Garfield School Profile

Garfield School, built in 1948, is one of eight elementary schools in San Leandro Unified School District. Our bayside location provides easy access to the Marina parks, libraries and a golf course with migrating butterflies.

Currently Garfield's 427 Kindergarten through fifth-graders are assigned to 19 regular classrooms or 2 Special Day Classes (SDC) for children with learning differences. Our students are 46% Latino with the rest approximately 12% of African American, Asian, Filipino and White. There are sixteen different languages are spoken by Garfield students and their parents. We are the only school in our district that offers small class sizes at all grade levels, using Quality Education Investment Act (QEIA) funds.

The Garfield teachers and administrator have all had many years of experience and represent one of the most veteran and well-trained staffs in the district. All of our staff is compliant with No Child Left Behind (NCLB) training legislation and continue to receive extremely focused professional development. In addition to our 19 classrooms we have the instructional leadership services of Principal and a half-time Student Achievement Coach. We ensure that training and capacity building for all of the following areas is included throughout the school year: Title I Literacy and Intervention, English Learners (EL), Economic Impact Aid (EIA) students, Program Improvement (PI) for student achievement and teacher effectiveness. We also have a Vocal Music & Visual Arts teachers, a Physical Education (PE) teacher, Playworks Recess coach, an Office Manager and Clerk, a Library volunteer, two general education Instructional Assistants (IA), day and evening Custodians, a Cafeteria Manager and parents/neighbors who serve as Noon Supervisors and Crossing Guards.

Special Education teachers provide self-contained classroom instruction for students in grades K-5 and are assisted by two Instructional Assistants. A Speech Therapist, and Adaptive PE Specialist, a Resource Specialist, a Resource Instructional Assistant, a School Psychologist and Counseling Interns provide support for students with special needs. We also have a continuation of the Primary Intervention Program (PIP) called Second Step through the Early Mental Health Initiative (EMHI) that provides service to students who need help adjusting to the social setting of a school. Our After School Education and Safety (ASES) program serves over 100 students each year and we also have a strong partnership with the Davis Street Children's Center at Garfield. This year we added two powerful resources to our school programs, including Pathways counseling and Playworks cooperative play and leadership training. We evaluate and revise our plans with all support providers so that our students receive the highest level of support possible.

All students participate in daily instructional programs that offer required minutes of instruction for English Language Arts (ELA), Mathematics, History/Social Studies (HSS), Science and English Language Development (ELD). Daily instruction follows a comprehensive and common plan to deliver Universal Access (UA) and tiered intervention through the Reading Academy during or after school in small-group settings. Students, staff, parents and volunteers receive commendations for their participation and achievement at Garfield. We have monthly Student of the Month assemblies and grade-level performances, yearly recognition ceremonies for teachers, classified staff, parent and community volunteers and student sub-groups, such as the African American and Latino Recognition events. We received $236,000 in grant funding from the School Improvement Grant (SIG) in the Fall of 2010, which provided a Computer Lab, Smartboards in 8 classrooms, LCD projectors in the rest and laptop computers and digital camera for each certificated staff member.

In September of 2005 Garfield School was identified as a PI school as part of the NCLB compliance requirements. As a school community we embraced this opportunity to refocus our instruction and programs on raising the achievement of ALL students, with special emphasis on standards-based instructional strategies that would engage our underperforming students so that we would eliminate the racial achievement gap. We included data review in all of our staff development sessions and wrote all lessons and plans according to specific student needs. Garfield School received High Priority (HP) Schools funding in 2006 and created a Plan of Action to address our needs. In 2007 we contracted with Dataworks (DW) Educational Research staff and used QEIA funds to provide staff development, on-site coaches and extend class size reduction (CSR) to all grade levels. All teachers were trained over a two-year period in the use of EDI. We also completed all components of teacher effectiveness by measuring Time on Task, Instructional Effectiveness, Depth and Breadth of Standards over the past 4 years. In 2008 we achieved our target goals for all 17 subgroups and did not move forward in PI. In 2009 when the rest of the schools in the district increased their class sizes, Garfield's CSR remained the same. We contracted coaches from the Center for Culturally Responsive Teacher and Learning (CRT) and completed a year of in-depth training that is now used throughout the school and in all trainings. In 2009 and 2012, we completed on-site training in the elements of Professional Learning Communities (PLC) and continue to use PLC strategies when meeting and planning.

We have several parent and family groups that offer support for parents as well as the students and teachers at Garfield. All groups uphold equity and open participation and are dedicated to bridging home-school relationships through meetings, trainings, events and classroom/school wide support. Our Parent Teacher Association (PTA) conducts fund raisers and provides fieldtrips that are aligned with the Science grade level standards for every Garfield student. Title I and English Learner Advisory Council (ELAC) meet monthly and serve to inform the School Site Council (SSC) of their interests and needs. All parent groups participate in training, contribute to school planning and improvements and extend their influence to district wide groups, such as the Superintendents Council of Parents and DELAC. Parents receive school bulletins twice a month, both online and in hard copies, which are translated into Spanish. Teachers send home classroom bulletins at least once a month as well, reviewing the current curriculum content at each grade level. Progress reports are sent home three times a year. Parents also have a great role in the improvements that become necessary to run the school community in a safe manner, such as the Safe Routes to School plan, which was implemented in the fall of 2011 and is currently in place.

Step One: Analyze Student Achievement Data

See Appendix B for

- **Academic Achievement Data (District Provides)**
  - **CST Data: 2012**
    - *Schoolwide 2-Year Change* in STAR CST
    - *Schoolwide 4-Year Trends in ELA* CST by Grade
    - *Schoolwide 4-Year Trends in Math* CST by Grade
    - *Schoolwide 4-Year Trends in Science* CST by Grade
  - **API Data 2012 (District Provides)**
    - *District-wide API Chart* with:
      - Schoolwide API
      - Statewide Rank
      - Similar Schools Rank
    - *Student Subgroup API ---2 years*
    - *Schoolwide 4-Year Trends in API*
  - **AMAO Data-CELDT 2013 (District Provides)**
    - *AMAO 1 District-wide chart*
    - *AMAO 2 District-wide Chart*

- **Non-Academic Data (District Provides)**
  - 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
  - 2011-12 and 2012-13 Average Monthly Attendance
  - 2011-12 and 2012-13 Suspensions by Race

Data Analysis

Data Analysis

- **Academic Data**

After reviewing our state summative test results, we discussed and wrote down our thoughts about the biggest contributing factors to our 2012 test scores – we had declined in most areas with the exception of 5th grade and science. We also completed the Data Driven Inquiry Inventory.
Overall, there were many thoughtful comments and responses. We have significant strengths but our challenges are considerable as well. We have high expectations of our students and of ourselves. We want all students to achieve proficiency and we want to be successful in our efforts to teach all our students.

Biggest Contributing Factors

Many factors were mentioned and there was a lot of overlap with the concerns and comments on the Inventory (see below). The 4 most common factors identified that were unique to this part of the survey were:

- Need to better meet needs of ELD students as they make up the majority of Basic students
- Need to include more expository and non-fiction reading at all grade levels
- Need to better identify students who can benefit from the Reading Academy rather than the in-lieu program Inside
- Need to pinpoint what the 4th and 5th grade teams are doing given they have a higher rate of proficient students as measured by STAR

Data Driven Inventory

In the course of summative data analysis, the District provide a data driven inventory of high leverage best practices that can be implemented school-wide. 23 teachers responded to the inventory and three strengths and three concerns emerged:

Greatest Strengths

Practice Strengths	Comments
Culturally Responsive Teaching/Learning	CRT program, use of many strategies
Standards-aligned Consistent Instruction	EDI really valuable in this area
School Climate	Safe, inviting, know everyone, professional, collaborative

Biggest Concerns

Practice Concerns	Comments
Accelerated Intervention	Afterschool Intervention started later and not at K-3 Need more PD in specific intervention strategies Need to use non-fiction in ELA intervention
Strong Relationships w/Families & Communities	Need to increase parent engagement around academics in addition to social activities

	Need to communicate better with parents regarding student academic needs Need to resume parenting classes
Results-focused Professional Learning	Need more PD at site level, especially focused on increasing achievement and teaching practices Need more direct coaching at site and district level Need to be more rigorous in our approach to increasing achievement

As a result of the inventory and our analysis of our summative data, we concluded on the following action steps, aligned them with the essential programs components in our current school plan and instructional focus plan, and incorporated them into our Single School Plan addendum:

1. Re/Commit to use of EDI and CRT instructional strategies daily.

(Aligns w/ EPC 5.2, 6.1, Pillar 3 – L5)

- What components of EDI and CRT can be used for ELA, Math, Science and Socials, and ELD lessons every day?
- How do we begin incorporating language objectives into lessons?
- How do we differentiate instruction especially in our ELD platoons?

2. Use of more nonfiction texts through out the day, and in Reading Academy and Intervention. (Aligns with EPC 2.2, Pillar 1 – L1)

- These strategies have been identified by 4th/5th grade as a possible key to their success in increasing student achievement.
- How can all other grade levels implement this?

3. Intervention, especially at lower grades, needs to focus on Basic students and include test taking skills. (Aligns with EPC 1.1, 1.4)

- How can we incorporate test-taking skills in our every day lessons?
- How do we provide immediate intervention within our regular lessons?
- Star Test chats with students.

4. Real demonstrations of actual lessons by peers.

(Aligns with EPC 8.1, Pillar 4 – T8)

- Possible video vignettes of Garfield teachers, peer observations, utilize expertise of site and district coaches.
- Have 5th grade model how they plan and collaborate.
- PLC Implementation at all Grade Levels

5. Increasing parent involvement focused on academics. (Aligns with Parent Involvement and Pillar 2 – L3)

- New Math strategies have been identified by parents as a top need.
- School-wide Math/Science Fair proposed by 4th/5th grade successful in past

Data Analysis

- **Non-Academic Data**

In 2012, our 5th grade students took the California Healthy Kids Survey. The survey revealed that high levels of our students feel connected to the school and adults in the school care and hold expectations for them. Meaningful participation scored mostly in to moderate range.

Our average attendance data over the past two years has remained consistent at around 96%. It would be beneficial to explore how to increase attendance outside of our current practices.

Our school suspension rates are relatively low but still reveal a disproportionate number of African American students have been suspended over the past two years. We will explore alternatives to suspension as well as looking into the strength relationships we have established with our most at risk African American students.

Step Two: Measure Effectiveness of Current Strategies Using State Tool

Needs Assessment

Spring 2013 Academic Program Survey (APS) Results

ESSENTIAL PROGRAM COMPONENTS
(EPCs)
Elementary K-5

Garfield Elementary

The rating scale is 1-4. A 4 reflects the highest level of school-wide implementation.

EPC 1: INSTRUCTIONAL PROGRAM	**F09**	**W11**	**Sp 13**
EPC 1.1: Adopted RLA basic and ancillary materials K-5 **SLUSD =** *HMR/Lectura* + intervention materials to be determined	**4**	**4**	**3.5**
EPC 1.2 Adopted ELD Materials K-5 **SLUSD =** *Avenues*	**4**	**4**	**4**
EPC 1.3: Adopted RLA Intensive Intervention Materials Grades 4-5 **SLUSD =** *Inside*	**4**	**4**	**4**
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD =** *Envision*	**4**	**4**	**4**
EPC 1.5: Adopted Math Intensive Intervention Materials Gr 4-5 **SLUSD =** *Envision* Intervention Materials	**1**	**1**	**1**
EPC 2: INSTRUCTIONAL TIME			
EPC 2.1: RLA Basic Core (K=1 hr, 1st-3rd =2.5 hrs; 4th-5th =2.0 hrs) **SLUSD =** Using HMR, HMR UA, Write Source	**2**	**2**	**3.5**
EPC 2.2: RLA Strategic Intervention (K-5th = 30 min. beyond EPC 2.1) **SLUSD =** Using intervention materials during school day in Reading Acad	**1**	**4**	**4**
EPC 2.3: ELD (K-5th = 30-60 min per day beyond EPC 2.1 and 2.2) **SLUSD =** Using *Avenues* in EPL-leveled groups	**2**	**3**	**4**
EPC 2.4: RLA Intensive Intervention (2.5-3 hrs Gr 4-5 in lieu of EPC 2.1) **SLUSD =** Using *Inside* in lieu	**2**	**4**	**4**
EPC 2.5: Math Core (K= 30 min, 1st-5th = 1 hour) **SLUSD =** Using *Envision* and Board Math	**2**	**4**	**4**
EPC 2.6: Math Strategic Intervention (K-5=15-30 min. beyond EPC 2.5) **SLUSD =** Using *Envision* Intervention materials during school day	**2**	**2**	**2**
EPC 2.7: Math Intensive Intervention (4-5=15-30 min. beyond EPC 2.5) **SLUSD =** Using *Envision* Intervention materials during school day	**1**	**3**	**4**
EPC 3: LESSON PACING GUIDE			
EPC 3.1: RLA Pacing Guide used daily **SLSUD =** follow current ELA pacing guide	**4**	**4**	**4**
EPC 3.2: Math Pacing Guide used daily **SLSUD =** follow current Math pacing	**4**	**4**	**4**
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING			
EPC 4.1: RLA/ELD Core and Intervention 40 Hour Training **SLUSD =** AB430 Module 1	**4**	**4**	**4**
EPC 4.2: Math Core and Intervention 40 Hour Training **SLUSD =** To be arranged	**1**	**1**	**4**
EPC 4.3: Ongoing targeted Professional Development **SLUSD =** Admin participates in DAIT Learning Walks, PLC trainings, etc	**4**	**4**	**4**

EPC 5: CREDENTIALED TEACHERS AND PROFFESIONAL DEVELOPMENT OPPORTUNITY	F09	W11	Sp 13
EPC 5.1: Fully Credentialed, Highly Qualified Teachers **SLUSD =** meets NCLB requirements	**4**	**4**	**4**
EPC 5.2: All teachers attend RLA training **SLUSD =** SB472 HMR level 1 training for all; HMR EL for many (5 days)	**3**	**4**	**4**
EPC 5.3: All teachers attend Math Training **SLUSD =**SB472 *Envision* Math Training for all (5 days)or 3-5 day Phil & Drew	**1**	**1**	**4**
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS			
EPC 6.1: RLA Support implementing adopted programs **SLUSD =** ongoing coaching/training on practices with HMR, Avenues, *Inside* & other intervention materials	**3**	**4**	**1**
EPC 6.2: Math Support implementing adopted programs **SLUSD =** ongoing coaching/training on practices with *Envision*/Board Math	**3**	**1**	**1**
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM			
EPC 7.1: Common RLA/ELD and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access HMR Benchmarks, Theme Tests and Writing Assessments	**2**	**3**	**3.5**
EPC 7.2: Math and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access Envision Benchmarks & Topic Tests	**2**	**3**	**2**
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)			
EPC 8.1: Structured Collaboration (2 hrs/mo) on adopted RLA/ELD programs **SLUSD =** 2 hrs Mon-Wed meeting time per mo. or part of ½ day release time *Dufour PLCs* as the framework	**4**	**4**	**3**
EPC 8.2: Structured Collaboration (2 hrs/mo) on adopted math program **SLUSD =** 2 hrs MW mtg time per mo. or part of ½ day release time using *Dufour PLCs* as the framework	**4**	**4**	**3**
EPC 9: FISCAL SUPPORT			
EPC 9.1: Categorical Funds used for full implementation of RLA/ELD EPCs **SLUSD =** site plan funds RLA/ELD EPCs as a priority	**4**	**4**	**4**
EPC 9.2: Categ Funds used for full implementation of Math EPCs **SLUSD =** site plan Math EPCs as a priority	**4**	**4**	**4**

BEYOND THE EPCs
Supplementary Materials For Opportunity and Equal Access
SCHOOL CLIMATE/CULTURE
PARENT INVOLVEMENTs
LEADERSHIP AND GOVERNANCE

Needs Assessment

- **Conclusions**

As part of our needs assessment analysis, we concluded that the majority of the EPC's are implemented school-wide especially those in components 1 through 5 and 9. A few sub EPC's with lower implementation scores have to do with mathematics intervention and coaching. For the past few years, our focus has been on RLA and ELD so we have had less focused time on mathematics.

The areas in need of increased implementation are in EPC's 6, 7 and 8. As of the 2013, all teachers have now completed SB472 training in mathematics. In addition, the District and the site have provided teachers opportunities to work with coaches focused on CRT, EDI, and ELD best practices and not in mathematics. The District is currently exploring ways to provide ongoing mathematics coaching to elementary teachers in the upcoming school year. As a site, we will need to have specific agreements of how we utilize the coaching resources.

In addition, we need to analyze our training needs so all staff members can raise their comfort levels in inputting and accessing student data in Illuminate. We also need to fully direct our Wednesday collaboration time to the implementation of the Dufour PLC formative assessment cycle and ongoing professional development.

Step Three: Identify Achievement Goals

STUDENT ACADEMIC LEARNING GOALS

ANNUAL ACADEMIC GOAL: English Language Arts (based on student data analysis using Cycle of Inquiry)

GOAL #1: All students and subgroups will at minimum meet safe harbor or NCLB % Proficient ELA targets. Those subgroups exceeding safe harbor goal will move 10% of the non-proficient students to proficiency.

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for all students and including subgroups (differentiated to close the racial disparity gap) **2012-13 AYP Target K-8= 89.2%; 9-12 = 88.9%**

Group (2012-13 NCLB District ELA Target = 89.2%)	2011-12 % Proficient	2012-13 Minimum Goal	2012-13 Stretch Goal
All	41.9%	47.7%	89.2%
African American	34.5%	41.1%	89.2%
Asian	34.3%	40.9%	89.2%
Filipino	67.9%	71.1%	89.2%
Hispanic/Latino	36.9%	43.2%	89.2%
White	44.8%	50.3%	89.2%
SED	37.2%	43.5%	89.2%
EL	35.5%	42.0%	89.2%
SWD	22.2%	30.0%	89.2%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= NCLB Goal
= Beyond Next NCLB Goal
= Not Numerically Significant

10/11/2012 Chaja

See Appendix C for Worksheets that derive this data.

Mid-Year review: Measuring Effectiveness (how will we know strategy is working? What data will we collect? When we will collect this data)?

Review ELA CST, Tri 1 Benchmarks and Tri 2 Benchmarks to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring

ANNUAL ACADEMIC GOAL: English Language Development (based on student data analysis using Cycle of Inquiry)

GOAL #2: All ELs will meet AMAO #1 and AMAO #2 CELDT targets.

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for EL subgroup

2012-13 AMAO 1 - Annual Growth
English Learners Making Annual Progress in Learning English

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
Garfield	131	130	99.2%	92	70.8%	72.0%	73.0%
2013-14 CDE AMAO Targets					59.0%		
2012-13 CDE AMAO Targets					57.5%		
2011-12 CDE AMAO Targets					56.0%		
2010-11 CDE AMAO Targets					54.6%		

01/05/2013 Chaja

2012-13 AMAO 2 - English Learners Attaining English Proficiency

	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,565	398	25.4%	27.3%	28.3%	615	246	40.0%	47.0%	49.0%
Garfield	146	37	25.3%	27.2%	28.2%	20	--	--	47.0%	49.0%
2013-14 CDE AMAO Targets			22.8%					49.0%		
2012-13 CDE AMAO Targets			21.4%					47.0%		
2011-12 CDE AMAO Targets			20.1%					45.1%		
2010-11 CDE AMAO Targets			18.7%					43.2%		

No data are reported if there are less than 30 in the cohort.

01/05/2013 Chaja

Mid-Year Review: Measuring Effectiveness (how will we know strategy is working? What data will we collect? When we will collect this data)?

Review CELDT data, EL ELA CST data and benchmark data to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring.

ANNUAL ACADEMIC GOAL: **Mathematics** (based on student data analysis using Cycle of Inquiry)

GOAL #3: **All students and subgroups will at minimum meet safe harbor or NCLB % Proficient MATH targets. Those subgroups exceeding safe harbor goal will move 10% of the non-proficient students to proficiency.**

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for all students and including subgroups (differentiated to close the racial disparity gap) **2012-13 AYP Target K-8= 89.5%, 9-12 = 88.7%**

Group (2012-13 NCLB District Math Target = 89.5%)	2011-12 % Proficient	2012-13 Minimum Goal	2012-13 Stretch Goal
All	48.3%	53.5%	89.5%
African American	31.0%	37.9%	89.5%
Asian	51.4%	56.3%	89.5%
Filipino	64.3%	67.9%	89.5%
Hispanic/Latino	47.6%	52.8%	89.5%
White	37.9%	44.1%	89.5%
SED	43.9%	49.5%	89.5%
EL	49.2%	54.3%	89.5%
SWD	33.3%	40.0%	89.5%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= NCLB Goal
= Beyond Next NCLB Goal
= Not Numerically Significant

10/11/2012 Chaja

See Appendix C for Worksheets that derive this data.

Mid-Year Review: **Measuring Effectiveness** (how will we know strategy is working? What data will we collect? When we will collect this data)?

Review Math CST, Tri 1 Benchmarks and Tri 2 Benchmarks to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring

Step Four: Key Improvement Strategies that Align with District LEA Plan (LEAP) with Timelines, Personnel Responsible, Proposed Expenditures, Funding Source, and Goal# (Action Steps)

STRATEGIC PROGRAM ACTION STEPS

- **District-wide Action Steps: Schools can add site-specifc items in next section**

Strategic Action Steps	**Year**	**As Measured by**	**Estimated Cost**	**Funding Source**	**Goal aligned**
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
• The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness.	2013-2015	Prin Logs/notes	$0	NA	1-3
EPC 1.1: Adopted RLA basic and ancillary materials K-5 SLUSD = HMR/Lectura + intervention materials to be determined					
Teachers use the Board approved RLA/ELD core and program ancillary materials daily. • HMR Medallion core and ancillary materials provided to all teachers • Free Medallion Practice Books provided annually	2013-2015	• Core: Successful Williams visit • Ancil: POs or email to IMC	$0	NA	1
The school, in collaboration with the district, will implement the components of Tiered Intervention, including meeting the needs of benchmark and above, strategic, and intensive learners in the area of RLA/ELD, including RLA materials to be used. • Teachers, in collaboration with the District, will continue to identify and purchase support materials and/or reading intervention kits for students in grades 4-5 • Teachers use RLA universal access time to provide differentiated instruction to meet the needs of all students. • The school will implement Tier II and Tier III of *Tiered Intervention* during Reading Academy and *Inside* time	2013-2015	• Agendas from Task Forces or committees • Sub requests • Prin class visits or walkthrough notes with materials seen in use	$0	NA	1
SWD are provided curriculum or instruction modifications and/or accommodations, as specified in their (IEP), to participate successfully in a basic RLA core classroom. • General Ed and Special Ed staff will collaborate to determine modifications to materials and/or instruction.	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes	$0	NA	1
EPC 1.2 Adopted ELD Materials K-5 **SLUSD = Avenues**					
ELs are provided with Board approved instructional materials in ELD.	2013-2015	• Prin Logs and notes	$District Funds	District	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
These **materials are implemented as designed and in daily** use. • District provides TK-K-1 Avenues workbooks as needed.		• PO Copy			
Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • Principals will provide timely EL assessment data to grade levels for the purpose of determining EPL leveled platooning groups	2013-2015	• Agenda of platoon Mtg • ELD schedule with levels in L	$0	NA	2
EPC 1.3: Adopted RLA Intensive Intervention Matls Grades 4-5 **SLUSD = *INSIDE***					
Students in grade 4-5 identified as needing intensive intervention are provided accelerated instruction using Board approved *INSIDE* in lieu program. These materials are implemented daily as designed. • Principals work with district office to oversee testing of potential *Inside* Level A or B students in the spring of each year. • Principals/RSP teachers /SDC teachers will work with district to identify materials to be reordered each Spring	Sept each year	• Testing schedule & results • Inside Schedule and lists of students attending • List of materials to order	$0	NA	1
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD = Envision**					
Teachers will use Board approved math basic core instructional program materials in mathematics. These **materials are implemented daily** as designed to support the needs of all students. • Teachers will use Interactive Homework books daily. • Board math will be taught 3 times/week in all K-5 classrooms in lieu of the Envision Spiral review handbook.	2013-2015	• Prin Logs & notes showing materials in use & area for Board Math	$0	NA	3
The school, in collaboration with the district, will continue to develop and implement the components of *Tiered Intervention*, including meeting the needs of benchmark and above, strategic, and intensive learners in the area of math, including identification of math materials to be used.	2013-2015	• Agendas of Math Task Forces • Sub requests	$0	NA	3
SWD are provided curriculum or instruction modifications and/or	2013-	• IEP Meeting	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
accommodations, as specified in their (IEP), to participate successfully in a basic Math core classroom. • General Ed and Special Ed staff will collaborate to determine modifications to materials and/or instruction.	2015	notes • Meeting Agendas • Prin notes			
EPC 1.5: Adopted Math Intensive Intervention Materials Gr 4-5 SLUSD = Envision Intervention Materials					
All students identified as needing intensive intervention in grades four & five, are provided the current Board approved intervention materials at their assessed level of need. These materials are implemented daily as designed. • Students are assessed and identified as needing intensive mathematics intervention.	2013-2015	• Math assessment results	$0	NA	3
The school, in collaboration with the district, will begin to develop a plan to implement the **intensive** instruction components of the *Tiered Intervention* model in the area of math including identification of math materials to be used.	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes	$0	NA	3
EPC 2: INSTRUCTIONAL TIME					
• Schools will submit grade level schedules of time to the district office in September of each year for EPC 2.1 – 2.7 • The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness.	Sept, each year	• Grade Level schedules submitted to C&I • Prin Logs & notes	$0	NA	**1-3**
EPC 2.1: RLA Basic Core (K=1 hr, 1st-3rd =2.5 hrs; 4th-5th =2.0 hrs) SLUSD = Using HMR Medallion, HMR Medallion UA, Write Source					
Schedule allocates for all RLA/ELD classrooms the appropriate daily, uninterrupted instructional time for the basic core program (K = 60 minutes, 1-3 = 2.5 hours; 4-5 = 2.0 hours	2013-2015	• Daily Agendas with RLA minutes • Prin logs & notes	$0	NA	1
EPC 2.2: RLA Strategic Interv. (K-5th = 30 min. beyond EPC 2.1) SLUSD = Using intervention materials TBD during school day					
The school provides additional instructional time beyond the basic RLA core program for students in need of strategic support during *Reading Academy* time. This is in addition to the 30 minutes for ELD time. The school, in collaboration with the district, will develop a schedule for this the during-the-day RLA components of *Tiered Intervention* as follows*:* ➢ K pulls groups in AM and PM and platoons by student need as much as possible	Sept and Jan Each year	• Daily Agenda with Read Acad minutes • Reading Acad plans by grade level	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
➢ 1st-3rd uses 2:15-3:00 and platoons by student need as much as possible ➢ 4th-5th pulls groups and platoons by student need as much as possible. 4th-5th teachers work with administrators to determine the optimal model for this.					
EPC 2.3: ELD (K-5th = 30-60 min per day beyond EPC 2.1 and 2.2) **SLUSD = Using Avenues in EPL-leveled groups**					
All identified EL students are provided with 30 additional minutes of daily ELD instructional time.	2013-2015	• Daily Agendas • ELD Schedules submitted • Prin logs & notes	$0	NA	2
ELs who are also identified as SWDs also receive 30 minutes of daily ELD instruction.	2013-2015	➢ RSP schedules not conflicting with ELD	$0	NA	2
EPC 2.4: RLA Intensive Interv. (2.5-3 hrs Gr 4-5 in lieu of EPC 2.1) **SLUSD = Using INSIDE in lieu**					
Students identified as intensive learners in grades 4-5 are given 2.5 – 3.0 hours of uninterrupted instructional time in RLA using the Board adopted intensive intervention program *(or as close to this as possible)* ➢ RSP teachers will submit a schedule each year in Sept showing Inside as well as other duties, with appropriate lunch and prep	Sept each year	➢ Schedules showing *Inside* time ➢ RSP teacher schedules	$0	NA	1
EPC 2.5: Math Core (K= 30 min, 1st-5th = 1 hour) **SLUSD = Using Envision and Board Math**					
Students in grade K are provided 30 minutes of instructional time for mathematics.	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs & notes	$0	NA	3
Students in grade 1-5 are provided with 60 minutes of mathematics instruction.	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs & notes			3
EPC 2.6: Math Strategic Interv. (K-5=15-30 min. beyond EPC 2.5) **SLUSD = Using Envision Intervention materials during school day**					
The school uses assessments and placement criteria to determine the instructional needs of strategic students in Math.	2013-2015	Results from math assess-ments	$0	NA	3
Additional time (K – grade 5 = 15-30 minutes) in mathematics is	2013-	➢ Daily Agenda	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
allocated for strategic learners including ELs and SWDs. *(or as close to this as possible)*	2015	with minutes ➢ Prin logs & notes			
EPC 2.7: Math Intensive Interv. (K-5=15-30 min. beyond EPC 2.5) **SLUSD = Using Envision Intervention materials during school day**					
Student in grades 4-5 identified as intensive learners receive additional time (15 – 30 minutes) in mathematics using the ancillary core materials. *(or as close to this as possible)*	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs & notes	$0	NA	1
EPC 3: LESSON PACING GUIDE					
EPC 3.1: RLA Pacing Guide used daily **SLUSD = follow current ELA pacing guide**					
Teachers use the district's adopted instructional/pacing guides daily to implement the RLA/ELD core programs	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
Teachers use the district's adopted instructional/pacing guides daily to implement the intensive RLA/ELD core program	2013-2015	• Pacing Guide Prin logs & notes	$0	NA	1
For strategic learners, teachers use the RLA/ELD core program pacing guide and intensify the focus on key standards allowing time for pre/re-teach, and specific skills development.	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
In bilingual classes, teachers will use the district's RLA/Biliteracy pacing schedules	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
In bilingual classes, teachers will follow the Bilingual matrix.	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
Teachers will post and explain the lesson's main RLA Content Objective daily	2013-2015	• Prin logs & notes	$0	NA	*1*
Teachers will post and explain the lesson's main ELD Language Objective daily. Content Objective for ELD may also be included	2013-2015	• Prin logs & notes	$0	NA	*1*
EPC 3.2: Math Pacing Guide used daily **SLUSD = follow current Math pacing**					
Teachers use the district's adopted instructional/pacing guides daily to implement the math core programs	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	3
For strategic learners, teachers use the math core program pacing guide and intensify the focus on *Essential* standards allowing time for pre/re-teach, and specific skills development.	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	3
Daily agendas will be posted in every classroom	2013-	• Prin logs &	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
	2015	notes showing Daily Agenda posted daily			
Teachers will post and explain the lesson's main Math Content Objective daily	2013-2015	• Prin logs & notes	$0	NA	*3*
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
EPC 4.1: RLA/ELD Core and Intervention 40 Hour Training SLUSD = AB430 Module 1					
The principal and vice principal will complete the 40 hour administrative training and 40 hours of structured practicum in the current core and intensive RLA/ELD programs. ***[NOTE: these trainings are not currently available]***	When offered		$0	NA	1-2
EPC 4.2: Math Core and Intervention 40 Hour Training SLUSD = To be arranged					
The principal and vice principal will complete the 40 hour administrative training and 40 hours of structured practicum in the current core and intervention math programs. ***[NOTE: these trainings are not currently available]***	When offered		$0	NA	3
EPC 4.3: Ongoing targeted Professional Development SLUSD = to be arranged					
The principal and vice principal receive on going targeted professional development to monitor and support full implementation of the EPCs (refer to EPC Criteria and Clarification for the array of administrator professional development)	When offered	• Prin Mtg Agendas and Sign in	$district funds	district	1-3
Principals receive training on *Tiered Intervention* and Common Core implementation.	2013-15	• Prin Mtg Agendas and Sign ins	$district funds	district	1,3
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
EPC 5.1: Fully Credentialed, Highly Qualified Teachers SLUSD = meets NCLB requirements					
Classrooms have highly qualified teachers appropriately credentialed for their assignments • The school, in collaboration with HR has a plan when teachers do not meet NCLB requirements.	2013-2015	• Documentation provided by HR	$0	NA	1-3
EPC 5.2: All teachers attend RLA training SLUSD = SB472 HMR level 1 training for all; HMR EL for many (5 days)					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Teachers are provided with RLA/ELD 40 hour instructional materials professional development for the use of current Board approved RLA/ELD materials. • The school has identified all teachers needing HMR level 1 training and will send teachers to district arranged trainings. ***NOTE: Everyone was trained by 2011 on the current adoption. Trainings will not be offered until a new adoption***	NA	•	$0	NA	1-2
Teachers complete the RLA/ELD 80 hour structured practicum based on implementation of the instructional materials and the EPCs. (Refer to EPC Criteria and Clarification for full list of PD options). ***NOTE: Everyone was trained by 2011 on the current adoption. Trainings will not be offered until a new adoption***	NA	•	$0	NA	1-2
Professional development is provided to support teachers in providing Support for differentiated ELD, especially for EPL levels 1 & 2)	2013-2015	• Copy of PO			2
EPC 5.3: All teachers attend Math Training **SLUSD = SB472 Envision Math Training for all (5 days)**					
Teachers are provided with 40 hour instructional materials professional development for the use of current Board-approved math materials. ***NOTE: Everyone was trained by Spring 2013 on the current adoption. Trainings will not be offered until a new adoption***	NA	•	$0	NA	3
Teachers complete the math 80 hour structured practicum based on implementation of the instructional materials and the EPCs. (Refer to EPC Criteria and Clarification for full list of PD options). ***NOTE: Everyone was trained by Spring 2013 on the current adoption. Trainings will not be offered until a new adoption***	NA	• Collaboration and Mtg Agendas and/or notes	$0	NA	3
Teachers receive training on *Tiered Intervention* and Common Core implementation.	2013-2015	• Sign ins and agenda	$0	NA	3
Professional development will be used to refine the use of differentiated instruction to address the needs EL students, African American students, Latino, and special education students, and other target subgroups as well as student working above grade level.	2013-2015	• Sign ins and agenda	$0	NA	3
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
EPC 6.1: RLA Support implementing adopted programs **SLUSD = one-on-one coaching on HMR, Avenues, REACH and other intervention materials TBD**					
All RLA/ELD and intensive teachers are provided with ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise who work primarily in the classroom and assist with full and	2013-2015	• Contracts/MOUs or POs • PPAFs for coaches	$0	NA	1-2

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
skillful implementation of the Board approved RLA/ELD and intensive instructional programs. District funds the following: • Site works with district-wide instructional coaches and content experts as needed • Site participates in Learning Walks and PD focused on implementing latest research on effective instruction led by Napa-Solano-Contra Costa County Office of Ed Team • Site sends team to PLC follow-up trainings • Site sends team to Common Core Transition Planning Team • Site sends teachers to E3 Racial Equity training					
EPC 6.2: Math Support implementing adopted programs **SLUSD = one-on-one coaching on Envision and Board Math**					
All math and intervention teachers are provided with ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise who work primarily in the classroom and assist with full and skillful implementation of the Board approved math and intensive instructional programs • **Site works with math coaches and content experts as needed** • The principal structures and monitors the use and impact of coaching services on student's achievement.	2013-2015	• Contracts/MOUs or Pos • PPAFs for coaches	$0	NA	3
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
EPC 7.1: RLA/ELD and Intensive Int. Assessments 6-8 weeks **SLUSD = Using *Illuminate* to access HMR Benchmarks, Theme Tests and Writing Assessments**					
The school will follow the district's annual assessment calendar.	2013-2015	• Data scanned into *Illuminate*	$0	NA	1
Teachers have access to electronic data management system (*Illuminate*), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry level and/or diagnostic assessments, progress monitoring assessments and summative assessments on the basic core and intensive RLA/ELD programs. • Teachers will receive training regarding the use of the *Illuminate* system. • Collaborative planning time will be provided with time to analyze the results of the *Curriculum Associates and DIBELS* benchmark assessments. • The school will provide representatives to district Math Tiered	2013-2015	• Assessment result reports • Agenda and calendars of meetings	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Intervention task forces/subcommittees as needed to implement transition to Common Core • Common formative RLA/ELD assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.					
Data from STAR and RLA/ELD assessments is disaggregated by subgroup (race, language, special education, SED) and used to determine placement, diagnosis of readiness for grade level, standards-based instruction, guide school-wide focused work and daily instructional planning.	2013-2015	• Disaggregated data charts and reports	$0	NA	1
Students participating in the RLA/ELD and math intervention programs will be tagged in Aeries and data will be collected to monitor student progress and program effectiveness.	2013-2015	• List generated from AERIES tags	$0	NA	1
Teachers will give the pacing guide-embedded writing assessment each year for grades K-5	2013-2015	• Results in *Illuminate*	$0	NA	1
CELDT data will be reviewed to determine the % of EL students advancing by one or more levels. (AMAO 1)	2013-2015	• *Illuminate* reports	$0	NA	2
The school in collaboration with the district will identify on-going ELD assessment for students in grades 4-5 not making adequate progress	2013-2015	• Meeting notes	$0	NA	2
EPC 7.2: Math and Intensive Int. Assessments 6-8 weeks SLUSD = Using *Illuminate* to access Envision Benchmarks & Topic Tests					
Teachers have access to electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry level and/or diagnostic assessments, progress monitoring assessments and summative assessments on the basic core and intervention math programs. • Teachers will receive training regarding the use of the *Illuminate* system. • Collaborative planning time will be provided with time to analyze the results of the summative benchmark assessments • The school will provide representatives to district Math Tiered Intervention task forces/subcommittees as needed to implement transition to Common Core • Common formative Math assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.	2011	• *Illuminate* training agendas and Sign ins • Collaboration agendas and notes • Sub requests for Task Force reps • Assessments in *Illuminate*	$0	NA	3
Data from STAR and district math assessments is disaggregated and	2011	• Data reports	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
used to determine placement, diagnosis of readiness for grade level, standards-based instruction, guide school-wide focused work and daily instructional planning.					
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
EPC 8.1: Structured Collaboration (2 hrs/month) on adopted RLA/ELD programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all RLA/ELD, strategic, intensive, special education, and ELD) are provided with a one hour (preferably twice a month) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification) • The Dufour PLC process will be used during grade level collaborative planning time • The principal/site leadership team will ensure that time is provided for: o Using and analyzing timely students common assessment results o Strengthening program implementation o Designing and improving lesson and instruction o Identifying research-based strategies to support skills o Implementing culturally responsive teaching strategies o Implementing research-based strategies to meet the needs of English learners	2013-2015	• Collaboration on annual school calendar • Collaboration agendas and notes • Record of substitutes for release time	$0	NA	1-2
Peer coaching will be implemented to increase the use of culturally relevant strategies to enhance the adopted core programs.	2013-2015	• Schedule of release • Sub requests	$0	NA	1-2
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	• Logs & notes	$0	NA	1-2
EPC 8. 2: Structured Collaboration (2 hrs/month) on adopted math programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all math, strategic, intensive, special education, and ELD) are provided with a one hour (preferably twice a month) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification) • Same as 8.1 above.	2013-2015	See 8.1	$0	NA	3
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	• Logs and notes	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
The school will identify supplemental materials that are culturally reflective of the student population and that are inclusive and respectful of differences to be used to bridge gaps in the core materials.	2013-2015	• Copy of POs • Lists of materials	See site section below		1-3
The school will evaluate and purchase research-based standards aligned technology programs to support students in grades K-5 in RLA/ELD.	2013-2015	• Copy of POs	See site section below		1
Grade level teams will explore integration of Science and Social Studies text within language arts.	2013-2015	• Meeting and collab Agendas	$0	NA	1
TARI program participants will develop projects integrated art into RLA time and writing into Art classes.	2013-2015	• Prin logs and notes	$0	NA	1
SCHOOL CLIMATE/CULTURE					
In conjunction with the district level racial equity work, sites will develop a plan to ensure that racial equity work at the site is focused on closing the academic disparity gaps.	2013-2015	• Meetings on calendar • Agendas	$0	NA	1-3
A beginning of the year assembly or class meetings will be held to address issues of no name calling and anti-bullying strategies he school explicitly address anti-bullying and safe school activities throughout the school year	2013-2015	• Meeting Agenda or staff com-munication with this info	$0	NA	1-3
The school implements the safe school activities	2013-2015	• Prin logs and notes	$0	NA	1
Classroom and school wide rules are posted in every classroom along with positive rewards and consequences	2013-2015	• Seen on visits & walkthroughs	$0	NA	1-3
The halls and walls reflect the race and culture of the students and families	2013-2015	• Seen on visits & walkthroughs	$0	NA	1-3
Culture of the school reflects an inclusive environment that encourages all students to be academically successful and respects multicultural and multilingual differences.	2013-2015	Seen on visits & walkthroughs	$0	NA	1-3
The school will review the Healthy Kids Survey results and incorporate action steps in the School Safety Plan to address areas of need.	2013-2015	• Mtg or collab agendas	$0	NA	1-3
Schools will utilize COST referral system for academic and social-emotional support	2013-2015	• COST Forms	$0	NA	1-3
The school will monitor student referrals and suspension and provide intervention services as appropriate.	2013-2015	• Suspension and referral	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
• The school will continue to enter student suspension and referral data into the Aeries system • The school will monitor referral data monthly to identify students in need of intervention • The school will develop an intervention plan for students listed above		summaries from DO • Site meeting agendas			
PARENT INVOLVEMENT					
Outreach to parents of color will continue.	2013-2015	• Prin notes on meetings/phone calls	$0	NA	1-3
All notices, reports, statements, or records sent to the parent or guardian of any pupil by the school or school district are, in addition to being written in English, written in the primary language(s) (at the same time), when 15 percent or more of the student population at the school site speak a single primary language other than English	2013-2015	• Copies of flyers, newsletter in Eng and Span	$0	NA	1-3
Title I schools will hold one Title I parent meeting in the fall and provide flexible meeting opportunities and parent education workshops throughout the year.	2013-2015	• Flyers • Agendas • Newsletter announcements	$0	NA	1-3
The vision of the *Parent Equity* team (inclusion, respect, accountability) is visible throughout the school	2013-2015				1-3
The school will use *Blackboard* to inform parents of critical events and information	2013-2015	• Teleparent log	$0	NA	1-3
LEADERSHIP AND GOVERNANCE					
The School Site Council elections are held and the SSC membership reflects the diversity of the students/families, as well as all requirements for its composition.	2013-2015	• Flyers • Agendas • Newsletter announcements	$0	NA	1-3
The school has an articulated plan to increase the participation of parents of color into school governance and decision making.	2013-2015	• Prin notes	$0	NA	1-3
Additions and modifications to the school plan will be approved by the SSC when they exceed more than 10% of the school's budget	2013-2015	• Meeting notes and Site Plan Addendum	$0	NA	1-3
School Site Council will be trained in their role and responsibilities, SSC agendas will be posted 72 hours prior to the meeting, minutes will be provided following each meeting, by-laws will be established as appropriate.	2013-2015	• SSC flyer • SSC Agenda • SSC minutes	$0	NA	1-3
An ELAC will be trained in their role and responsibilities and the	2013-	• ELAC flyer,	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
committee will provide input to the SSC regarding school programs and student needs. If delegating to the SSC, an ELAC meeting is held and minutes reflect documentation of this process	2015	agenda and minutes			

STRATEGIC PROGRAM ACTION STEPS

- **School-specific Action Steps (additions to the above District-wide LEAP-aligned steps)**

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
• Garfield School will provide class size reduction at all grade levels as per our QEIA requirements	2013-2015	• School attendance records and QEIA annual review	213,000	QEIA	QEIA Requirement
EPC 2: INSTRUCTIONAL TIME					
• Garfield School will provide two classroom instructional assistants at K-2 and 3-5 grades. Instructional assistants will help support non-proficient students as determined/directed by classroom teachers, student achievement coach, and/or principal.	2013-2014	• PPAF's and/or timesheets	39,250	EIA-SCE Title 1	1
EPC 3: LESSON PACING GUIDE					
• Garfield School will provide ongoing training for staff in the integration of Language Objectives into school-wide instructional practices.	2013-2014	• Training session agendas			3
• As a QEIA school, Garfield will begin to explore the transition to the common core standards in mathematics especially at grades K through 2nd, pilot supplemental ELA curriculum to support the common core, and expand available informational text reading resources	2013-2014	• Grade Level Mtg, Agendas, lesson plans, etc.			3
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
• The principal will receive additional training on coaching in PLC, CCSS, Break-through Coaching, and other key district initiatives such as creating equitable schools, positive behavior support	2013-2014	• District agendas/ Sign in	900	Site discretionary/ site donations	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
systems etc.		sheets			
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
• Garfield Staff will receive 40 hours of professional development as per our QEIA agreement. These 40 hours may consist of site and/or district initiatives such as Common Core Transition, Grade Level Release, PLC, E3, A Look at Learning, TARI, Safe Schools etc.	2013-2015	• QEIA Annual Report and Meeting Agendas	6,537 + possible carry over	EIA -SCE	QEIA Requirement and 1, 3, 4
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
• Garfield School will provide staff with onsite coaching and professional development as per our QEIA requirements to increase student achievement - specifically students in the achievement gap. • Garfield School will provide staff with ongoing support in the implementation of school-wide culturally relevant teaching and learning strategies, and explicit direct instruction, peer observations, and the Dufour/A Look at Learning PLC formative assessment cycle.	2013-2014	• Coaching logs and notes • Meeting agendas, coaching and principals logs	48,000 (.60 FTE) See EPC 5	QEIA and EIA-LEP EIA-SCE or EIA LEP	1, 3, 4 3, 4
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
• Garfield School will provide professional development in best practices in the use of technology/software to implement the common core standards for both teachers and students and continue to provide ongoing support to access/input student data through district databases such as Illuminate, DIBELS.net, and AERIES.net	2013-2015	• Meeting Agendas/ District expertise			1, 4
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
Garfield School will continue to identify supplemental materials and/or software to support items such as individualized web-based tutorial programs, transition to the common core standards, critical thinking, arts integration, and cultural diversity (reflective of our student population)	2013-2015	List of Materials and PO's	Funding amounts will be calculated in fall of 2013	Title 1 and/or EIA SCE	1, 3, 4

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
SCHOOL CLIMATE/CULTURE					
Garfield School will continue to provide the Playworks recess program to promote a safe and positive sports and leadership oriented recess for all students	2013-2014	Playworks MOU	30,000	Title 1	2
Garfield School will continue to provide Girl's Inc. (Pathways) Counseling	2013-2014	Girls Inc Mou	2500	Title 1	2
PARENT INVOLVEMENT					
Garfield School will provide funds to support parent education in the form of teacher hourly pay and/or consultants fees, supplies, materials, and oral interpretations for ELAC	2013-2014	Meeting Agendas/PO's/ MOU's/Timesheets	7776	Title 1 EIA LEP	2
LEADERSHIP AND GOVERNANCE					
Principal and Leadership team will continue to implement Leadership practices as outlined in the site instructional focus plan.	2013-2015	Meeting Agendas			1, 2, 3, 4

Other Required Elements

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

Multi-funded students receive the core curriculum through the district's instructional delivery system supported by district funds, and appropriate supplemental program services to support or extend their learning as needed. These specially funded program services support and do not supplant the district's core curriculum or services. They are coordinated to provide a coherent educational experience and are evaluated through the analysis of disaggregated students' achievement data.

The two major purposes of San Leandro Unified School District's participation in School Based Coordinated Programs are to:

1. Allow for collaborative planning of strategies and instructional practices to assist special needs students to succeed in the core curriculum.
2. Provide for articulation between classroom teachers and auxiliary personnel regarding how auxiliary services support special needs students in the core curriculum.

- Instructional and auxiliary services are provided to meet the needs of each of the student populations listed below, regardless of whether the school receives state and federal supplementary funding for each of the groups:
    - Limited English proficient students
    - Socio-economically disadvantaged students
    - Gifted and talented students
    - Students with exceptional needs (Special Education Services)
    - Historically underserved populations (African American, Latino, Standard English Learners)

Limited English Proficient Students (ELL):
Limited English proficient students are placed with appropriately certificated teachers or teachers-in-training to receive simultaneous instruction in English Language Development and in the core curriculum. As required by law parental exception waivers are available for alternative program placement (K-5 bilingual instruction).

The goal for all English learners is the rapid, effective and efficient development of proficiency in English and in the core academic areas. The rich standards-based curriculum is accessible to all students through primary language support, Specially Designed Academic Instruction in English (SDAIE), and English language Development (ELD) as appropriate. Guidelines and procedures for assessment, placement, monitoring, transition (in the case of bilingual students) and reclassification are outlined in the District Master Plan.

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

Educationally Disadvantaged Students (CON 20h): ***EIA & Title I: Describe EIA and/or Title I services at your school site in these two areas:***

EIA

Limited English proficient students are placed with appropriately certificated teachers or teachers-in-training to receive simultaneous instruction in English Language Development and in the core curriculum. As required by law parental exception waivers are available for alternative program placement (K-5 bilingual instruction).

The goal for all English learners is the rapid, effective and efficient development of proficiency in English and in the core academic areas. The rich standards-based curriculum is accessible to all students through primary language support, Specially Designed Academic Instruction in English (SDAIE), and English language Development (ELD) as appropriate. Guidelines and procedures for assessment, placement, monitoring, transition (in the case of bilingual students) and reclassification are outlined in the District Master Plan.

Title 1

Garfield School now has a school wide Title I program which serves all students. Plans for focused professional development are in place to improve classroom instruction at the site, grade level and classroom levels to meet the needs of students who perform below "proficient" on formative and/or summative assessments.

Staff training is provided to ensure that the adults who supervise our children have tools to address their academic, behavioral and emotional needs. Support beyond the classroom also is provided, including Pathways counseling and Playworks student leadership and cooperative play program. Materials and equipment needed to offer all support programs are also provided with Title I resources.

1. ***Site-funded Professional Development and Coaching Plans***
   - Professional Development in ELD strategies is currently being researched based on State Standardized Tests results
   - Professional Development on the implementation on the Common Core Standards
   - Professional Development on Equity through the E3 program
   - Professional Development on the implementation of the Dufour's PLC formative assessement cycle
   - 0.6 FTE Student Achievement Coach for EIA and QEIA Activities – on going site-based professional development for EDI and CRT instructional strategies.

2. ***Site-funded Parent Involvement Activities***
   - English Language Advisory Council –How parents can support their child's learning, understanding CELDT scores and ELD programs, etc.
   - Title 1 Parent Involvement Meeting – Understanding Title 1 and what services it provides at our school, how parents can support their child's learning, etc.
   - Back to School Night, Open House, Parent Teacher Conferences, Student Success Team, School Site Council, and SAC.
   - PTA Community building activities such Book Fairs, Book and Blanket Night, Back to School BBQ, Ice Cream Social, Movie Nights, etc.
   - Parent Education provided by staff and/or outside consultants such as High Expectations and the National Council of Mathemtics Teachers.

Gifted and Talented Education (GATE):
Due to the state's Tier III flexibility, the GATE funds for the District have been swept and will be used for "any educational purpose*". Due to budget cuts, testing to identify GATE students will be limited to the 3rd grade.* Differentiated instruction is provided in classrooms to meet the needs of our GATE students.

SPECIAL EDUCATION PLAN AND CHECKLIST

1. Underline all of the special education services provided at the school site:
   - ☐ **Resource Program Specialist (RSP)**
   - ☐ **Special Day Class-mild to moderate (SDC-mm)**
   - ☐ Special Day Class-moderate to severe (SDC-ms)
   - ☐ **Speech/Language Specialist (S/L)**
   - ☐ **Adaptive PE Teacher (APE)**
   - ☐ Specialized Health Care Nurse (SPHC)
   - ☐ Itinerant Specialist for Physically Handicapped (ISPH)
   - ☐ Behavioral Specialist
   - ☐ Vision Handicapped Specialist (VH)
   - ☐ Itinerant Specialist DHOH
   - ☐ **Psychologist**
   - ☐ Program Specialist for Workability
   - ☐ Program Specialist for Transition Opportunity Program (TOPS)

2. How does the school site assure that all identified special education students are appropriately served?

   - ☐ **Attendance records from each service provider**
   - ☐ **Staff that work with student have access and understanding of IEP**
   - ☐ **Class lists for RSP, SDC and DIS provided by Special Services Department indicate appropriate placement as per the IEP**
   - ☐ **Administrators or designee attend IEP meetings and review IEPs for compliance**
   - ☐ **Students registered at the sites that have previous IEP records forward the records to the Special Services Department to ensure appropriate placement**
   - ☐ **Other-Student Success Team**

3. How does the plan address the curriculum, instructor strategies, and materials needed by identified special education students so that they may participate successfully in the district's core curriculum?

   - ☐ **District trainings available to appropriate personnel**
   - ☐ **Core curriculum materials within special education classroom as appropriate**
   - ☐ **Collaboration between general education and special education staff for materials, strategies, etc.**
   - ☐ **Staff and/or department meetings to address curriculum, etc.**
   - ☐ **Other- mainstreaming as appropriate**

4. How does the school site meet the instructional needs of special education students?

   - ☐ **Follow the completed and signed IEP**
   - ☐ **Collaboration between general education and special education**
   - ☐ **General education staff have access to student IEP as appropriate**
   - ☐ **Case managers coordinate services between DIS and general education teachers**
   - ☐ **Core curriculum materials are provided to special education staff as appropriate**
   - ☐ **A variety of service delivery systems as identified on the IEPs are provided**
   - ☐ Other

5. How are services provided by the SDC, RSP and/or DIS to non-identified special needs students?

- ☐ **Special education staff members may attend SST meeting**
- ☐ **Special education staff may observe students who have not yet been identified as special education students and provide feedback to general education staff**
- ☐ **A special education teacher may consult with a general education teacher regarding a non-identified student**
- ☐ **General education teachers may observe SDC classrooms to obtain instructional strategies and/or ideas that can be used in general education classroom.**
- ☐ **Special education staff may attend district-wide trainings offered by Special Services Department**

6. Describe the services the RSP and/or DIS specialists provide in the general education classroom.

- ☐ **RSP and DIS specialists may observe student in the general education setting and provide feedback to staff**
- ☐ **RSP and DIS specialists may model lessons to general education staff upon request**
- ☐ **RSP and DIS specialists may consult with general education teachers informally**
- ☐ **Sharing of materials, ideas and strategies between general education and special education staff**
- ☐ **Other-on site and district coaching available to gen ed and spec ed staff**

7. How do you monitor success and failure? How do you monitor student progress toward completion of graduation requirements?

- ☐ **Report cards on a trimester or quarterly schedule**
- ☐ **Daily or weekly progress reports as needed**
- ☐ **Annual IEP reviews with updated assessments and objectives**
- ☐ Parent initiated conferences include update on attainment of graduation requirements
- ☐ IEP meetings include update on graduation requirements
- ☐ Students meet with counselors to discuss graduation requirements (parent may also attend)
- ☐ **The principal ensures that accommodations are occurring as per the IEP**
- ☐ Students who appear or may be failing meet with site counselor who provide options and directions for the students/parents
- ☐ **Principal reviews any of the above and confers with staff as appropriate to ensure student success**

Budgeting

Centralized Services (district provides)

The district coordinates many services with categorical funding. The centralization of services helps to ensure that all eligible students are receiving adequate and appropriate support as efficiently as possible. Here are the main services that are centralized:

Title I

- NCLB Required Reservation funds (**30% of total Title I budget**)
  - School Choice and Supplementary Educational Services (SES) tutoring
  - Professional Development and support through instructional coaching
  - Professional Development and support through Coordinator of Data and Assessments and *Illuminate* data system
  - McKinney-Vento Homeless families academic support
- NCLB Allowable Reservations
  - District and School Program Improvement activities, mailings and other supports

EIA-LEP

- EL Clerks who maintain records, administer assessments, help with reclassification of ELs and carry out other EL-related duties as assigned
- EL CELDT Testing coordination and EL Master Plan implementation throughout the year

EIA-SCE

- Administrators support to sites with direct professional development in the form of training, coaching and other forms of direct support for principals, coaches, clerks, para-educators and teachers.
- Mental Health Counseling Services provided to each school (to below proficient students)

2013-14 Funding for these Centralized Services from Current Base and Carryover allocations:

- **This is in addition to what was also directly allocated to site.**

School	Title I Amt*	EIA-LEP Amt	EIA-SCE Amt
Garfield	$31,509	$14,285	$11,555
Jefferson	$60,098	$23,629	$15,039
Madison	NA	$9,613	$7,573
McKinley	$41,971	$17,430	$12,302
Monroe	$30,414	$10,332	$8,497
Roosevelt	NA	$6,828	$8,106
Washington	$38,565	$18,418	$11,982
Wilson	$69,222	$30,637	$21,155
Bancroft	$77,960	$14,016	$21,581
Muir	$75,426	$12,039	$20,621
SLHS	NA	$26,234	$68,441
Lincoln	NA	$1,527	$3,022
Totals	**$425,164**	**$184,987**	**$209,874**

*Title I includes the required 30% reservations listed above

Budgeting

- **State Programs and Budgets Included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
☐ *California School Age Families Education* *Purpose: Assist expectant and parenting students succeed in school.*	$NA
☐ **Economic Impact Aid/ State Compensatory Education** **Purpose: Help educationally disadvantaged students succeed in the regular program.**	$29,787
☐ **Economic Impact Aid/ English Learner Program** **Purpose: Develop fluency in English and academic proficiency of English learners**	$24,372
☐ *High Priority Schools Grant Program* *Purpose: Assist schools in meeting academic growth targets.*	$NA
☐ *Instructional Time and Staff Development Reform* *Purpose: Train classroom personnel to improve student performance in core curriculum areas.*	$NA
☐ *Peer Assistance and Review* *Purpose: Assist teachers through coaching and mentoring.*	$NA
☐ *Pupil Retention Block Grant* *Purpose: Prevent students from dropping out of school.*	$NA
☐ *School and Library Improvement Program Block Grant* Purpose: Improve library and other school programs.	$NA
☐ *School Safety and Violence Prevention Act* *Purpose: Increase school safety.*	$NA
☐ *Tobacco-Use Prevention Education* *Purpose: Eliminate tobacco use among students.*	$NA
☐ List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	$NA
Total amount of state categorical funds allocated to this school	$54, 159

Budgeting

- **Federal Programs and Budgets Included in this Plan**

Federal Programs under No Child Left Behind (NCLB)	Allocation
☐ *Title I, Neglected* *Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution*	$NA
☐ *Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth*	*$NA*
☐ **Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas**	*$*
☐ *Title I, Part A: Schoolwide Program* *Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency*	$55,904
☐ *Title I, Part A: Program Improvement* *Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups*	$NA
☐ *Title II, Part A: Teacher and Principal Training and Recruiting* *Purpose: Improve and increase the number of highly qualified teachers and principals*	$NA
☐ *Title II, Part D: Enhancing Education Through Technology* *Purpose: Support professional development and the use of technology*	$NA
☐ *Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students* *Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards*	$NA
☐ *Title IV, Part A: Safe and Drug-Free Schools and Communities* *Purpose: Support learning environments that promote academic achievement*	$NA
☐ *Title V: Innovative Programs* *Purpose: Support educational improvement, library, media, and at-risk students*	$NA
☐ *Title VI, Part B: Rural Education Achievement* *Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs*	$NA
☐ Other Federal Funds (QEIA – Quality Education Investment Act) *Purpose: Provides Class size reduction, on site coaching, and professional development for staff*	$237, 000
Total amount of federal categorical funds allocated to this school	$292,904
Total amount of state and federal categorical funds allocated to this school	$347,063

Budgeting

- **Site Plan Budgeting Chart**

Draft

Garfield Budget for 2013-14*

***Preliminary Allocations**
****Carry-Over's Not Included**

Funding Source	Purchase Items	Cost
QEIA $237,000	Class Size Reduction	213,000
	.30 FTE Student Achievement Coach (EDI/CRT/PD Focus)	24,000
**EIA-SCE $29,787	Instructional Assistant (K-2)	20,500
	Instructional Assistant (3-5)	2,750
	Site Grade Level Release Time/PD/E3/PLC /ALL	6,537
**EIA-LEP $24, 372	.30 FTE Student Achievement Coach (EL Focus)	24,000
	Supplies/Materials for ELAC	372
Title I $55,904	Pathways counseling	2,500
	Parent Education including see below (Possible Consultants and/or Teacher Hourly/Childcare, Supplies, and Oral Interpretations for Parent Meetings)	7,404
	Instructional Assistant (3-5)	16,000
	Playworks	30,000

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[1]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lynda Hornada	X				
Tamulia Dalke		X			
Terrilynn Haggins-Bassett		X			
Grozelia Ward		X			
Denise Widgren			X		
Michelle Hall				X	
Rita Marie Betance				X	
Aubrey Gibbs				X	
Tracie Jamison				X	
Tenatsha Morales				X	
Lynn Marquez (Parent Alternate)					
Numbers of members of each category	1	3	1	5	N/A

[1] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

San Leandro Unified School District

ELAC Recommendations to SSC on Single Plan for Student Achievement, 2012-13

School Site: Garfield

PARA/TO: ❑ Concilio Escolar/SSC ❑ Director y Personal Escolar/ Principal and Staff	**ELAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S) **Differentiate instruction for students** **Stress automaticity of math facts** **Family math night**	**RECOMENDACION(ES)/ RECOMMENDATION(S)** **Highlight parent involvement opportunities at school wide events such as Back to School Night and Open House** **Send flyers in addition to the teleparent messages about events** **Parent workshop on the importance of reading**
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION:	**RESPUESTA AL COMITE ELAC/ RESPONSE TO ELAC*:**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:** April 18, 2013	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE: May 9, 2013**

San Leandro Unified School District
SAC Recommendations to SSC on Single Plan for Student Achievement, 13-14

School Site: Garfield

PARA/TO: ❑ Concilio Escolar/SSC ❑ Director y Personal Escolar/ Principal and Staff	**SAC Topic:** Single Plan (SPSA) SAC delegated it's responsibilities to SSC in the Fall of 2012.
RECOMENDACION(ES)/ RECOMMENDATION(S) **To differentiate instruction and provide more enrichment opportunities for students when possible**	**RECOMENDACION(ES)/ RECOMMENDATION(S)**
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION:	**RESPUESTA AL COMITE SAC/ RESPONSE TO SAC*:**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:** April 11, 2013	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE: May 9, 2013**

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply)***:

   __X_ School Advisory Committee for State Compensatory Education Programs

   __X_ English Learner Advisory Committee

   ___ Community Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   ___ Other

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: May 9, 2013.

Attested:

Lynda Hornada, Principal	_____	_____
Typed name of school principal	Signature of school principal	Date
Tamulia Dalke, Chairperson	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendices:

- **APPENDIX A: School Accountability Report Cards (SARC)**

- **APPENDIX B: Charts for "Step 1: Analyze Student Achievement Data"**
  - **Demographic Data (district provides these resources for comparing school data)**
    - *% Race/Ethnicity* by School
    - *% Language Fluency Groups*: EL, RFEP, IFEP & EO by School
  - **Academic Achievement Data (District Provides)**
    - **CST Data: 2012**
      - *Schoolwide 2-Year Change* in STAR CST
      - *Schoolwide 4-Year Trends in ELA* CST by Grade
      - *Schoolwide 4-Year Trends in Math* CST by Grade
      - *Schoolwide 4-Year Trends in Science* CST by Grade
    - **API Data 2012 (District Provides)**
      - *Districtwide API Chart* with:
        - Schoolwide API
        - Statewide Rank
        - Similar Schools Rank
      - *Student Subgroup API ---2 years*
      - *Schoolwide 4-Year Trends in API*
    - **AMAO Data-CELDT 2013 (District Provides)**
      - *AMAO 1 Districtwide chart*
      - *AMAO 2 Districtwide Chart*
  - **Non-Academic Data (District Provides)**
    - 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
    - 2011-12 and 2012-13 Average Monthly Attendance
    - 2011-12 and 2012-13 Suspensions by Race

- **APPENDIX C: Worksheets for STUDENT ACADEMIC LEARNING GOALS**

APPENDIX A

- **School Accountability Report Card (SARC)**

Garfield Elementary School

13050 Aurora Drive • San Leandro, CA 94577 • (510) 667-3580 • Grades K-5
Lynda Hornada, Principal
lhornada@sanleandro.k12.ca.us

2011-12 School Accountability Report Card
Published During the 2012-13 School Year

San Leandro Unified School District
14735 Juniper St. San Leandro, CA 94579 (510) 895-4199
www.sanleandro.k12.ca.us

District Governing Board
Lance James
Ron Carey Mike
Katz-Lacabe Jason
Toro
Diana J. Prola
Vince J. Rosato
Elisha Feliciano
Student Board Member

District Administration
Cindy M. Cathey
Superintendent

Debbie Wong **Assistant Superintendent Educational Services**

Song Chin-Bendib
Assistant Superintendent Business & Operations

John Thompson
Senior Director II Human Resources

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (510) 667-3580.

School Description

Principal's Message

Garfield is a community of learners who share a committed focus of ensuring that every child who comes into our school receives a fair and equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgeable, thoughtful and caring, and who share the belief that all students can learn. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching students a core academic curriculum based on California State Standards, and they collaborate regularly to produce a focused approach to instruction.

Garfield School is made up of a diverse student body. The school serves students in grades K-5. Additional resources are allocated to serve students in need of Reading and Math intervention, English Language Development instruction, Speech and Language support, Special Education Resource services, Adaptive Physical Education, Occupational Therapy and Counseling. Students also participate in music, art, physical education classes taught by Specialists.

The Garfield staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with explicit direct instruction that is culturally responsive, rigorous, and appropriately challenging.

Instruction is focused on state standards, and all students are making progress towards mastery of these standards. Garfield teachers differentiate their instruction by regularly assessing and grouping students for instruction in a variety of core academic content areas. Through this process, teachers can work together to meet needs of all students by sharing resources and best instructional practices. Recognizing the need to focus on the whole child, our teachers also provide learning experiences which foster social/emotional growth as well as develop students' communication and collaboration skills.

School Mission Statement

Working together, all members of the Garfield School community will do whatever it takes to get everyone to the same place, while fostering high academic achievement and social standards for ALL students. We will provide a safe, supportive and accessible school environment so that all students and adults are valued and respected for their unique qualities, strengths and contributions.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Garfield Elementary School. Parents may participate in the Parent Teacher Association (PTA), ELAC, and volunteer within the classroom and for various school events and field trips. PTA and ELAC sponsor the Back-to- School Night BBQ, pancake breakfast, walk-a-thon, spell-a-thon, talent show, game day, and spirit week. Their fundraisers also sponsor science based field trips for every student.

Garfield Elementary School has several partnerships with local community organizations and businesses, such as Davis Street Community Center, City of San Leandro Safe Routes to School, the San Leandro Rotary.

Contact Information

Parents who wish to participate in Garfield Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4300.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	84
Gr. 1	64
Gr. 2	65
Gr. 3	63
Gr. 4	77
Gr. 5	46
Total	399

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	1
Asian	12.8
Filipino	11.8
Hispanic or Latino	46.4
Native Hawaiian/Pacific Islander	1.3
Two or More Races	3.5
Socioeconomically Disadvantaged	70.9
English Learners	50.1
Students with Disabilities	14

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	20	19	20	3	4	4	0	0	0	0	0	0
Gr. 1	17	20	20	3	3	4	0	0	0	0	0	0
Gr. 2	20	20	18.3	3	3	3	0	0	0	0	0	0
Gr. 3	17	19.5	19.8	3	3	3	0	0	0	0	0	0
Gr. 4	24	25	20.3	0	0	0	2	3	2	0	0	0
Gr. 5	23	23	23	0	0	0	3	2	3	0	0	0
Other	11			2								

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions

School	09-10	10-11	11-12
Suspensions Rate	2.96	1.04	1.60
Expulsions Rate	0	0	0
District	**09-10**	**10-11**	**11-12**
Suspensions Rate	21.57	18.68	17.75
Expulsions Rate	0.76	0.77	0.11

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern at Garfield Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually by the School Site Council and staff. The key element of the School Site Safety Plan encompasses student safety and evacuation procedures, if necessary. Fire, earthquake and lock down drills are conducted on a regular basis throughout the school year, and intruder drills are conducted twice a year. Emergency parent information are outlined in the Parent/Student Handbook and provided each year to families.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times. The designated areas for student drop off and pick up are at the front of the school and are supervised by staff. The Safe School Plan was last reviewed in November 2012 by School Site Council and staff. Additional follow up work on school safety will be conducted with staff in January 2013.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

Year and month in which data were collected: 09/29/2011

Age & Condition of Facilities

Garfield Elementary School was originally constructed in 1948 and is currently comprised of 21 permanent classrooms, a library, a staff lounge, a multi-purpose/cafeteria room, and two playgrounds.

During summer 2009, the intermediate playground received new blacktops. During summer 2010, the student and staff restrooms have been completely renovated. A new computer lab has been installed with 33 computers and a variety of software programs. Five SMART boards were installed in the fourth and fifth grade classrooms. All classrooms received LCD projectors and ELMO document readers. Each teacher received a laptop and training on interfacing technology with instructions. A new public address system was installed in the multipurpose room and it includes a full theater sized screen and LCD projector. During 2011-2012, classrooms were painted and new lights installed.

Cleaning Process

The principal works daily with one full-time and one part-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The student green team assists with cafeteria work and school-wide recycling.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Garfield Elementary School's restrooms were in good working order.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated $164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

Facility Inspections

Garfield Elementary School is a Williams School and has its facilities inspected every year. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	Ceiling tiles missing-Multipurpose Room, stage. Lunch bench bowed-Multipurpose Room.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	2 lights are out-Rooms 15, 18, 19.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Low water pressure-Room 6, Multipurpose Room.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Geese feces on lawn area.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	23	24	25
Without Full Credential	1	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	416
Without Full Credential	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Teachers may receive assistance through the Peer Assistance and Review (PAR) Program. The PAR program uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies.

Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and by Site and District Literacy Coaches. The district supports staff development through three Professional Growth Days each year.

In addition through Garfield's QEIA grant, all teachers are required receive 40 hours of professional development per year. The focus of professional development for 2012-13 will be on the implementation of professional learning communities across each grade level.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	96.52	3.48
High-Poverty Schools	96.44	3.56
Low-Poverty Schools*	0	0

- High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0.20
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1.0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,298	$1,886	$4,412	$80,710
District	♦	♦	$5,389	$74,037
State	♦	♦	$5,455	$66,336
Percent Difference: School Site/District			-18.1	9.0
Percent Difference: School Site/ State			-19.1	21.7

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,832	$40,656
Mid-Range Teacher Salary	$67,857	$64,181
Highest Teacher Salary	$90,079	$82,486
Average Principal Salary (ES)	$109,795	$102,165
Average Principal Salary (MS)	$116,087	$108,480
Average Principal Salary (HS)	$134,757	$117,845
Superintendent Salary	$204,399	$181,081
Percent of District Budget		
Teacher Salaries	47%	40%
Administrative Salaries	6%	6%

- For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

San Leandro Unified School District spent an average of $7,709 to educate each student (based on 2010-11 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general state funding, San Leandro Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Tenth Grade Counseling
- Gifted & Talented Pupils
- School Improvement Program
- Special Education Transportation
- Drug/Alcohol/Tobacco Funds
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Title IV Safe & Drug Free Schools & Communities
- Vocational and Applied Technology Education Act
- Federal, Special Education, Discretionary Grants

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December, 2012

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California.

All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2012 are illustrated in the chart.

Textbooks and Instructional Materials		
Core Curriculum Area		**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0.0%	Hampton Brown Adopted 2000 Hampton Brown Adopted 2011 Houghton Mifflin Adopted 2003
Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes	Pearson Scott Foresman Adopted 2008
Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes	MacMillan/McGraw Hill Adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes	Scott Foresman Adopted 2006

Student Performance Data

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students – Three-Year Comparisons (A Composite of CST, CMA and CAPA)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	45	49	42	44	45	48	52	54	56
Math	52	57	49	35	36	37	48	50	51
Science	50	57	62	50	53	49	54	57	60
H-SS				38	39	37	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group (A Composite of CST, CMA and CAPA)

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	37	49	37
All Student at the School	42	49	62	
Male	38	50	63	
Female	47	48	62	
Black or African American	31	32		
American Indian or Alaska Native				
Asian	34	51		
Filipino	69	66		
Hispanic or Latino	38	50		
Native Hawaiian/Pacific Islander				
White	45	38		
Two or More Races				
Socioeconomically Disadvantaged	37	44	52	
English Learners	16	36		
Students with Disabilities	20	33		
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less,

either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.2	22.2	40

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/DataQuest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	12	27	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-4	54	1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	23	31	-6
English Learners	11	41	-4
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	3	3	4
Similar Schools	1	1	1

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		58.3

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	236	6,356	4,664,264
	API-G	768	743	788
Black or African American	Students	29	1,049	313,201
	API-G	711	673	710
American Indian or Alaska Native	Students	0	20	31,606
	API-G		694	742
Asian	Students	35	960	404,670
	API-G	751	855	905
Filipino	Students	28	516	124,824
	API-G	846	812	869
Hispanic or Latino	Students	103	2,871	2,425,230
	API-G	755	703	740
Native Hawaiian/ Pacific Islander	Students	4	79	26,563
	API-G		670	775
White	Students	29	704	1,221,860
	API-G	784	793	853
Two or More Races	Students	8	140	88,428
	API-G		829	849
Socioeconomically Disadvantaged	Students	164	4,059	2,779,680
	API-G	741	712	737
English Learners	Students	124	2,564	1,530,297
	API-G	748	710	716
Students with Disabilities	Students	45	833	530,935
	API-G	664	596	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

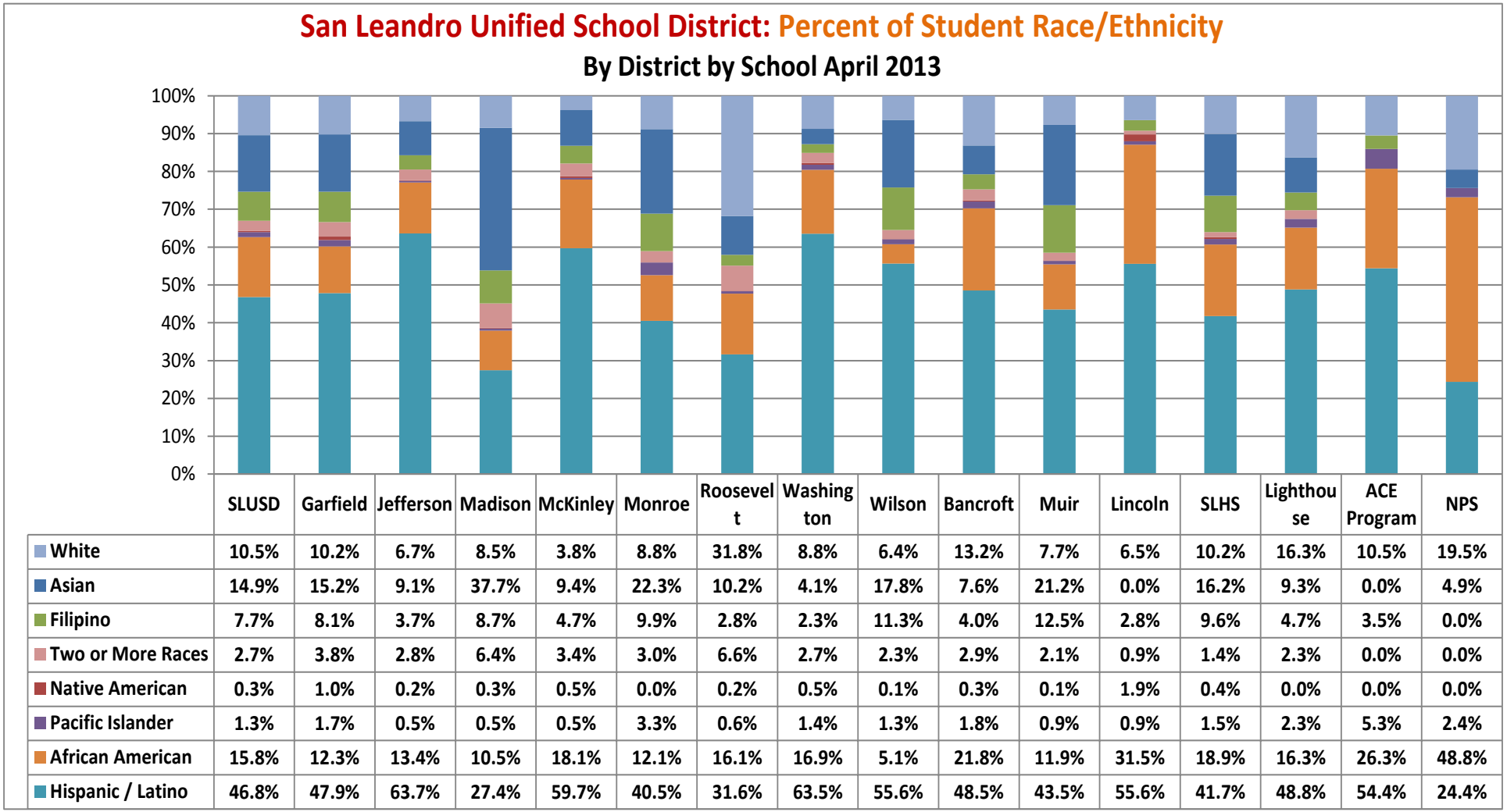
- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

APPENDIX B: Demographic Data

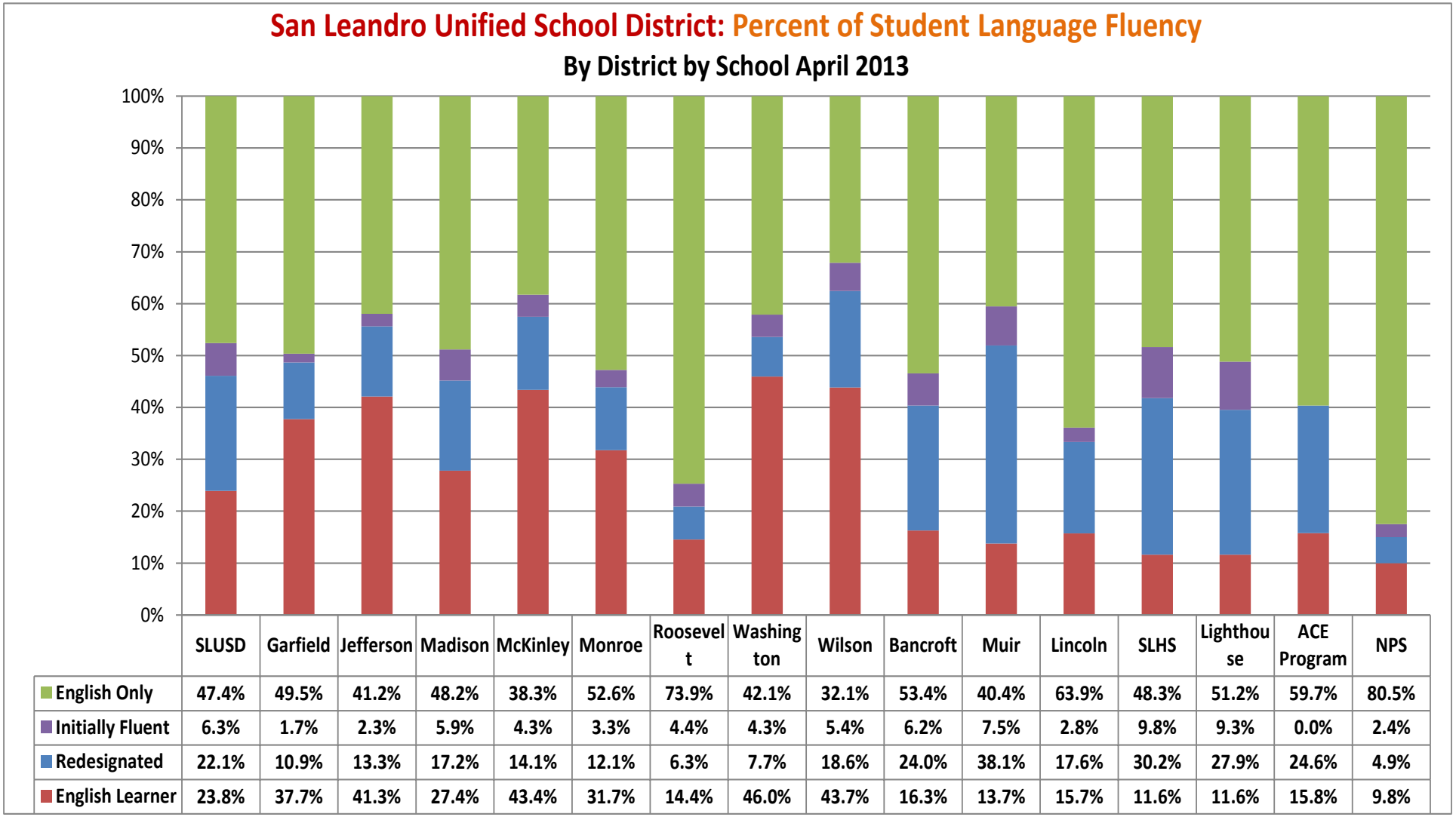
- **% Race/Ethnicity by School** (resource for comparing schools)



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
White	10.5%	10.2%	6.7%	8.5%	3.8%	8.8%	31.8%	8.8%	6.4%	13.2%	7.7%	6.5%	10.2%	16.3%	10.5%	19.5%
Asian	14.9%	15.2%	9.1%	37.7%	9.4%	22.3%	10.2%	4.1%	17.8%	7.6%	21.2%	0.0%	16.2%	9.3%	0.0%	4.9%
Filipino	7.7%	8.1%	3.7%	8.7%	4.7%	9.9%	2.8%	2.3%	11.3%	4.0%	12.5%	2.8%	9.6%	4.7%	3.5%	0.0%
Two or More Races	2.7%	3.8%	2.8%	6.4%	3.4%	3.0%	6.6%	2.7%	2.3%	2.9%	2.1%	0.9%	1.4%	2.3%	0.0%	0.0%
Native American	0.3%	1.0%	0.2%	0.3%	0.5%	0.0%	0.2%	0.5%	0.1%	0.3%	0.1%	1.9%	0.4%	0.0%	0.0%	0.0%
Pacific Islander	1.3%	1.7%	0.5%	0.5%	0.5%	3.3%	0.6%	1.4%	1.3%	1.8%	0.9%	0.9%	1.5%	2.3%	5.3%	2.4%
African American	15.8%	12.3%	13.4%	10.5%	18.1%	12.1%	16.1%	16.9%	5.1%	21.8%	11.9%	31.5%	18.9%	16.3%	26.3%	48.8%
Hispanic / Latino	46.8%	47.9%	63.7%	27.4%	59.7%	40.5%	31.6%	63.5%	55.6%	48.5%	43.5%	55.6%	41.7%	48.8%	54.4%	24.4%

APPENDIX B: Demographic Data

- **% EL, RFEP, IFEP & EO by School** (resource for comparing schools)



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
English Only	47.4%	49.5%	41.2%	48.2%	38.3%	52.6%	73.9%	42.1%	32.1%	53.4%	40.4%	63.9%	48.3%	51.2%	59.7%	80.5%
Initially Fluent	6.3%	1.7%	2.3%	5.9%	4.3%	3.3%	4.4%	4.3%	5.4%	6.2%	7.5%	2.8%	9.8%	9.3%	0.0%	2.4%
Redesignated	22.1%	10.9%	13.3%	17.2%	14.1%	12.1%	6.3%	7.7%	18.6%	24.0%	38.1%	17.6%	30.2%	27.9%	24.6%	4.9%
English Learner	23.8%	37.7%	41.3%	27.4%	43.4%	31.7%	14.4%	46.0%	43.7%	16.3%	13.7%	15.7%	11.6%	11.6%	15.8%	9.8%

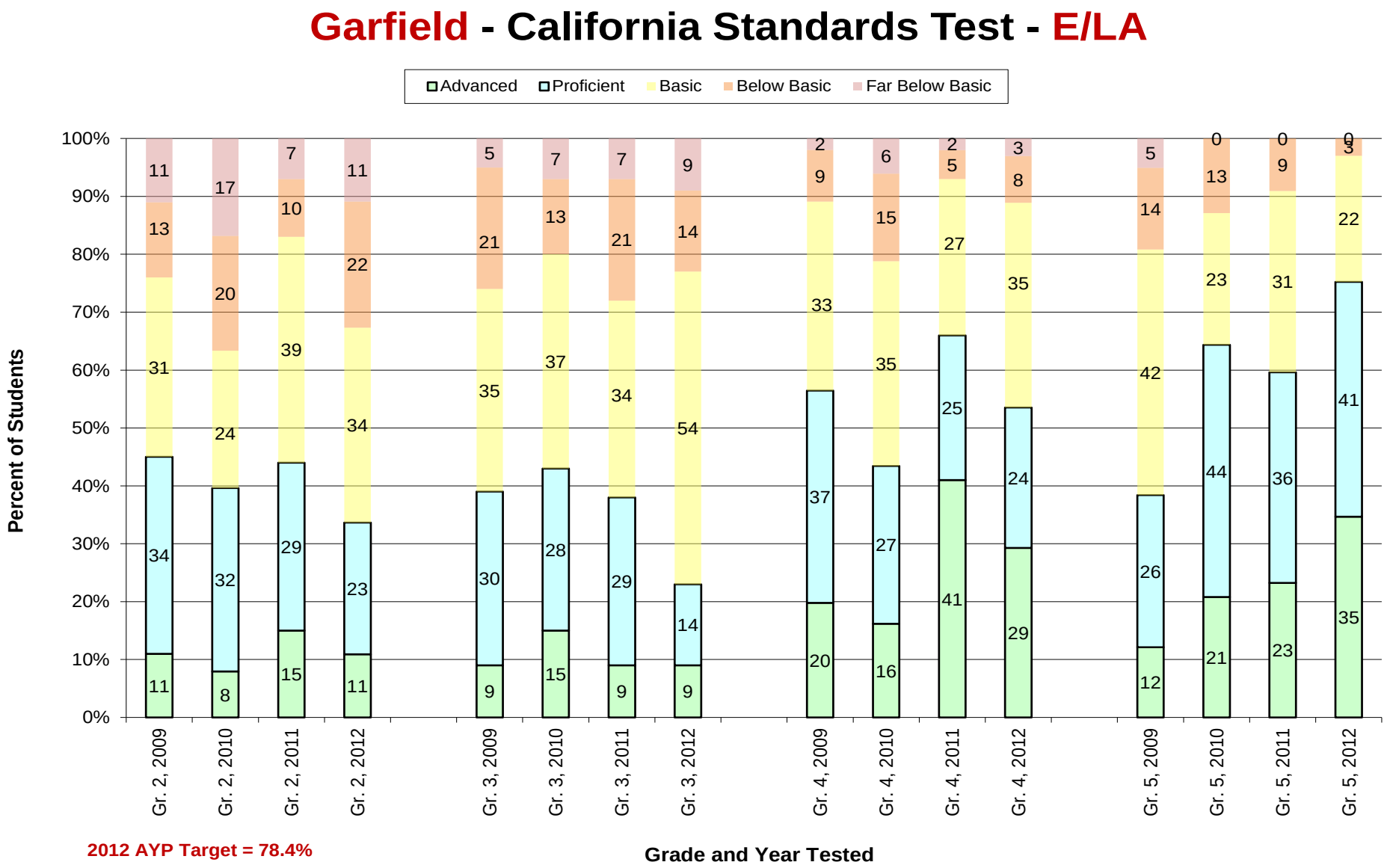
APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 2-Year Change in STAR California Standards Test**

District/School	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS	Lincoln
ELA	3.2	-7.7	2.3	11.5	-6.4	2.9	10.5	-2.2	5.2	0.8	3.8	4.5	-0.5
Math	1.0	-9.8	-0.2	3.8	-1.9	5.2	3.7	-5.4	0.4	2.6	2.3	0.6	5.3
Grade-level Science	-3.8	5.1	1.2	-6.3	-12.3	-19.4	5.2	14.2	-1.2	-9.4	-3.3	-3.2	*
EOC Science	2.2											2.4	0.0
History-Social Science	-2.7									-11.1	1.1	-1.1	3.6

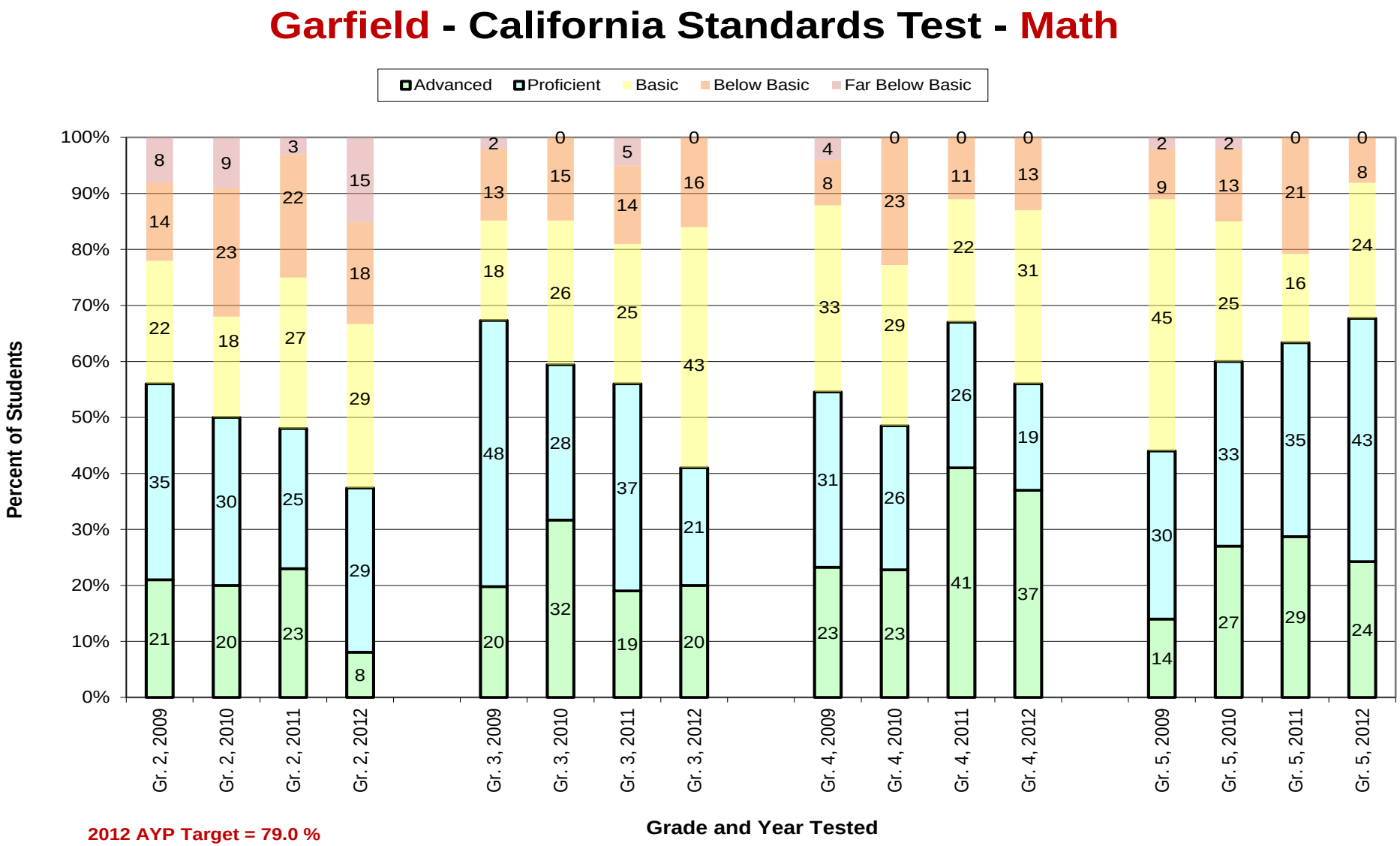
APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in ELA California Standards Test by Grade**



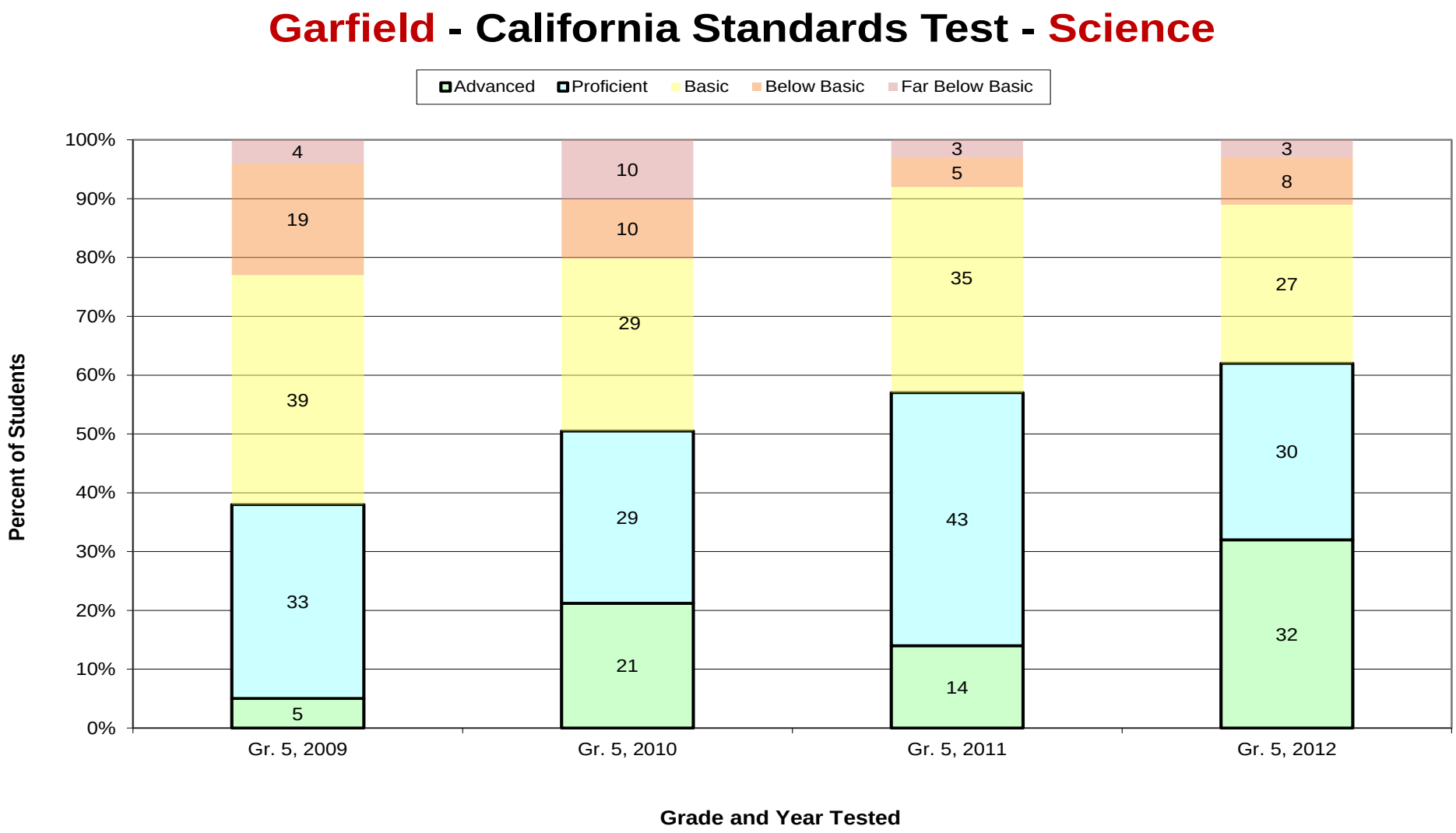
APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in Math California Standards Test by Grade**



APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in Science California Standards Test by Grade**



APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Schoolwide Academic Performance Index**
  - **Statewide Rank**
  - **Similar Schools Rank**

District & Schools	# of Students Included In The 2012 Growth API (# in 2011 Growth API)	Academic Performance Index (API)				2009 Base Rankings Changes Every Spring (March)		2010 Base Rankings Changes Every Spring (March)		2011 Base Rankings Changes Every Spring (June)	
		2012 Growth API	2011 Base API *(2011 Growth API Adjusted for Changes Listed Above)*	2011-12 Growth API Target	2011-12 API Growth	2009 State wide Rank	2009 Similar Schools Rank	2010 State wide Rank	2010 Similar Schools Rank	2011 State wide Rank	2011 Similar Schools Rank
SLUSD	6,356 (6,412)	743	737	B*	6	B	B	B	B	B	B
Garfield	236 (241)	768	782	5	-14	3	1	3	1	4	1
Jefferson	334 (370)	763	760	5	3	3	2	3	2	3	2
Madison	270 (247)	877	848	A	29	8	7	8	6	7	2
McKinley	272 (292)	768	784	5	-16	3	2	4	4	4	4
Monroe	240 (228)	810	799	1	11	4	1	3	2	**5**	3
Roosevelt	365 (356)	855	822	A	33	7	1	6	1	6	1
Washington	265 (240)	752	763	5	-11	2	1	2	1	3	2
Wilson	530 (558)	781	772	5	9	3	2	4	2	3	2
Bancroft	923 (917)	702	714	5	-12	3	1	3	1	3	1
Muir	943 (955)	766	750	5	16	4	2	3	1	4	**3**
SLHS	1,911 (1,942)	702	698	5	4	3	2	4	4	3	2
Lincoln	23 (18)	500	438	18	62	1*	B	B.	B	B.	B

"*" means this API is calculated for a small school; therefore, the API is based on small numbers and are less reliable. = Improvement = Same = Decline

B = means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

APPENDIX B: **Academic Achievement Data**

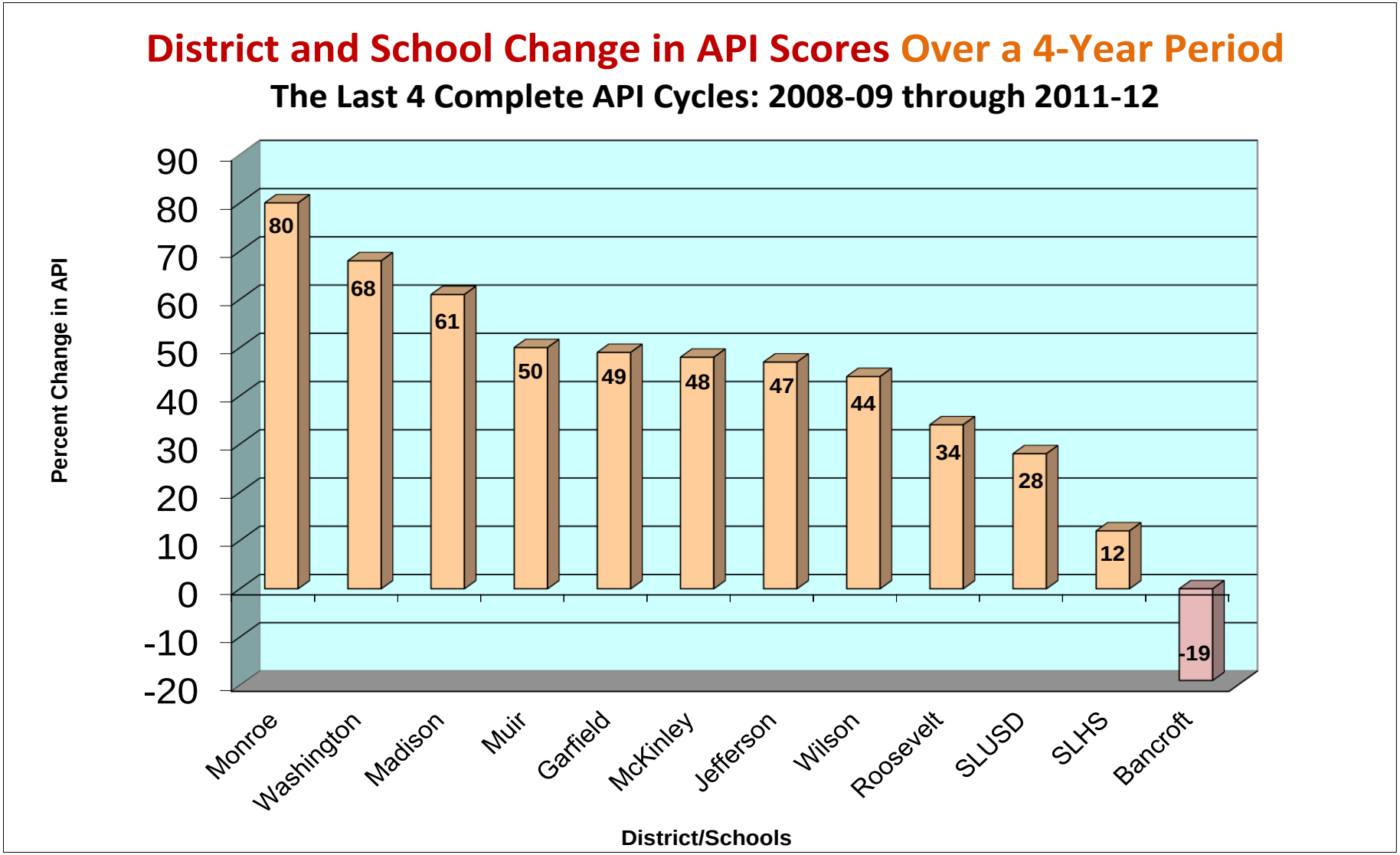
- **API Data 2012**
  - **Student Subgroup Academic Performance Index**

API by Subgroups	School-wide **6,356** (6,412)					African American **1,049** (1,037)					Asian **960** (964)					Filipino **516** (540)					Hispanic/Latino **2,871** (2,818)					Pacific Islander **79** (88)					White **704** (766)					Two or More Races **140** (149)					SED **4,059** (3,572)					EL **2,564** (2,534)					SWD **833** (829)				
	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth
SLUSD	737	B	B	743	6	672	D	D	673	1	861	D	D	855	-6	801	D	D	812	11	695	D	D	703	8	665	D	D	670	5	780	D	D	793	13	814	D	D	829	15	706	D	D	712	6	704	D	D	710	6	592	D	D	596	4
Garfield	782	5	787	768	-14	704	5	709	711	7	802	A	A	751	-51	878	A	A	846	-32	754	5	759	755	1						803	A	A	784	-19	854	A	A			747	5	752	741	-6	752	5	757	748	-4	625	9	634	664	39
Jefferson	760	5	765	763	3	741	5	746	725	-16	853	A	A	799	-54	729	5	734	742	13	744	5	749	769	25						809	A	A	763	-46						737	5	742	747	10	750	5	755	777	27	676	6	682	640	-36
Madison	848	A	A	877	29	759	5	764	832	73	919	A	A	928	9	905	A	A	916	11	769	5	774	814	45						853	A	A	886	33	888	A	A	897	9	768	5	773	839	71	852	A	A	884	32	753	5	758	808	55
McKinley	784	5	789	768	-16	750	5	755	729	-21	911	A	A	831	-80	859	A	A	876	17	755	5	760	758	3						829	A	A	758	-71	908	A	A			758	5	763	754	-4	769	5	774	760	-9	628	9	637	590	-38
Monroe	799	1	800	810	11	733	5	738	768	35	881	A	A	880	-1	824	A	A	860	36	747	5	752	762	15						814	A	A	842	28						780	5	785	801	21	817	A	A	810	-7	735	5	740	682	-53
Roosevelt	822	A	A	855	33	711	5	716	724	13	925	A	A	920	-5						769	5	774	821	52						876	A	A	918	42	943	A	A	945	2	701	5	706	748	47	761	5	766	794	33	614	9	623	712	98
Washington	763	5	768	752	-11	767	5	772	744	-23				748							740	5	745	726	-14						851	A	A	849	-2						727	5	732	719	-8	729	5	734	729	0	807	A	A	736	-71
Wilson	772	5	777	781	9	744	5	749	743	-1	857	A	A	881	24	809	A	A	848	39	735	5	740	735	0						799	1	800	781	-18	821	A	A			756	5	761	767	11	760	5	765	774	14	671	6	677	628	-43
Bancroft	714	5	719	702	-12	673	6	679	646	-27	877	A	A	852	-25	768	5	773	764	-4	682	6	688	676	-6	657	7	664	634	-23	775	5	780	791	16	733	5	738	809	76	681	6	687	671	-10	635	8	643	632	-3	550	13	563	552	2
Muir	750	5	755	766	16	663	7	670	701	38	865	A	A	874	9	831	A	A	814	-17	698	5	703	724	26				649		757	5	762	772	15	785	5	790	806	21	720	5	725	734	14	707	5	712	710	3	610	10	620	606	-4
SLHS	698	5	703	702	4	642	8	650	645	3	840	A	A	831	-9	766	5	771	787	21	639	8	647	650	11	636	8	644	637	1	736	5	741	737	1	685	6	691	725	40	670	7	677	674	4	630	9	639	629	-1	476	16	492	499	23
Lincoln	438	18	456	500	18																																																			

= Not numerically significant; = Target met; = Target met but API went Down; = No Longer Numerically Significant Subgroup; ( ) = Number of student in the district in prior year;
= No Growth API Targets for LEAs; = Target not met; = New Numerically Significant Subgroup; = Targets set by CDE; follows number of students in current year

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Schoolwide 4-Year Trends in Academic Performance Index**

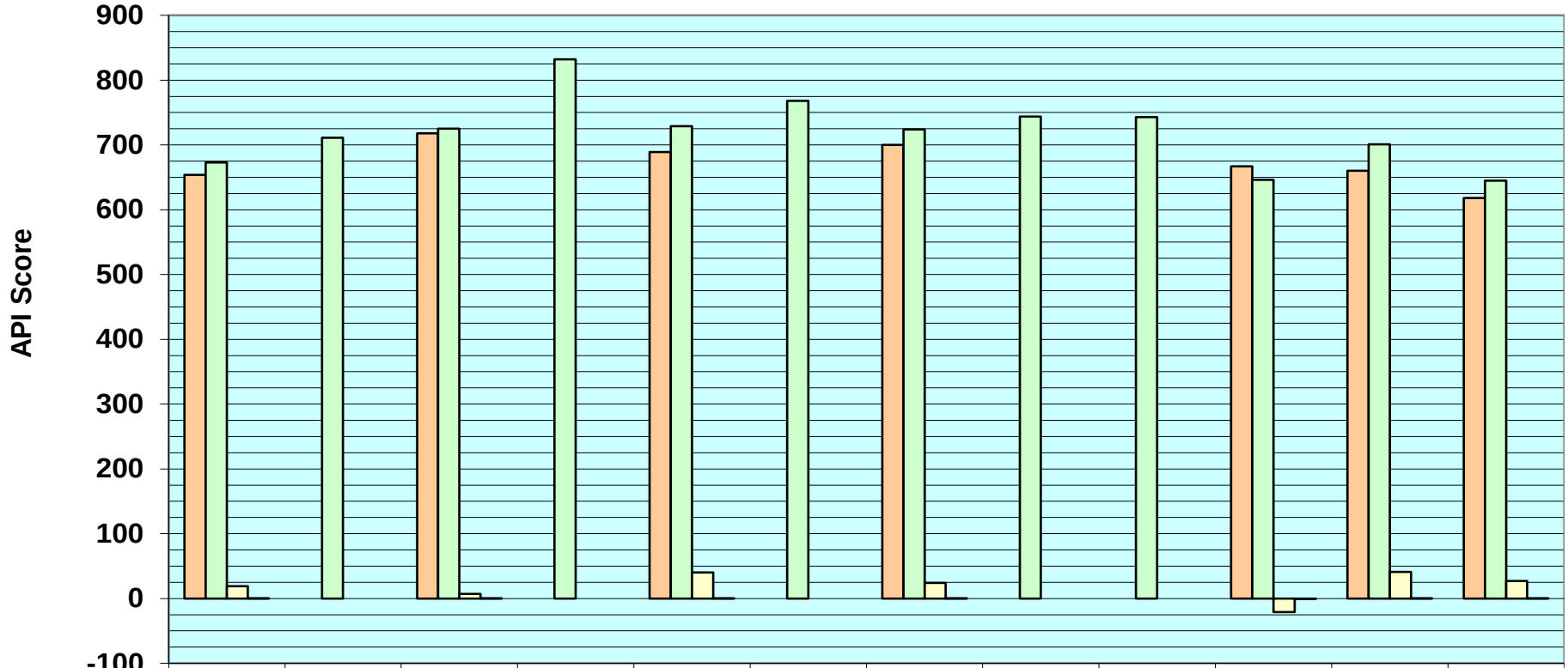


APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

African American Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
African American 2008 Base API	654		718		689		700			667	660	618
African American 2012 Growth API	673	711	725	832	729	768	724	744	743	646	701	645
API Difference	19		7		40		24			-21	41	27
% API Difference	2.91%		0.97%		5.81%		3.43%			-3.15%	6.21%	4.37%

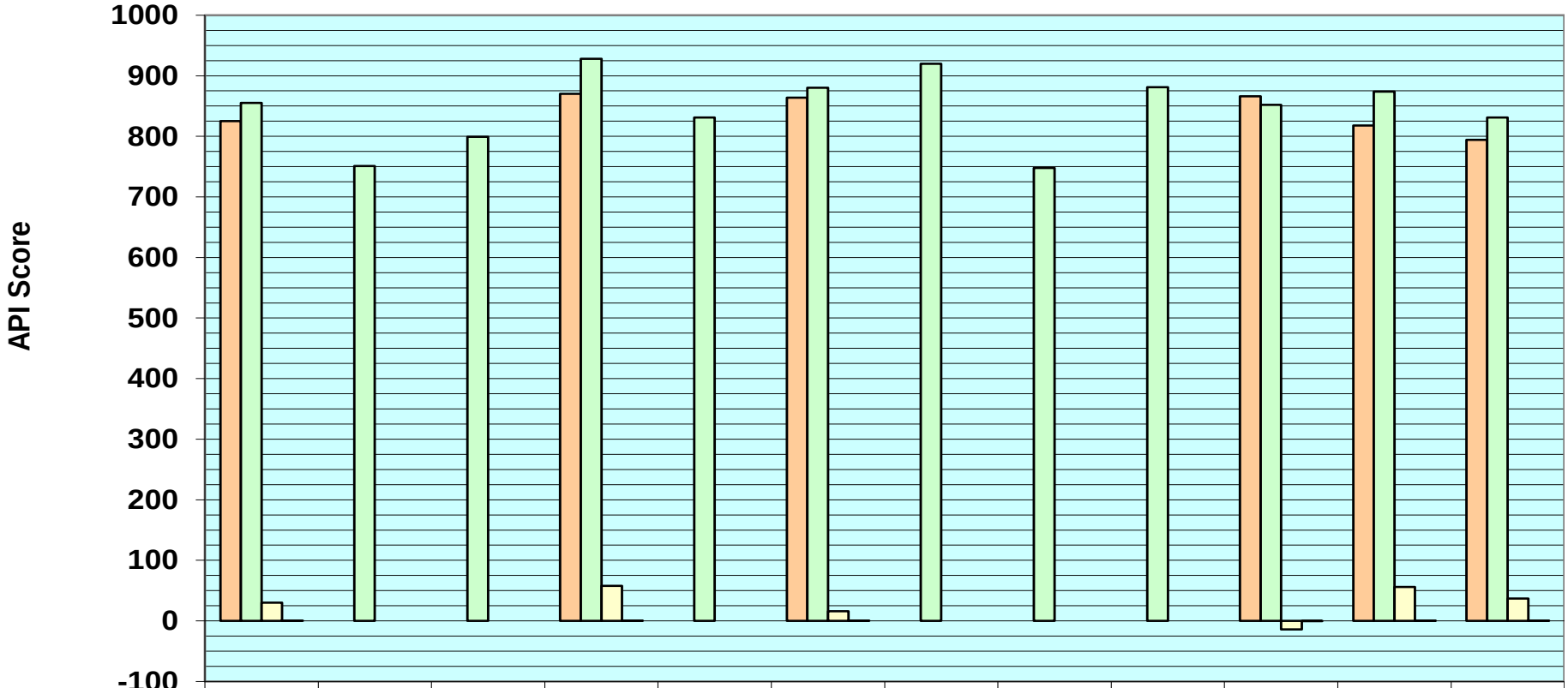
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Asian Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Asian 2008 Base API	825			870		864				866	818	794
Asian 2012 Growth API	855	751	799	928	831	880	920	748	881	852	874	831
API Difference	30			58		16				-14	56	37
% API Difference	3.64%			6.67%		1.85%				-1.62%	6.85%	4.66%

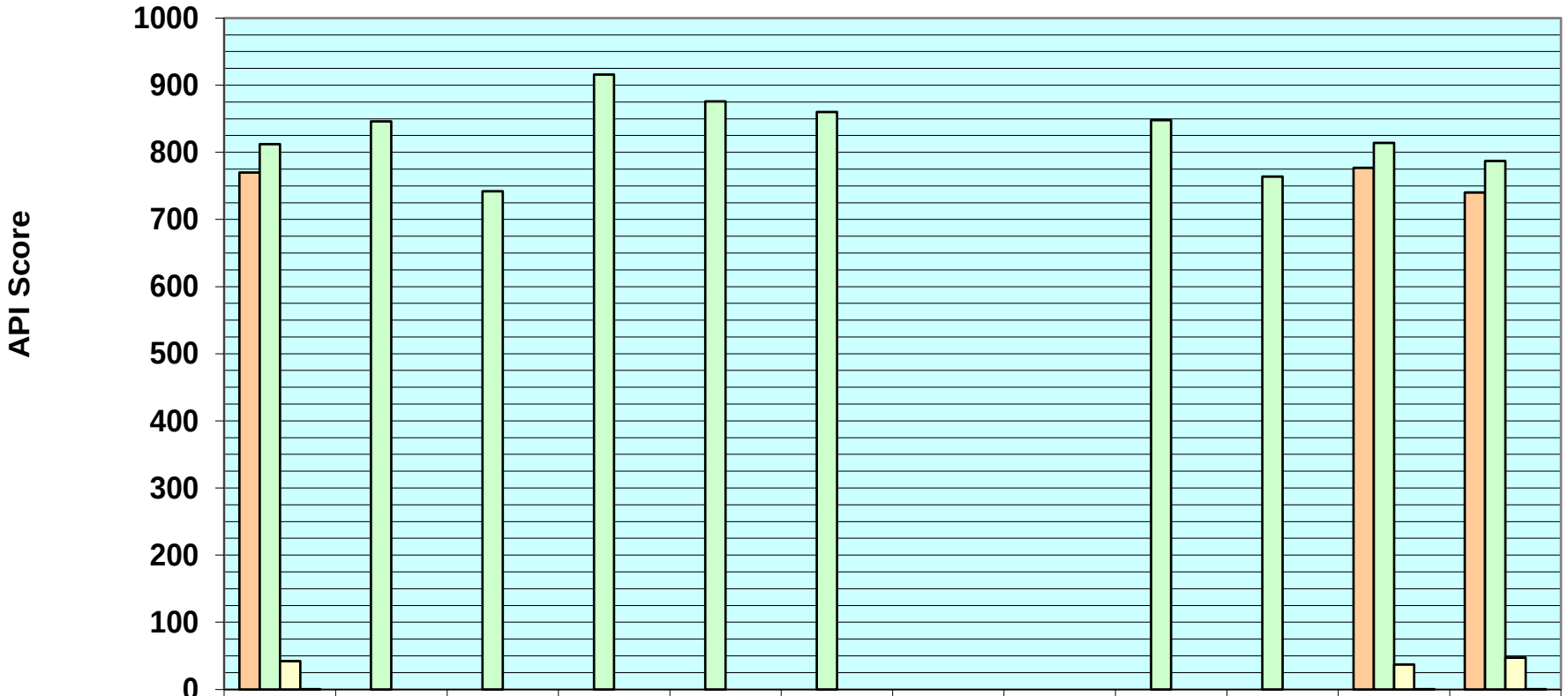
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Filipino Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Filipino 2008 Base API	770										777	740
Filipino 2012 Growth API	812	846	742	916	876	860			848	764	814	787
API Difference	42										37	47
% API Difference	5.45%										4.76%	6.35%

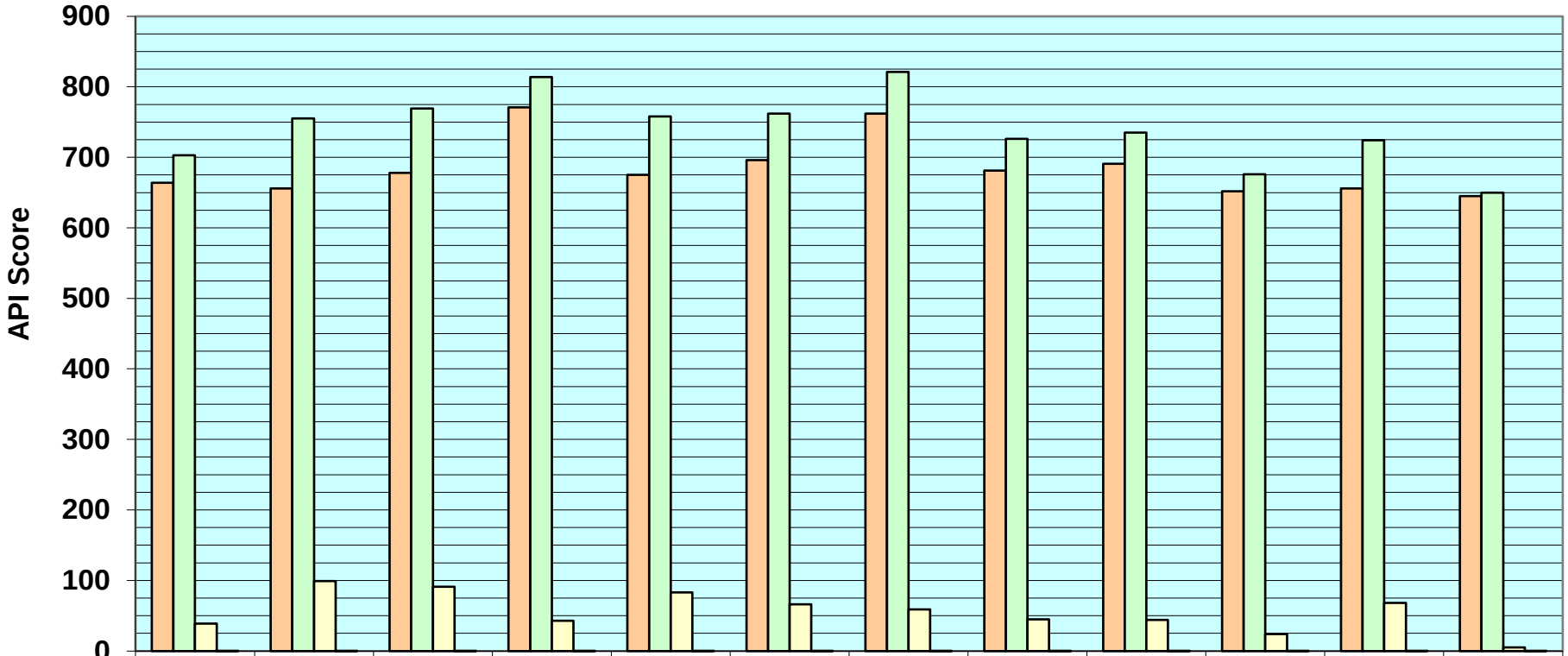
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Hispanic/Latino Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Hispainc/Latino 2008 Base API	664	656	678	771	675	696	762	681	691	652	656	645
Hispanic/Latino 2012 Growth API	703	755	769	814	758	762	821	726	735	676	724	650
API Difference	39	99	91	43	83	66	59	45	44	24	68	5
% API Difference	5.87%	15.09%	13.42%	5.58%	12.30%	9.48%	7.74%	6.61%	6.37%	3.68%	10.37%	0.78%

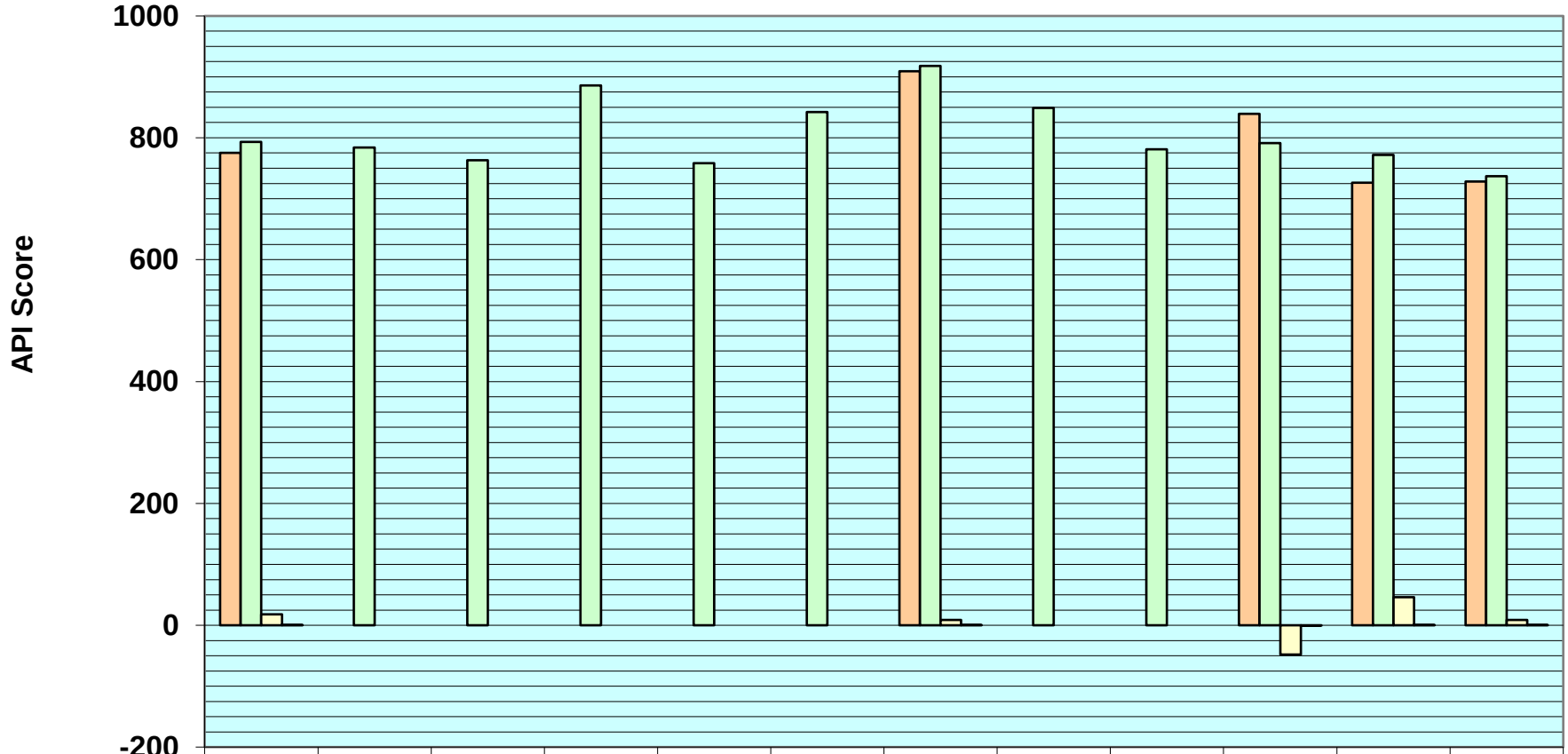
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

White Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
White 2008 Base API	775						909			839	726	728
White 2012 Growth API	793	784	763	886	758	842	918	849	781	791	772	737
API Difference	18						9			-48	46	9
% API Difference	2.32%						0.99%			-5.72%	6.34%	1.24%

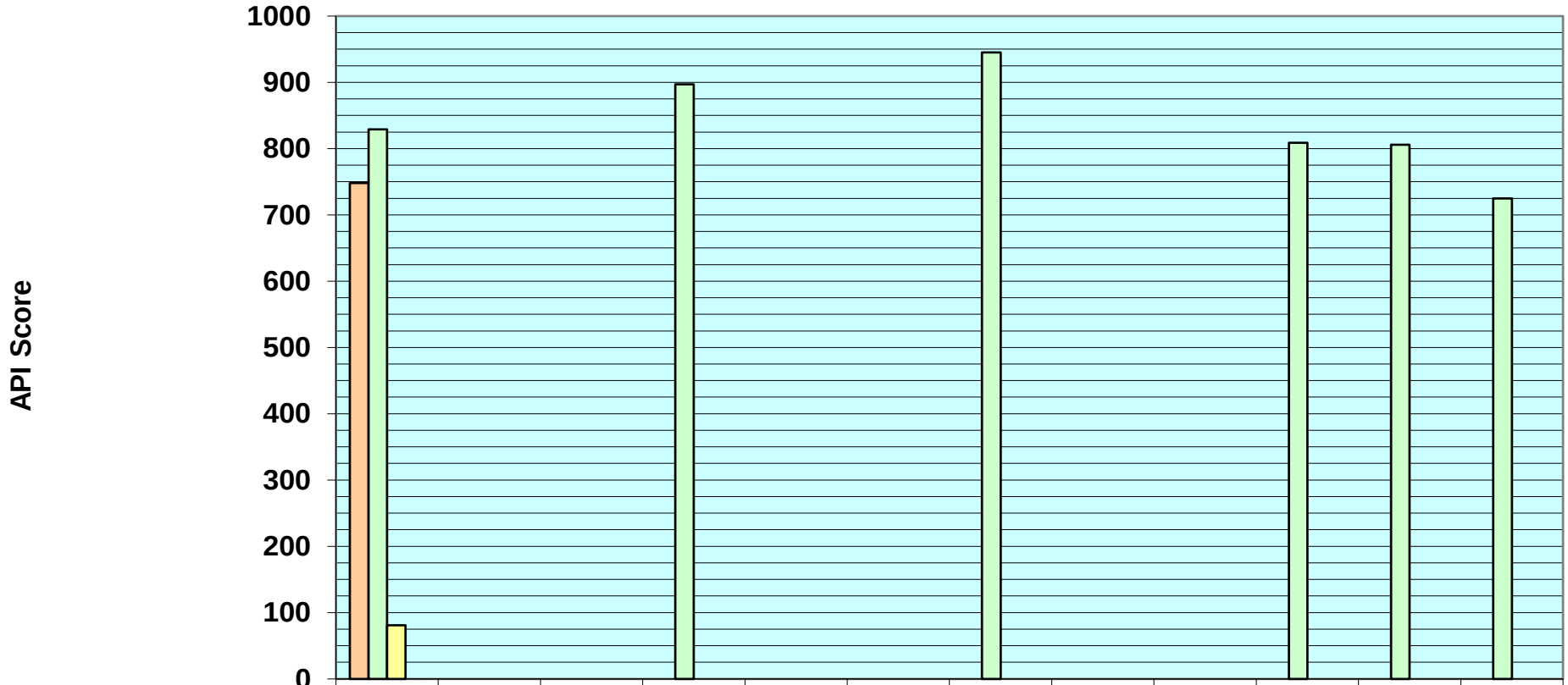
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Two or More Races Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Two or More Races 2008 Base API	748											
Two or More Races 2012 Growth API	829			897			945			809	806	725
API Difference	81											
% API Difference	10.83%											

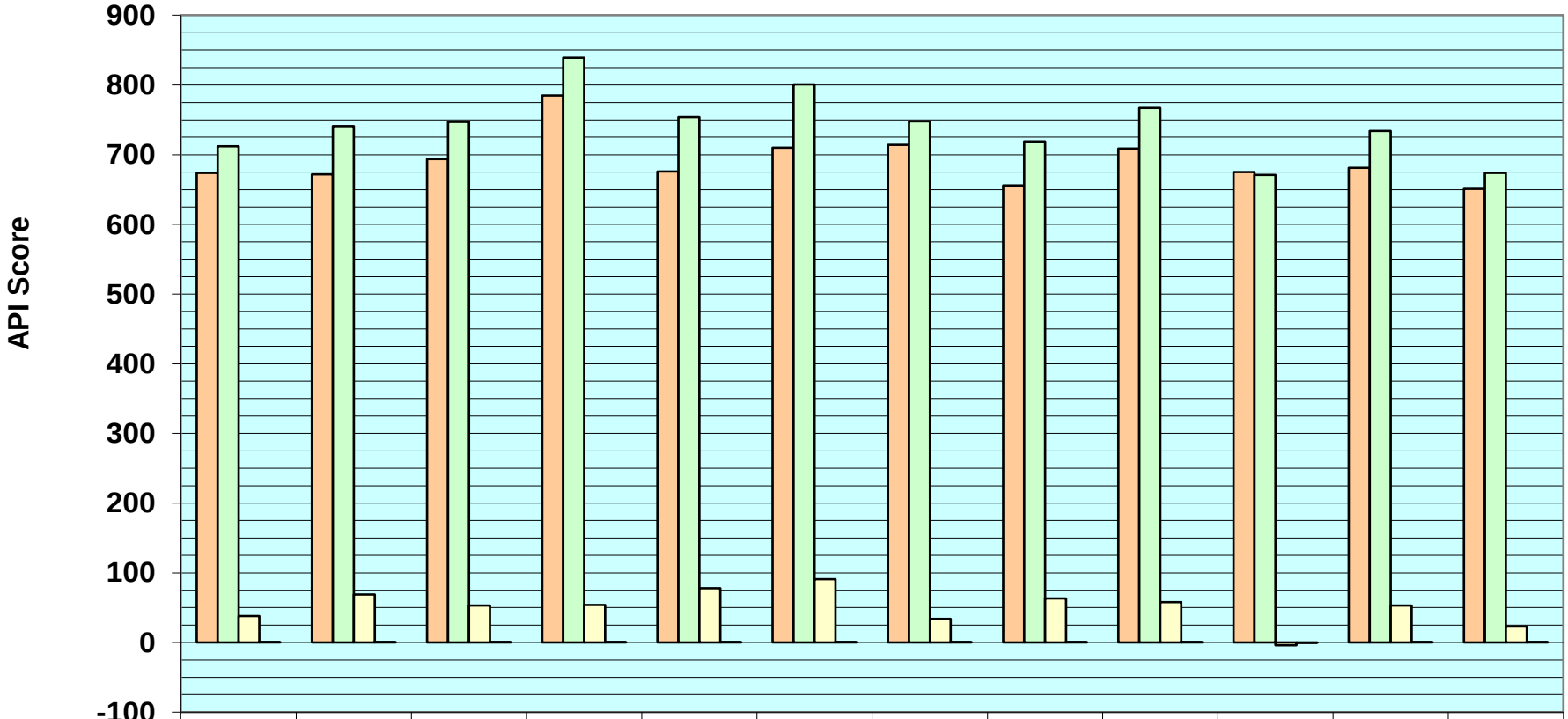
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Socio-economically Disadvantaged Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
SED 2008 Base API	674	672	694	785	676	710	714	656	709	675	681	651
SED 2012 Growth API	712	741	747	839	754	801	748	719	767	671	734	674
API Difference	38	69	53	54	78	91	34	63	58	-4	53	23
% API Difference	5.64%	10.27%	7.64%	6.88%	11.54%	12.82%	4.76%	9.60%	8.18%	-0.59%	7.78%	3.53%

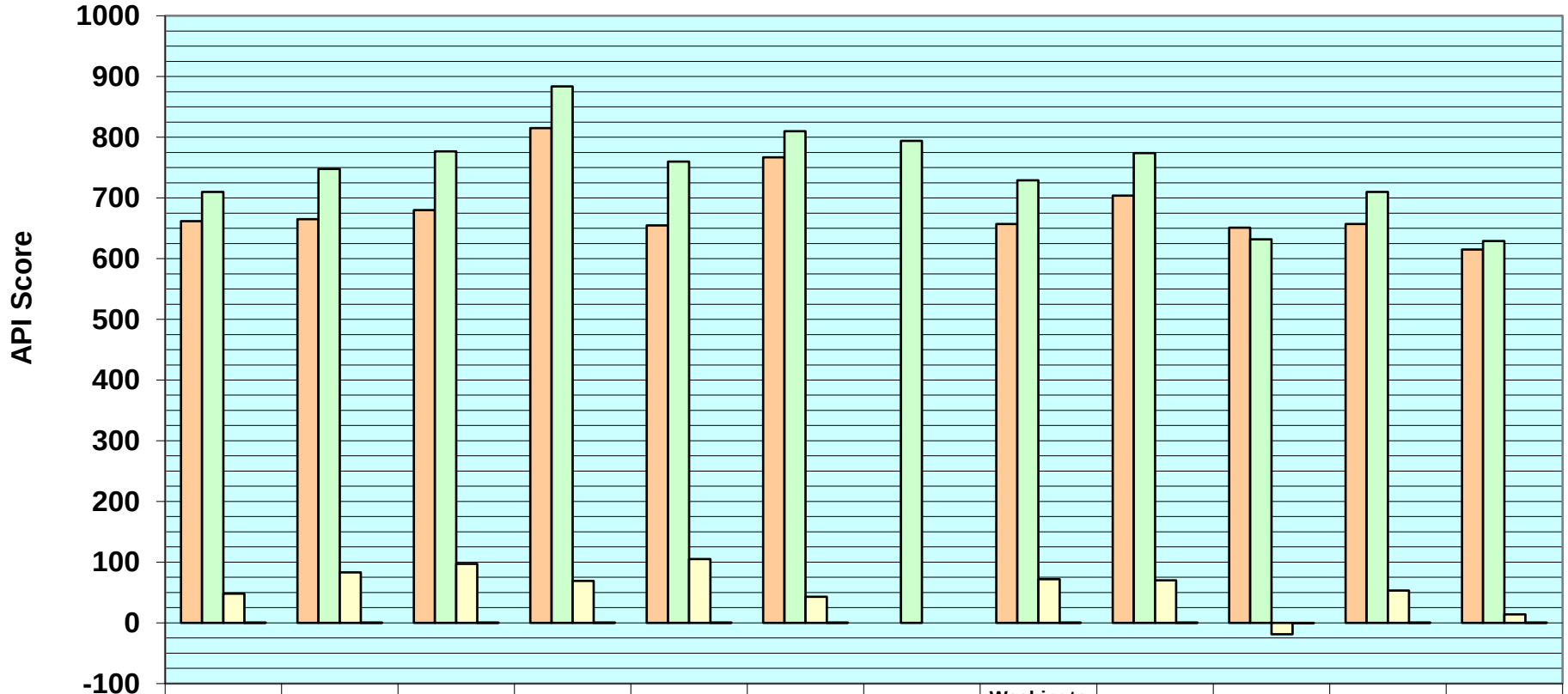
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

English Learners Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
EL 2008 Base API	662	665	680	815	655	767		657	704	651	657	615
EL 2012 Growth API	710	748	777	884	760	810	794	729	774	632	710	629
API Difference	48	83	97	69	105	43		72	70	-19	53	14
% API Difference	7.25%	12.48%	14.26%	8.47%	16.03%	5.61%		10.96%	9.94%	-2.92%	8.07%	2.28%

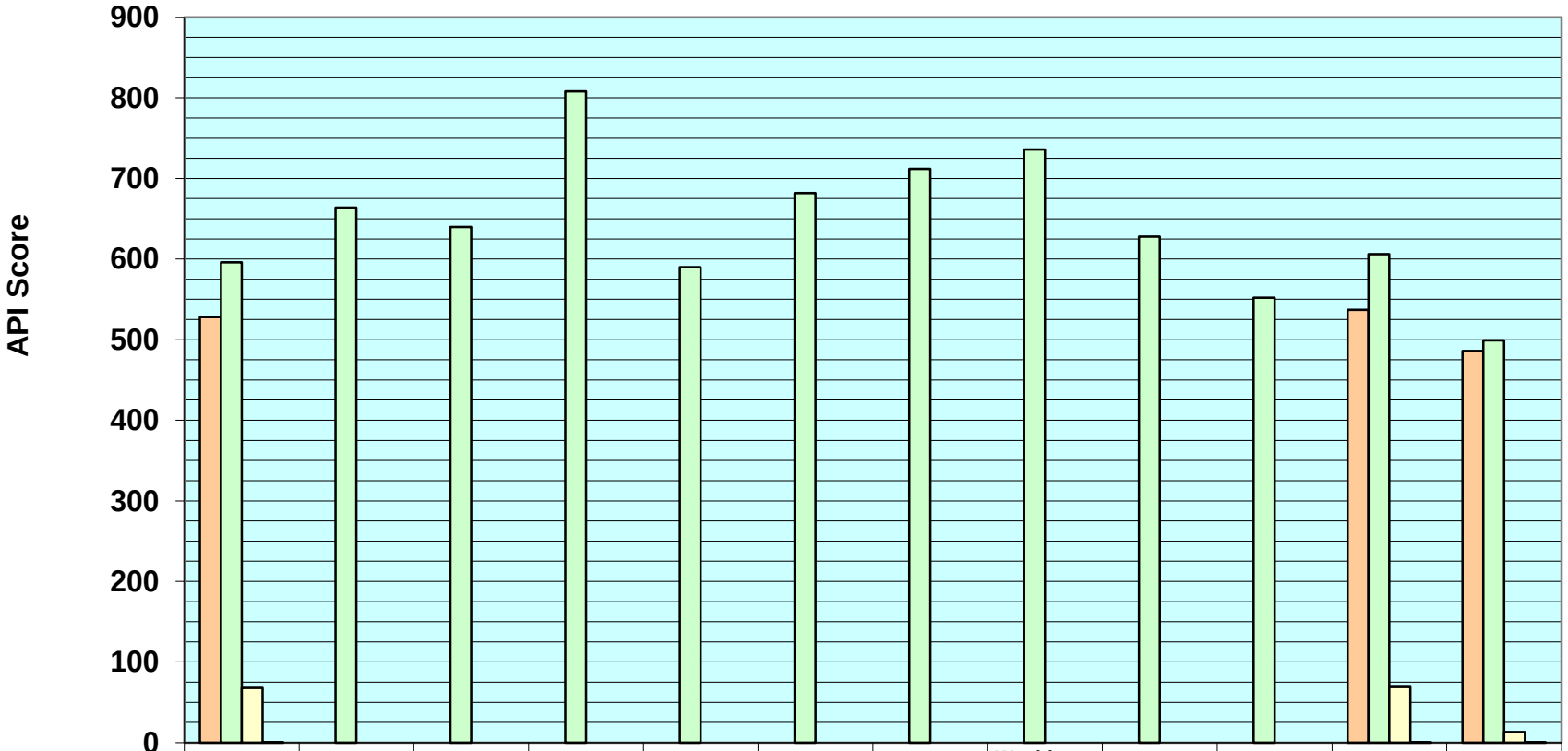
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Students with Disabilities Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
SWD 2008 Base API	528					0					537	486
SWD 2012 Growth API	596	664	640	808	590	682	712	736	628	552	606	499
API Difference	68										69	13
% API Difference	12.88%										12.85%	2.67%

District/School

APPENDIX B: Academic Achievement Data

- **AMAO Data CELDT 2013**
  - **SLUSD Annual Measurable Achievement Objective (AMAO) #1**

2012-13 AMAO 1 - Annual Growth
English Learners Making Annual Progress in Learning English

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
Garfield	131	130	99.2%	92	70.8%	72.0%	73.0%
Jefferson	211	210	99.5%	107	51.0%	73.5%	74.5%
Madison	91	91	100.0%	69	75.8%	73.0%	74.0%
McKinley	168	165	98.2%	95	57.6%	67.2%	68.2%
Monroe	98	96	98.0%	55	57.3%	70.2%	71.2%
Roosevelt	66	66	100.0%	46	69.7%	63.5%	64.5%
Washington	158	158	100.0%	71	44.9%	70.9%	71.9%
Wilson	277	273	98.6%	179	65.6%	71.7%	72.7%
Bancroft	155	153	98.7%	87	56.9%	63.2%	64.2%
Muir	131	131	100.0%	51	38.9%	68.3%	69.3%
Lincoln	17	17	100.0%	--	--	--	--
SLHS	283	282	99.6%	143	50.7%	57.5%	59.0%

2013-14 CDE AMAO Targets	59.0%
2012-13 CDE AMAO Targets	57.5%
2011-12 CDE AMAO Targets	56.0%
2010-11 CDE AMAO Targets	54.6%

01/05/2013 Chaja

APPENDIX B: Academic Achievement Data

- **AMAO Data CELDT 2013**
  - **SLUSD Annual Measurable Achievement Objective (AMAO) #2**

	2011-12 AMAO 2 - English Learners Attaining English Proficiency									
	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,713	451	26.3%	27.3%	28.3%	712	325	45.6%	47.0%	49.0%
Garfield	164	43	26.2%	27.2%	28.2%	12	--	--	47.0%	49.0%
Jefferson	277	88	31.8%	32.8%	33.8%	30	18	60.0%	61.0%	62.0%
Madison	137	43	31.4%	32.4%	33.4%	12	--	--	47.0%	49.0%
McKinley	195	34	17.4%	21.4%	22.4%	19	--	--	47.0%	49.0%
Monroe	132	35	26.5%	27.5%	28.5%	20	--	--	47.0%	49.0%
Roosevelt	85	22	25.9%	26.9%	27.9%	8	--	--	47.0%	49.0%
Washington	177	34	19.2%	21.4%	22.4%	24	--	--	47.0%	49.0%
Wilson	364	113	31.0%	32.0%	33.0%	42	23	54.8%	55.8%	56.8%
Bancroft	25	--	--	21.4%	22.8%	158	80	50.6%	51.6%	52.6%
Muir	37	12	32.4%	33.4%	34.4%	134	69	51.5%	52.5%	53.5%
Lincoln	0	--	--	21.4%	22.8%	24	--	--	47.0%	49.0%
SLHS	120	23	19.2%	21.4%	22.4%	229	76	33.2%	47.0%	49.0%
2013-14 CDE AMAO Targets			22.8%					49.0%		
2012-13 CDE AMAO Targets			21.4%					47.0%		
2011-12 CDE AMAO Targets			20.1%					45.1%		
2010-11 CDE AMAO Targets			18.7%					43.2%		

No data are reported if there are less than 30 in the cohort.

10/11/2012 Chaja

APPENDIX B: Non-Academic Data

- **School-wide 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports)**
  - **Garfield Elementary Summary of Resilience – promoting Protective Factors, School Connectedness, and Internal Strengths (High, Moderate, and Low Scale Scores)**

Percent of students scoring High, Moderate, and Low (%)	Grade 5		
	H	M	L
Protective Factors (Developmental Supports)			
School Environment	65	35	0
Caring Relationships: Adults in School	83	17	0
High Expectations: Adults in School	78	22	0
Meaningful Participation	26	70	4
Home Environment	74	26	0
Caring Relationships: Adults in Home	74	26	0
High Expectations: Adults in Home	96	4	0
Meaningful Participation	17	70	13
Peer Environment			
High Expectations: Pro-social peers	43	48	9
School Connectedness	74	26	0
Internal Strengths			
Empathy	35	57	9
Problem Solving	26	65	9
Goals and Aspirations	87	13	0

APPENDIX B: Non-Academic Data

- **2011-12 & 2012-13 Average Attendance Data**

Monthly Attendance Summary 2011-2012												
School	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year Average
Garfield	98.12%	97.00%	96.84%	96.56%	95.45%	94.82%	95.39%	96.56%	96.96%	97.22%	95.90%	96.44%
Jefferson	99.78%	97.84%	96.86%	97.31%	96.38%	95.51%	96.50%	95.39%	97.35%	97.18%	97.18%	97.03%
Madison	97.90%	97.92%	98.01%	97.33%	95.88%	96.60%	95.08%	96.46%	96.75%	97.12%	96.11%	96.83%
McKinley	97.07%	97.11%	96.56%	96.69%	95.62%	94.95%	94.66%	96.73%	96.65%	96.92%	95.27%	96.20%
Monroe	98.19%	97.75%	97.96%	97.56%	95.63%	95.98%	95.04%	96.89%	97.73%	97.14%	97.24%	97.01%
Roosevelt	98.96%	97.72%	97.21%	96.65%	96.01%	95.32%	95.54%	95.77%	95.72%	96.88%	96.29%	96.06%
Washington	97.69%	96.67%	96.95%	96.33%	94.79%	95.31%	95.65%	94.75%	95.66%	96.79%	96.03%	96.20%
Wilson	97.72%	96.35%	97.33%	96.85%	95.42%	95.22%	96.17%	95.35%	95.91%	95.93%	95.95%	95.87%
Bancroft	98.05%	97.54%	96.54%	96.53%	95.83%	95.06%	95.00%	95.00%	95.27%	95.59%	94.20%	96.86%
Muir	98.40%	97.67%	97.34%	97.11%	96.34%	95.76%	96.39%	96.70%	96.27%	97.22%	96.29%	95.34%
SLHS	97.77%	96.67%	95.87%	95.67%	94.32%	94.83%	95.09%	94.54%	94.15%	94.94%	94.90%	96.38%
SLUSD Average	98.15%	97.29%	97.04%	96.78%	95.61%	95.40%	95.50%	95.83%	96.22%	96.63%	95.94%	96.40%

Monthly Attendance Summary 2012-13												
School / Enrollment	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD Average
Garfield (423)	96.17%	97.80%	97.28%	96.56%	95.88%	94.91%	95.49%	95.81%				96.24%
Jefferson (623)	99.11%	97.91%	96.62%	96.52%	94.68%	94.66%	95.59%	95.71%				96.35%
Madison (417)	97.82%	98.08%	97.63%	97.81%	96.99%	97.43%	96.53%	97.24%				97.44%
McKinley (455)	96.85%	97.50%	97.31%	96.31%	96.13%	95.68%	94.84%	96.08%				96.34%
Monroe (357)	96.50%	97.89%	98.02%	96.98%	96.77%	96.20%	95.44%	95.01%				96.60%
Roosevelt (527)	95.38%	97.27%	97.32%	96.86%	95.96%	96.19%	95.48%	96.02%				96.31%
Washington (434)	96.56%	97.10%	96.91%	96.54%	95.75%	95.33%	94.50%	94.65%				95.92%
Wilson (807)	97.47%	97.11%	96.95%	96.08%	96.22%	94.96%	95.34%	95.48%				96.20%
Bancroft (961)	98.68%	97.82%	97.06%	96.47%	95.85%	95.56%	95.20%	95.46%				96.51%
Muir (976)	98.63%	97.82%	97.67%	96.97%	96.87%	96.48%	96.52%	96.51%				97.18%
SLHS (2567)	97.21%	97.02%	96.21%	95.57%	95.02%	95.05%	94.27%	94.95%				95.66%
Lincoln (117)	n/a	87.54%	87.05%	81.00%	86.00%	85.95%	86.90%	82.90%				85.33%
SLUSD Average	97.31%	96.74%	97.18%	95.31%	95.18%	94.87%	94.68%	94.65%				95.74%

APPENDIX B: Non-Academic Data

- 2011-12 Total Suspensions Data by Race/Ethnicity
- 2012-13 Year-to-Date Total Suspensions Data by Race/Ethnicity (through March)

SLUSD Total Suspensions for 2011-12: August 2011 through June 2012														
Race/Ethnicity	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	FTK	SLHS	Lincoln	ACE
Native American	0	0	0	1	1	0	0	3	52	15	34	28	0	N/A
Asian	0	0	2	1	3	0	0	3	1	5	10	34	0	N/A
Pacific Islander	0	0	0	0	0	0	0	0	5	8	8	18	0	N/A
Filipino	0	0	1	0	1	0	0	1	1	3	3	25	0	N/A
Hispanic / Latino	1	0	0	7	0	8	10	39	18	48	99	228	12	N/A
African American	2	4	0	11	8	12	9	8	110	80	111	192	14	N/A
White	3	1	1	1	1	5	5	8	34	31	38	61	1	N/A
Other	0	0	0	0	0	0	0	0	1	4	2	24	0	N/A
SLUSD Total	6	5	4	21	14	25	24	62	222	194	305	610	27	N/A

SLUSD YTD Suspensions for 2012-13: August 2012 through March 2013														
Race/Ethnicity	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	FTK	SLHS	Lincoln	ACE
Native American	1	0	0	0	0	0	0	0	31	4	4	25	0	0
Asian	0	2	3.5	0	0	0	0	3	2	5	1	17	1	0
Pacific Islander	0	0	0	0	0	0	0	0	5	2	2	9	0	0
Filipino	0	0	1	0	1	0	0	0	2	5	2	11	0	0
Hispanic / Latino	1	3	2	0	0	2	1	20	3	35	21	130	1	3
African American	5	6	1.5	2	0	2	5	10	95	35	67	125	3	2
White	1	6	1	2	1	1	6	1	18	22	20	25	1	3
Other	0	0	0	0	0	0	0	0	0	11	2	58	0	0
SLUSD Total	8	17	9	4	2	5	12	34	156	119	119	400	6	8

Appendix C: STUDENT ACADEMIC LEARNING GOALS

- **Garfield Elementary Worksheet**

Garfield Elementary Worksheet for 2013 NCLB AYP Targets and 2013 Safe Harbor Targets

			2012 AYP Results							2013 NCLB AYP Targets				2013 Safe Harbor Targets			
Garfield Elementary Subgroups	**Criteria**	**Subject**	Is Subgroup **Numerically Significant** in 2012 AYP?	Students in 2012 **Subgroup**	**Percent** of Students at **Proficient or Advance in 2012**	Met 2012 AYP Target?	2012 # of Students at Proficient or Advance	# of Students Needed to Meet Target (2011-12)	Surpassed 2012 AYP Proficiency Target by the # of Students Indicated Below	# of Students Needed at Proficient or Advanced to Make 2013 AYP Target Based on Current Subgroup Population	**Additional Students Needed** at Proficient or Advance to Meet 2013 AYP	**Additional Percent of Students Needed** to Meet 2013 AYP Proficiency Target	**2013 AYP Target**	**Number of Students not at Proficiency** 2012	**Additional Students Needed** to Make 2013 **Safe Harbor Target**	**Additional Percent of Students Needed** to Move to Proficiency to Qualify for 2013 **Safe Habor**	**Total Percent of Students Needed** at Proficiency to Qualify for 2013 **Safe Habor** Based on 2012 STAR Demographics
School-wide	% Proficient	ELA	N/A	236	41.9%	No	99	185	-86	211	112	47.3%	89.2%	137	14	5.8%	47.7%
		Math		236	48.3%	No	114	186	-72	211	97	41.2%	89.5%	122	12	5.2%	53.5%
African American	% Proficient	ELA	No	29	34.5%	--	10	23	-13	26	16	54.7%	89.2%	19	2	6.6%	41.1%
		Math		29	31.0%	--	9	23	-14	26	17	58.5%	89.5%	20	2	6.9%	37.9%
Asian	% Proficient	ELA	No	35	34.3%	--	12	27	-15	31	19	54.9%	89.2%	23	2	6.6%	40.9%
		Math		35	51.4%	--	18	28	-10	31	13	38.1%	89.5%	17	2	4.9%	56.3%
Filipino	% Proficient	ELA	No	28	67.9%	--	19	22	-3	25	6	21.3%	89.2%	9	1	3.2%	71.1%
		Math		28	64.3%	--	18	22	-4	25	7	25.2%	89.5%	10	1	3.6%	67.9%
Hispanic / Latino	% Proficient	ELA	Yes	103	36.9%	No	38	81	-43	92	54	52.3%	89.2%	65	7	6.3%	43.2%
		Math		103	47.6%	No	49	81	-32	92	43	41.9%	89.5%	54	5	5.2%	52.8%
White	% Proficient	ELA	No	29	44.8%	--	13	23	-10	26	13	44.4%	89.2%	16	2	5.5%	50.3%
		Math		29	37.9%	--	11	23	-12	26	15	51.6%	89.5%	18	2	6.2%	44.1%
Socio-economically Disadvantaged	% Proficient	ELA	Yes	164	37.2%	No	61	129	-68	146	85	52.0%	89.2%	103	10	6.3%	43.5%
		Math		164	43.9%	No	72	130	-58	147	75	45.6%	89.5%	92	9	5.6%	49.5%
English Learners	% Proficient	ELA	Yes	124	35.5%	No	44	97	-53	111	67	53.7%	89.2%	80	8	6.5%	42.0%
		Math		124	49.2%	No	61	98	-37	111	50	40.3%	89.5%	63	6	5.1%	54.3%
Students with Disabilitites	% Proficient	ELA	No	45	22.2%	--	10	35	-25	40	30	67.0%	89.2%	35	4	7.8%	30.0%
		Math		45	33.3%	--	15	36	-21	40	25	56.2%	89.5%	30	3	6.7%	40.0%

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2012 AYP Targets: ELA = 78.4% Math = 79.0%

2013 AYP Targets: ELA = 89.2% Math = 89.5%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= Not Numerically Significant

Appendix C: STUDENT ACADEMIC LEARNING GOALS

- **Garfield Elementary 2013 Safe Harbor Goals**

Garfield Elementary for 2013 NCLB AYP Targets and 2013 Safe Harbor Targets

				2012 AYP NCLB Results				2013 AYP NCLB Targets			2013 AYP Safe Harbor Targets	
Garfield Elementary Subgroups	**Criteria**	**Subject**		Is Subgroup **Numerically Significant** in 2012 AYP?	Students in 2012 **Subgroup**	**Percent** of Students at **Proficient or Advance in 2012**		**Additional Percent of Students Needed** to Meet 2013 AYP Proficiency Target	**2013 AYP Target**		**Additional Percent of Students Needed** to Move to Proficiency to Qualify for 2013 **Safe Habor**	**Total Percent of Students Needed** at Proficiency to Qualify for 2013 **Safe Habor** Based on 2012 STAR Demographics
School-wide	% Proficient	ELA		N/A	236	41.9%		47.3%	89.2%		5.8%	47.7%
		Math			236	48.3%		41.2%	89.5%		5.2%	53.5%
African American	% Proficient	ELA		No	29	34.5%		54.7%	89.2%		6.6%	41.1%
		Math			29	31.0%		58.5%	89.5%		6.9%	37.9%
Asian	% Proficient	ELA		No	35	34.3%		54.9%	89.2%		6.6%	40.9%
		Math			35	51.4%		38.1%	89.5%		4.9%	56.3%
Filipino	% Proficient	ELA		No	28	67.9%		21.3%	89.2%		3.2%	71.1%
		Math			28	64.3%		25.2%	89.5%		3.6%	67.9%
Hispanic / Latino	% Proficient	ELA		Yes	103	36.9%		52.3%	89.2%		6.3%	43.2%
		Math			103	47.6%		41.9%	89.5%		5.2%	52.8%
White	% Proficient	ELA		No	29	44.8%		44.4%	89.2%		5.5%	50.3%
		Math			29	37.9%		51.6%	89.5%		6.2%	44.1%
Socio-economically Disadvantaged	% Proficient	ELA		Yes	164	37.2%		52.0%	89.2%		6.3%	43.5%
		Math			164	43.9%		45.6%	89.5%		5.6%	49.5%
English Learners	% Proficient	ELA		Yes	124	35.5%		53.7%	89.2%		6.5%	42.0%
		Math			124	49.2%		40.3%	89.5%		5.1%	54.3%
Students with Disabilitites	% Proficient	ELA		No	45	22.2%		67.0%	89.2%		7.8%	30.0%
		Math			45	33.3%		56.2%	89.5%		6.7%	40.0%

2012 AYP Targets:	ELA = 78.4% Math = 79.0%	**2013 AYP Targets:**	ELA = 89.2% Math = 89.5%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= Not Numerically Significant

11-Oct-12 Chaja