The Single Plan for Student Achievement

MONROE Elementary School

01-61291-6002430
CDS Code

Date of this revision: **June 7, 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: **Jeannette McNeil**

Position: **Principal**

Telephone Number: **510-618-4340**

Address: **3750 Monterey Blvd., San Leandro, CA 94578**

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

San Leandro Unified School District

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

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Introduction Section

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 student

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

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.

2010-2013 Instructional Focus

Cindy M. Cathey
Superintendent of Schools
December 2010

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/2077103261933594901site/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.

Facilitated, compiled and designed by Performance Fact, Inc.

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School Vision & Mission

School Vision Statement

Our community is inclusive, engaged, and collaborative; providing a safe, equitable, and rigorous learning environment, promoting resiliency and success for all.

School Mission Statement

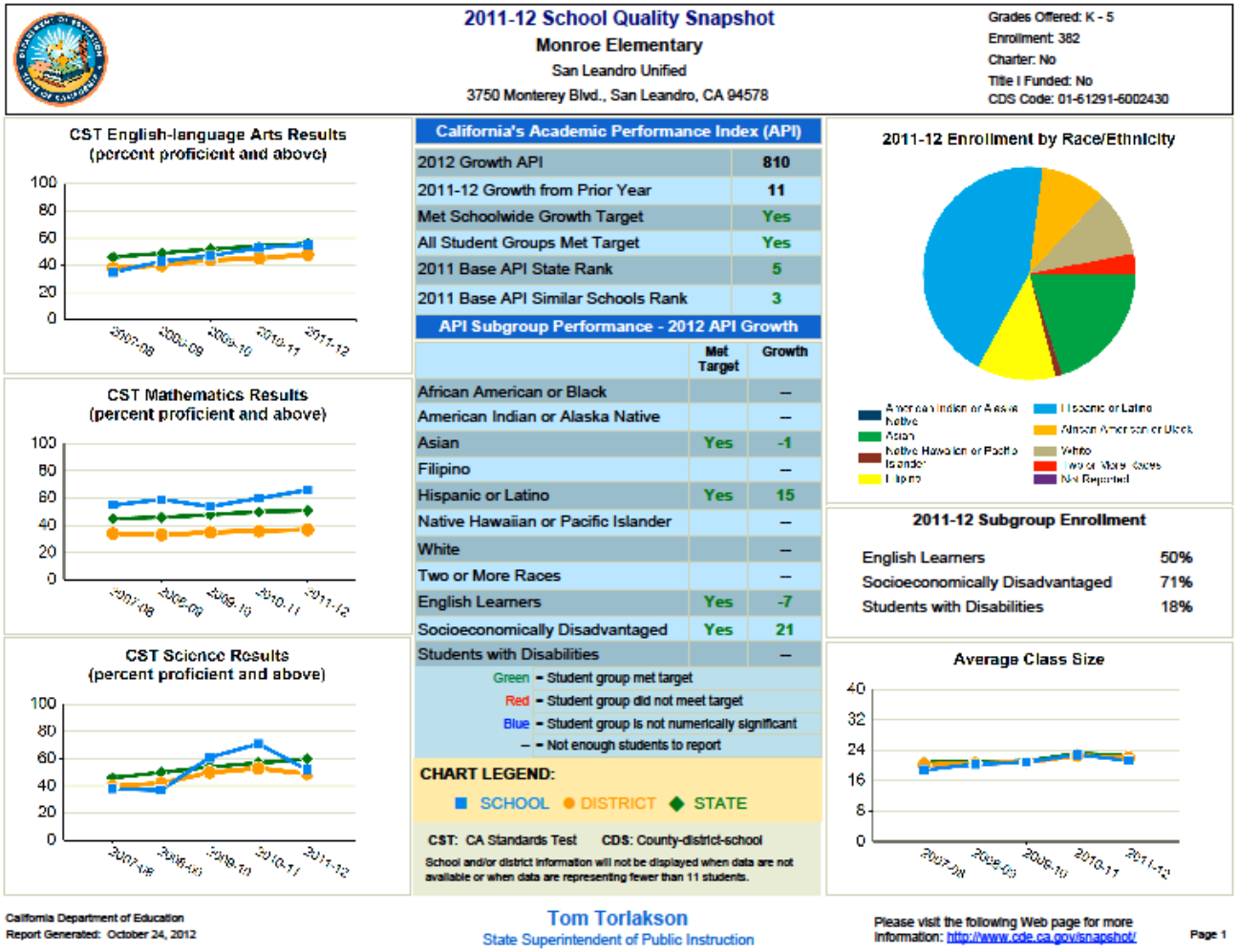
James Monroe Elementary is committed to building an inclusive school community. Our mission is to educate our students so they can achieve and demonstrate academic excellence. We will achieve Monroe's mission objectives by providing our students with a nurturing, safe, and secure environment, while providing a California Standards based curriculum and using culturally relevant teaching strategies with our students. We capitalize on the rich cultural heritage of our students, viewing students through the lens of equity to drive individualized instruction and sustain high expectations for all students.

School Instructional Focus Plan (if you have one)

N/A

School Profile

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



2011-12 School Quality Snapshot

Monroe Elementary

San Leandro Unified

3750 Monterey Blvd., San Leandro, CA 94578

Grades Offered: K - 5
Enrollment: 382
Charter: No
Title I Funded: No
CDS Code: 01-61291-6002430

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	810
2011-12 Growth from Prior Year	11
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2011 Base API State Rank	5
2011 Base API Similar Schools Rank	3

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black		–
American Indian or Alaska Native		–
Asian	Yes	-1
Filipino		–
Hispanic or Latino	Yes	15
Native Hawaiian or Pacific Islander		–
White		–
Two or More Races		–
English Learners	Yes	-7
Socioeconomically Disadvantaged	Yes	21
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

American Indian or Alaska Native; Asian; Native Hawaiian or Pacific Islander; Filipino; Hispanic or Latino; African American or Black; White; Two or More Races; Not Reported

2011-12 Subgroup Enrollment

English Learners	50%
Socioeconomically Disadvantaged	71%
Students with Disabilities	18%

Average Class Size

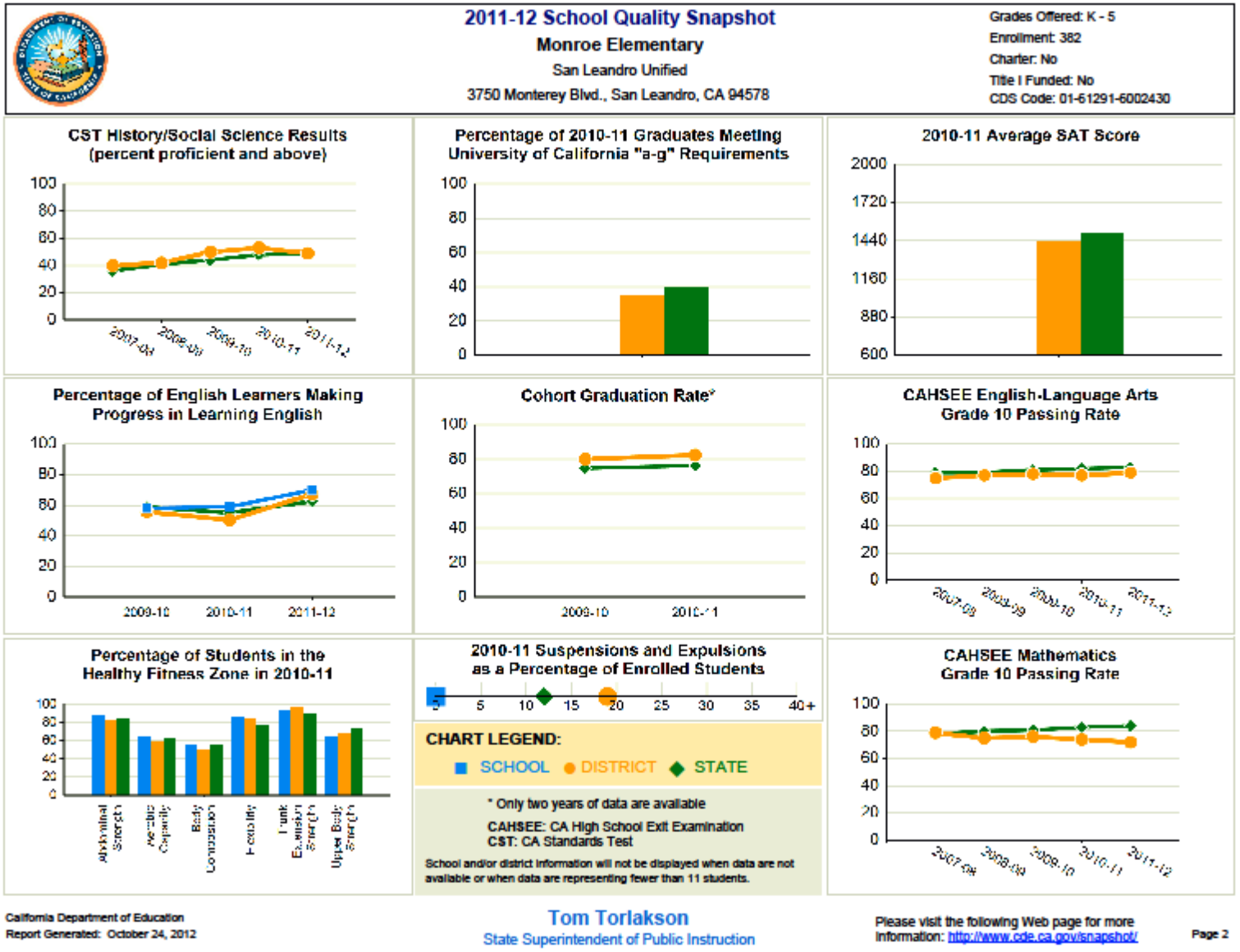
California Department of Education
Report Generated: October 24, 2012

Tom Torlakson
State Superintendent of Public Instruction

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

Page 1

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



School Profile

- **Narrative Summary**

School Description

James Monroe is an elementary school of 350 children and their families, 16 classroom teachers, 1 resource teacher, 1 speech teacher, an art, music and PE teacher, 6 instructional assistants, a technology instructional assistant, a primary language instructional assistant, a parent facilitator, 2 office staff, 2 custodians, an after school program staff, a pre-school, and a principal.

Just over seventy three percent of our students qualify and participate in the free or reduced lunch program qualifying us as a schoolwide Title 1 school. Our school is culturally diverse with the following percentages of students: 40.5% Hispanic/Latino, 22.3% Asian, 12.1% African American, 9.9% Filipino, 8.8% White, 3.3% Pacific Islander, and 3% two or more races. Just under 50% of our student population speaks a language other than English, and just over 30% of our students are considered English Learners.

Over the past four years we have made an 80 point gain on the Academic Performance Index (API), which rates progress towards proficiency in English Language Arts and Math. Monroe had the largest gain in the San Leandro Unified School District over the last four years. Our current API is 810. However our racial achievement gap persists with our African American, Latino, special education, and English learner sub groups continuing to lag behind our White and Asian sub groups. We are continuously and tirelessly working to erase the predictability of the racial achievement gap within our school. We do this in a variety of ways.

James Monroe Elementary is a community of learners—students, staff, parents, neighbors, and local San Leandro businesses—who collaboratively work together to ensure students with a nurturing and safe environment, while focusing on a fair and equitable education for all. As a culturally diverse learning community, Monroe strives towards academic excellence within an inclusive and supportive environment. Working together in professional learning communities, we strive to close the predictability of the racial and linguistic achievement gap, achieving high academic standards for all of our children.

James Monroe has very active parent organizations. Our Parent Teacher Organization (PTO,) Dad's Club, English Learner Advisory Committee (ELAC,) School Site Council (SSC,) and our African American Parent Organization work together to ensure all students meet high standards and are included in all aspects of the school program. We welcome our community to continue to get involved and become an active part of our school. Please visit our website at www.gojamesmonroe.org to contact members of our parent organizations to see how you can get involved.

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*
  - **Other quantitative data (site provides—insert here or in Appendix**

- **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 the data the following conclusions can be drawn:

Over the last four years Monroe has gained 80 points on the Academic Performance Index (API.) That gain is the largest in the San Leandro Unified School District. We currently have an API of 810. However, not all of our subgroups are performing at that rate. The data from 2011-2012 shows our African American students have an API of 768, which represents a 35 point gain, Asian students have an API of 880 which represents a 1 point loss, Latino students have an API of 762 which represents a 15 point gain, White students have an API of 842 which represents a 28 point gain, socio-economically disadvantaged students have an API of 801 which represents a gain of 21 points, English learners have an API of 810, which represents a loss of 7 points, and students with disabilities have an API of 682, which represents a loss of 52 points. We have a lot of work to do to meet our goal of every student proficient or advanced in English Language Arts and Math.

In order to meet the Safe Harbor Goals for 2012-2013 we needed to move eleven students to proficient or advanced in English Language Arts, and eight students to proficient or advanced in Math school wide. At James Monroe we have many sub-groups of students. In order to meet the safe harbor goals with each sub-group, we needed to make progress within each group. The following chart represents how many students at a minimum we needed to move to proficient or advanced in each of our sub-groups, to meet our safe harbor goals for 2012-2013.

Sub-Group	English Language Arts	Math
African American	1	1
Asian	2	1
Filipino	1	0
Latino/Hispanic	6	5
White	1	1
Socioeconomically Disadvantaged	8	6
English Learners	5	4
Students With Disabilities	3	2

For our English Language Learners: (Annual Measurable Academic Outcomes (AMAO's) 1-3

AMAO #1

In 20011-12 in reviewing our Annual Measurable Academic Outcomes (AMAO's) we show that we have exceeded our goal for AMAO #1 by 11.7%. The CDE target was 57.5% and we had 69.2% make a year's growth towards English proficiency.

In 2012-13 we just missed our AMAO goal of 57.5%.
57.3% of students made their annual progress goal.

AMAO #2

In 2011-12 we exceeded our goal for AMAO #2 by 5.1%. The CDE target for gaining English Proficiency in less than five years was 21.4%. Our English learners attained proficiency in less than five years at 26.5%.

In 2012-13 we had 25.5% of our students gain English proficiency in less than five years, which was down slightly from the previous year, but still exceeded the CDE target of 21.4%.

AMAO #3

In AMAO #3 we have made progress. In 2010-11 we showed 55.5% of our English Learners were proficient or advanced in English Language Arts. In 2011-12 we showed 57.3% of our English Learners were proficient or advanced in English Language Arts, with a growth of 1.8%.

We do not have new data for AMAO 3 yet.

Data Analysis

- **Non-Academic Data**

In reviewing our non-academic data, Monroe has some very promising results. According to the Healthy Kids Survey, our students rate our school environment as well as their home environment overwhelmingly in the high and moderate range for positive attributes. 94% of students reported the Monroe School environment overall as high or moderate. 91% and 92% respectively rated high to moderate that they had caring relationships with adults at school and that adults had high expectations of them. 100% of students rated their home environment overall as high or moderate. 100% of students also rated high and moderate the category of caring relationships at home, and 100% that adults at home had high expectations of them.

96%of our students reported feeling highly or moderately connected to school.

Our weakest area in the Healthy Kids Survey was in the area of meaningful participation. 83% of students reported high or moderate meaningful participation at school, and 81% reported high to moderate meaningful participation at home.

In the area of internal strengths, students scored 86% high or moderate in the area of empathy, 93% high or moderate in the area of problem solving, and 98% high or moderate in the area of goals and aspirations.

Our suspensions have gone from 14 at home suspensions last year (2011-12) to four at home suspensions for the 2012-13 school year.

Our attendance so far this school year (through March) is 96.60%.

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

Monroe Elementary

EPC 1: INSTRUCTIONAL PROGRAM	**F09**	**Sp13**
EPC 1.1: Adopted RLA basic and ancillary materials K-5 **SLUSD =** *HMR/Lectura* + intervention materials to be determined	**1**	**3**
EPC 1.2 Adopted ELD Materials K-5 **SLUSD =** *Avenues*	**1**	**3**
EPC 1.3: Adopted RLA Intensive Intervention Materials Grades 4-5 **SLUSD =** *Inside*	**1**	**3**
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD =** *Envision*	**1**	**3**
EPC 1.5: Adopted Math Intensive Intervention Materials Gr 4-5 **SLUSD =** *Envision* Intervention Materials	**1**	**2**
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	**1**	**4**
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**	**3**
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**	**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	**1**	**2**
EPC 2.5: Math Core (K= 30 min, 1st-5th = 1 hour) **SLUSD =** Using *Envision* and Board Math	**1**	**3**
EPC 2.6: Math Strategic Intervention (K-5=15-30 min. beyond EPC 2.5) **SLUSD =** Using *Envision* Intervention materials during school day	**1**	**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**	**1**
EPC 3: LESSON PACING GUIDE		
EPC 3.1: RLA Pacing Guide used daily **SLSUD =** follow current ELA pacing guide	**1**	**3**
EPC 3.2: Math Pacing Guide used daily **SLSUD =** follow current Math pacing	**3**	**3**
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING		
EPC 4.1: RLA/ELD Core and Intervention 40 Hour Training **SLUSD =** AB430 Module 1	**4**	**3**
EPC 4.2: Math Core and Intervention 40 Hour Training **SLUSD =** To be arranged	**1**	**3**
EPC 4.3: Ongoing targeted Professional Development **SLUSD =** Admin participates in DAIT Learning Walks, PLC trainings, etc	**3**	**3**

EPC 5: CREDENTIALED TEACHERS AND PROFFESIONAL DEVELOPMENT OPPORTUNITY	**F09**	**Sp13**
EPC 5.1: Fully Credentialed, Highly Qualified Teachers **SLUSD =** meets NCLB requirements	**3**	**4**
EPC 5.2: All teachers attend RLA training **SLUSD =** SB472 HMR level 1 training for all; HMR EL for many (5 days)	**2**	**3**
EPC 5.3: All teachers attend Math Training **SLUSD =**SB472 *Envision* Math Training for all (5 days)or 3-5 day Phil & Drew	**1**	**3**
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	**1**	**3**
EPC 6.2: Math Support implementing adopted programs **SLUSD =** ongoing coaching/training on practices with *Envision*/Board Math	**1**	**2**
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**	**2**
EPC 7.2: Math and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access Envision Benchmarks & Topic Tests	**1**	**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	**1**	**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	**1**	**2**
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	**2**	**3**
EPC 9.2: Categ Funds used for full implementation of Math EPCs **SLUSD =** site plan Math EPCs as a priority	**2**	**3**

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

Needs Assessment

- **Conclusions**

After reviewing the data and reflecting on the past year, as a school community we have come to the conclusion that we are on the right track in many ways. Many of our subgroups made important gains last year. Our African American students gained 35 points, our Latino students gained 15 points, and our Socio-Economically Disadvantaged students gained 21 points. However, our English Language Learners lost seven points and our Students With Disabilities lost 53 points. Additionally, our African American, Latino, special education students, and English Learners continue, to have lower API scores than our White and Asian students. Clearly we have work to do.

Our non-academic data shows that we have amazing promise with all of our students. Ninety four percent of Monroe students rate the overall Monroe School environment in the high and moderate range. One hundred percent of our students feel in the high to moderate range that they have caring relationships with the adults in their home, and 100% of students feel in the high to moderate range that the adults in their home have high expectations for them. Therefore we are confident as a school that we can meet the challenge of all students reaching high standards, in partnership with families and the larger community.

Ninety eight percent of our students report in the high and moderate range that they have goals and aspirations, making our job joyful and rewarding, as we guide students towards realizing their dreams.

All of our work at Monroe falls under the umbrella of being a Professional Learning Community. Teachers work in Professional Learning Communities in an ongoing structured way to ensure that every student learns the essential standards at their grade or English level. We will continue to focus on our English Learners providing at least 30 minutes of daily ELD at their level. We will move forward in our work to calibrate our daily schedules to ensure the ability to regroup students throughout the school day as needed.

We will continue to work with trainers in the area of language objectives and effective ELD lessons to strengthen instruction. We will continue to access GLAD training and support for all staff. We will maintain a focus on educational Equity work, with a focus on raising achievement outcomes for all students, using disaggregated data to monitor our progress. We will continue to offer effective after school support to students to supplement the instruction during the school day. We will continue with the implementation of Common Core Standards with a focus on language and math. We will continue our work with parents, again offering a parent leadership course for families. We will also continue to have a two hour/day parent liaison to work to engage all parents in the educational lives of their students. We will strengthen our efforts to nurture resilience in students and continue to work to provide a healthy positive learning environment, through our commitment to an ongoing, in depth, school wide program to address the social/emotional needs of our students. We will also continue to fund an additional school psychologist intern who will increase the number of students who will have access to counseling support as needed.

All of this ongoing work at Monroe supports our vision:

"Our community is inclusive, engaged, and collaborative; providing a safe, equitable, and rigorous learning environment, promoting resiliency and success for all."

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	53.8%	58.4%	89.2%
African American	53.6%	58.2%	89.2%
Asian	70.4%	73.4%	89.2%
Filipino	60.0%	64.0%	89.2%
Hispanic/Latino	43.4%	49.1%	89.2%
White	52.0%	56.8%	89.2%
SED	54.0%	58.6%	89.2%
EL	57.3%	61.6%	89.2%
SWD	34.6%	41.1%	89.2%

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

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%
Monroe	98	96	98.0%	55	57.3%	70.2%	71.2%
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%		

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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%
Monroe	110	28	25.5%	27.5%	28.5%	12	--	--	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

SLUSD 2012-13 Goal for AMAO 3

Adequate Yearly Progress for English Learner Student Subgroup at the LEA Level

AMAO 3 - AYP Proficiency

	2010-11 ELA Percent met AMAO 3	2011-12 ELA Percent met AMAO 3	ELA AMAO 3 1-Yr Growth	ELA Percent Proficient Goal for 2012-13 AMAO 3		2010-11 Math Percent met AMAO 3	2011-12 Math Percent met AMAO 3	Math AMAO 3 1-Yr Growth	Math Percent Proficient Goal for 2012-13 AMAO 3	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
Monroe	55.5%	57.3%	1.8%	61.6%	89.2%	64.5%	68.1%	3.6%	71.3%	89.5%

	ELA			Math		
	District	Elem & MS	HS	District	Elem & MS	HS
2013-14 CDE AMAO Targets	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2012-13 CDE AMAO Targets	89.0%	89.2%	88.9%	89.1%	89.5%	88.7%
2011-12 CDE AMAO Targets	78.0%	78.4%	77.8%	78.2%	79.0%	77.4%
2010-11 CDE AMAO Targets	67.0%	67.6%	66.7%	67.3%	68.5%	66.1%

= CDE Target Met or Surpassed

= CDE Target Not Met

= Safe Harbor **(Y2)**

No data are reported for groups that are less than 11 students.

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	66.4%	69.8%	89.5%
African American	50.0%	55.0%	89.5%
Asian	86.8%	88.1%	89.5%
Filipino	84.0%	85.6%	89.5%
Hispanic/Latino	51.5%	56.3%	89.5%
White	79.2%	81.3%	89.5%
SED	61.7%	65.5%	89.5%
EL	68.1%	71.3%	89.5%
SWD	54.0%	58.6%	89.5%

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

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. These **materials are implemented as designed and in daily** use.	2013-2015	• Prin Logs and notes	$District Funds	District	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal Aligned
• 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 accommodations, as specified in their (IEP), to participate successfully in a basic Math core classroom.	2013-2015	• IEP Meeting notes • Meeting	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal Aligned
• General Ed and Special Ed staff will collaborate to determine modifications to materials and/or instruction.		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 ➢ 1st-3rd uses 2:15-3:00 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
➢ 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 allocated for strategic learners including ELs and SWDs. *(or as close to this as possible)*	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs &	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal Aligned
		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	2013-2015	• Prin logs & notes showing Daily Agenda posted daily	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal Aligned
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 skillful implementation of the Board approved RLA/ELD and intensive	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
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 Intervention task forces/subcommittees as needed to implement	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
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 used to determine placement, diagnosis of readiness for grade level,	2011	• Data reports	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal Aligned
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
BEYOND THE EPCs					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal Aligned
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. • The school will continue to enter student suspension and referral data into the Aeries system	2013-2015	• Suspension and referral summaries from DO	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal Aligned
• 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		• 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 committee will provide input to the SSC regarding school programs and student needs.	2013-2015	• ELAC flyer, agenda and minutes	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal Aligned
If delegating to the SSC, an ELAC meeting is held and minutes reflect documentation of this process					

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					
Teachers will align their daily schedules to allow for regrouping of students (K, 1-2, 3-5)	2013-2015	-Daily Schedules	0		1, 2, 3
School will provide after school intervention and homework support to non-proficient students in grades K-5.	2013-2015	-Time Sheets -Attendance Notes	$15,000	EIA-SCE	1, 2, 3
School will hire an instructional assistant to coordinate and run the computer lab, supplementing core instruction through computer programs	2013-2015	-PPAF -Weekly Schedule	$6,000	Title 1	1, 2
EPC 2: INSTRUCTIONAL TIME					
School will hire an instructional assistant to support Academic Language Development (ALD) during daily English Language Development instruction	2013-2015	-PPAF -Weekly Schedule	$15,000	EIA-LEP	1, 2
EPC 3: LESSON PACING GUIDE					
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
Administrator will participate in all school training opportunities including PLC, CCSS, and GLAD	2013-2015		0		1, 2, 3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
All teachers will collaborate at least one day as a PLC/Grade Level team	2013-2015	-Sub Requests -Meeting Notes	$5,000	EIA-SCE	1, 2, 3
Two teachers will be selected to serve on the DAIT team	2013-2014	-Sub Requests	$800	EIA-SCE	1, 2, 3
Three teachers will continue to be trained in PLC work	2013-2014	-Sub Requests -Attendance List	$800	EIA-SCE	1, 2, 3
Three Teachers will be trained in equity work through E3	2013-2014	-Sub Requests -Attendance List	$800	Title 1	1, 2, 3
GLAD Training, 6 Day Program	2013-2014	-Sub Requests -Registration Packets	$3,610	Site Discretionary	1, 2
On Site GLAD Training/Support	2013-2014	-Notes -Packets of Training Materials	$2,000	EIA-LEP	1, 2
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
Fund a Title One Coordinator who will work with families of non-proficient students and monitor assessment and non-proficient student achievement	2013-2014	-PPAF -Title 1 Meeting Notes -Assessment Data -Intervention Attendance	$20,000	Title 1	1, 2, 3
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
Three/four Wednesday's per month, PLC work in PLC teams	2013-2014	-Meeting Schedule -PLC Team Notes	0		1, 2, 3
Monthly Grade Level Meetings	2013-2014	-Grade Level Notes			1, 2, 3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
SCHOOL CLIMATE/CULTURE					
Soul Shoppe	2013-2014	-Calendar of Program Dates	$8,000	Title 1	
Psychologist Intern	2013-2014	-PPAF -Student Attendance Lists	$2,000	Site Discretionary	
School Wide Celebrations	2013-2014	-Programs -Calendar -Bulletin Announcements	$2,000	Site Discretionary	
School Wide Incentive Programs: Eagle Points, Perfect Attendance BBQ, Cafeteria Contest	2013-2014	-Receipts	$2,000	Donation Account	
Food For Monday Staff Meetings	2013-2014	-Receipts -Calendar of Meetings	$500	Site Discretionary	
PARENT INVOLVEMENT					
Blackboard Connect	2013-2014	-Phone Blasts	$500	Title 1	
Parent Leadership Classes, English	2013-2014	-Training Materials -Attendance Lists	$8,000	Title 1	
Parent Facilitator	2013-2014	-PPAF -Meeting Notes -Invitations -Flyers	$7500	Title 1	
LEADERSHIP AND GOVERNANCE					

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:***

1. ***Site-funded Professional Development and Coaching Plans***
   - **Teachers released for collaboration during the school day to focus on non-proficient students**
   - **Teachers released to be on district learning walks (DAIT Team)**
   - **GLAD Training**
   - **Teachers released to be on Professional Learning Community Planning Team/Training**
   - **E3 Training, Teachers Released to participate in equity training**

2. ***Site-funded Parent Involvement Activities***
   - **Parent Facilitator**
   - **Parent Leadership Classes**
   - **School Wide Events; Ice Cream Social, Winter Celebration, Black History Celebration, Lunar New Year Celebration, Mother's Day Celebration**

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. Check off 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

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

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

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.**	$21,905.00
☒	**Economic Impact Aid/ English Learner Program** **Purpose: Develop fluency in English and academic proficiency of English learners**	$17,628.00
☐	*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)	$
	Total amount of state categorical funds allocated to this school	$

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**	$53,025.00
☐	*Title I, Part A: Schoolwide Program* *Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency*	$NA
☐	*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 (list and describe[1])	$NA
	Total amount of federal categorical funds allocated to this school	$
	Total amount of state and federal categorical funds allocated to this school	$

[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Budgeting

- **Site Plan Budgeting Chart**

Charts are for Sharing proposed expenditures with staff and parents

Budget Planning Charts

School: James Monroe **Year:** 2013-2014

1. Enter Total Allocation for each budget
2. List brief description of items and Estimated Cost from Action Steps
3. Make sure that allocations here match "Cost" column in site plan or ammend (SSC minutes or Fall Addendum)

4. Submit this Chart to C&I for a Compliance Check prior to taking to SSC

NOTE: Sites should print out Fiscal 05 (summary) & Fiscal 03 (details) monthly to track spending

EIA-SCE (Should Be SSC approved and in School Plan)

This budget (7090) is for action steps targeting EDY students
EDY is all English Learners + Non-EL below proficient in either Math or ELA
*******Cannot be used for students who are proficient*****

Action Step Items	Est Cost
After School Intervention, 2/3	$5,000
After School Intervention, 4/5	$5,000
After School Intervention, K/1	$5,000
Teacher Collaboration, Focus on Non Proficient Students	$5,000
DAIT Team, 2 Teachers, 3 Days	$800
PLC Team, 3 Teachers, 2 Days	$800
Total in budget	$21,600
Total allocation	$21,905
Balance	$305

EIA-LEP (Should Be SSC approved and in School Plan)

This budget (7091) is for action steps targeting English Learners ONLY
EL means current English Learners (not RFEP)
*******Cannot be used for Non-English Learners****

Action Step Items	Est Cost
Para-Educator to Support ELD Instruction	$15,000
GLAD Training, Support	$2,000
Total in budget	$17,000
Total allocation	$17,628
Balance	$628

Title I (Should Be SSC approved and in School Plan)

This budget (3010) is for action steps that will benefit students in Strategic and Intensive Intervention. May be spent on schoolwide activities

Action Step Items	Est Cost
Title 1 Coordinator	$20,000
Parent Facilitator, 2hrs/Day	$7,500
Para-Educator, Technology	$6,000
Parent Leadership Classes, English	$8,000
Soul Shoppe	$8,000
E3 Equity Training, 3 Teachers, 5 Days	$1,950
Blackboard Connect	$550
Total in budget	$52,000
Total allocation	$52,850
Balance	$850

OPTIONAL CHART: Site Discretionary (not SSC approved)

Action Step Items	Est Cost
School Psychologist Intern	$2,000
Schoolwide Celebrations, Black History Month, Winter, Lunar New Year, Mother's Day	$2,000
Staff Treats	$500
GLAD Training, 2 Teachers, 6 Days, Subs and Registration Fee	$3,610
School Supplies	$4,000
Total in budget	$12,110
Total allocation	$12,204
Balance	$94

OPTIONAL CHART:Other Site Funds (not SSC approved)

Action Step Items	Est Cost
Schoolwide Incentive Programs, Eagle Points, Perfect Attendance BBQ	$2,000
Total in budget	$2,000
Total allocation	
Balance	($2,000)

NOTE: Sites should print out Fiscal 05 (summary) & Fiscal 03 (details) monthly to track spending

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:[2]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jeannette McNeil	X				
Sheila Faraghan		X			
Wing Mok		X			
Leo Sheridan				X	
Tanya Solis				X	
Karen Sakai				X	
Numbers of members of each category	1	2		3	

[2] 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.

ELAC Recommendations to SSC on Single Plan for Student Achievement, 2013-15

School Site: James Monroe

PARA/TO: ☒ Concilio Escolar/SSC ☒ Director y Personal Escolar/ Principal and Staff	ELAC Topic: Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S) 1. Homework Club, After school Homework Help, Tutoring, Intervention 2. Parent Facilitator 3. Librarian 4. Parenting Classes 5. Bilingual Classes 6. Principal to continue to be in front of school	RECOMENDACION(ES)/ RECOMMENDATION(S)
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION: 1. Improve the academic progress of students 2. Increase involvement and communication with parents and the school 3. Have a working library to build literacy and access to books 4. To offer leadership skills to parents so that they will be confident to become involved in the education of their children 5. To maintain children's home language, and use that to support them to learn English 6. Safety of the students	RESPUESTA AL COMITE ELAC/ RESPONSE TO ELAC*: 1. We will expand our intervention efforts opening more available spots for students to participate 2. We will continue to have a parent facilitator 3. We will wait to see if Measure L is funded, and wait to see if the District hires Library Aides 4. We will offer a parent leadership class each year, and rotate from English to Spanish 5. We are not considering becoming a bilingual school at this time. We do provide primary language support in Spanish as needed. Students who would like to be in a bilingual setting may request one of our bilingual schools. 6. Ms. McNeil will continue to be out in front of the school daily (when possible)

FIRMACIONES/SIGNATURES ELAC MEMBER: FECHA/ DATE: Feedback given throughout the school year, specifically, March and October ELAC Meetings.	FIRMACIONES/SIGNATURES DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/ PRINCIPAL or SSC CHAIRPERSON FECHA/DATE:

SAC Recommendations to SSC on Single Plan for Student Achievement, 2013-15

School Site: James Monroe

PARA/TO: ☒ Concilio Escolar/SSC ☒ Director y Personal Escolar/ Principal and Staff	SAC Topic: Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S) *SAC turned over their responsibilities to SSC on 10-12-12.*	RECOMENDACION(ES)/ RECOMMENDATION(S)
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION:	RESPUESTA AL COMITE SAC/ RESPONSE TO SAC*:
FIRMACIONES/SIGNATURES ELAC MEMBER: FECHA/ DATE:	FIRMACIONES/SIGNATURES DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/ PRINCIPAL or SSC CHAIRPERSON FECHA/DATE:

Recommendations and Assurances, 2013-15

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 ***(list)***

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: 6-7-13_____.

Attested:

Jeannette McNeil		6-7-13
_____	_____	_____
Typed name of school principal	Signature of school principal	Date
Leo Sheridan		6-7-13
_____	_____	_____
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*
    - **Other quantitative data (site provides—insert here or in Appendix**
  - **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 D: Other Data, Charts, etc.**

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

Monroe Elementary School

3750 Monterey Blvd. • San Leandro, CA 94578 • (510) 667-3583 • Grades K-5
Jeannette McNeil, Principal
JMcNeil@slusd.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) 667-3583.

School Description

James Monroe Elementary is a community of learners—students, staff, parents, neighbors, and local San Leandro businesses—who collaboratively work together to ensure students with a nurturing and safe environment, while focusing on a fair and equitable education for all. As a culturally diverse learning community, Monroe strives towards academic excellence within an inclusive anti-racist environment. Working together as a community, we strive to close the racial and linguistic achievement gap, achieving high academic standards for all of our children.

James Monroe has very active parent organizations. Our Parent Teacher Organization (PTO,) Dad's Club, English Learner Advisory Committee (ELAC,) School Site Council (SSC,) and our African American Parent Organization work together to ensure all students meet high standards and are included in all aspects of the school. We welcome our community to continue to get involved and become an active part of our school. Please visit our website at www.gojamesmonroe.org to see the enthusiasm and excitement of our parent community.

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.

School Mission Statement

James Monroe Elementary is committed to building an inclusive school community. Our mission is to educate our students so they can achieve and demonstrate academic excellence. We will achieve Monroe's Mission objectives by providing our students with a nurturing, safe, and secure environment, while providing a California Standards based curriculum and using culturally relevant teaching strategies with our students. We capitalize on the rich cultural heritage of our students, viewing students through the lens of equity to drive individualized instruction and sustain high expectations for all students.

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 educational program at Monroe Elementary School. Parents may participate in the Parent Teacher Organization (PTO), School Site Council (SSC,) English Learner Advisory Committee (ELAC,) African American Parent Organization, and Dad's Club. Please see our web site, www.gojamesmonroe.org to find out how to get involved or to see an updated calendar of meetings and events for James Monroe.

Monroe Elementary School has several partnerships with local community organizations and businesses, including the Floresta Homeowners Association, North Face, Wells Fargo Bank, Washington Mutual, Pappa Murphys Pizza, California Concepts

Contact Information

Individuals who wish to participate, sponsor, volunteer, or provide donations to Monroe Elementary School may contact the main office at (510) 618-4340.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	57
Gr. 1	63
Gr. 2	64
Gr. 3	57
Gr. 4	64
Gr. 5	77
Total	382

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.2
American Indian or Alaska Native	0.3
Asian	20.4
Filipino	11.5
Hispanic or Latino	43.7
Native Hawaiian/Pacific Islander	1
White	10.2
Two or More Races	2.6
Socioeconomically Disadvantaged	71.2
English Learners	50.3
Students with Disabilities	17.8

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.	22		25.5			0	2		2			0
Gr. 1	23		23			1	2		2			0
Gr. 2	22		23			1	2		2			0
Gr. 3	17		28	3		0			2			0
Gr. 4	23		30			0	1		2			0
Gr. 5	23		25.7			1	2		2			0
Other	14	23.2		2	5			9			0	

* 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	6.84	0.55	4.09
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 Monroe Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to our Safety Plan and emergency preparedness. The School Site Safety plan was reviewed, discussed and updated the SSC and by Monroe Elementary School Staff on January 12, 2012. The key elements of the School Site Safety Plan include anti-bullying policies and procedures, district discipline policies and documents, child abuse reporting procedures, sexual harassment policy, and a section devoted to emergency preparedness. Fire, earthquake, and intruder drills are conducted on a monthly basis throughout the school year. To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times.

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: 09/27/2011

Age & Condition of Facilities

Monroe Elementary School was originally constructed in 1955 and is currently comprised of 20 permanent classrooms, five portables, a computer lab, a library, a staff lounge, a staff workroom, a multi-purpose room, and a playground. Recent renovation include new double doors at the hall entrances and restroom renovations.

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 Monroe Elementary'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.

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]	[ ]	[ ]	Missing chair gliders-Rooms 7, 13.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	Dirty cove base-Restroom near Room 10.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Missing light diffuser-Cafeteria, kitchen.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Faucet needs adjusting; missing push button toilet-Restroom near Room 11. Faucet leaking-Room 21. Faucet loose-Room 24.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Broken window-Restroom near Room 11. Missing window latch-Room 23.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	18	16	17
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 and staff at James Monroe Elementary are continually working to improve their practice. The District supports staff development through three Professional Growth Days each year. This year we are working to implement English language instruction through the use of GLAD strategies. Additionally we meet monthly for 90 minute meetings to work on issues such as equity, discipline, English Language Development, safety procedures/emergency preparedness, etc..

Teachers receive support from District coaches who work to improve daily teaching practices, provide support for teachers to reflect and stay current with technology, implement the best teaching strategies and District curriculum, as well as other areas of need. The principal visits classrooms regularly, providing feedback to support teachers as they are continuously improving.

For our newer teachers, staff development is supported by BTSA (Beginning Teachers Support and Assessment.)

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	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* 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	$4,587	$485	$4,101	$79,596
District	♦	♦	$5,389	$74,037
State	♦	♦	$5,455	$66,336
Percent Difference: School Site/District				13.40%
Percent Difference: School Site/ State			-1.21%	23.21%

* **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.

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/.

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.

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 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: Yes Percent of students lacking their own assigned textbook: 0.0%	Hampton Brown Adopted 2002 Houghton Mifflin Adopted 2002 Hampton Brown Adopted 2011
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Pearson Scott Foresman Adopted 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	MacMillan/ McGraw Hill Adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	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 Comparison (A Composite of CST, CMA and CAPA)

Subject	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	47	53	55	44	45	48	52	54	56
Math	54	60	66	35	36	37	48	50	51
Science	61	71	52	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	55	66	52	
Male	48	65	50	
Female	61	66	54	
Black or African American	57	53		
American Indian or Alaska Native				
Asian	68	83	69	
Filipino	56	81	64	
Hispanic or Latino	46	52	37	
Native Hawaiian/Pacific Islander				
White	58	73		
Two or More Races				
Socioeconomically Disadvantaged	54	61	48	
English Learners	43	48		
Students with Disabilities	44	55		
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	20.5	31.5	23.3

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	1	38	11
Black or African American			
American Indian or Alaska Native			
Asian			-1
Filipino			
Hispanic or Latino	9	25	15
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-3	25	21
English Learners	-11	50	-7
Students with Disabilities		142	

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	4	3	5
Similar Schools	1	2	3

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.

Indicat	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program		7
Percent of Schools Currently in Program		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	240	6,356	4,664,264
	API-G	810	743	788
Black or African American	Students	28	1,049	313,201
	API-G	768	673	710
American Indian or Alaska Native	Students	1	20	31,606
	API-G		694	742
Asian	Students	54	960	404,670
	API-G	880	855	905
Filipino	Students	25	516	124,824
	API-G	860	812	869
Hispanic or Latino	Students	99	2,871	2,425,230
	API-G	762	703	740
Native Hawaiian/ Pacific Islander	Students	2	79	26,563
	API-G		670	775
White	Students	25	704	1,221,860
	API-G	842	793	853
Two or More Races	Students	6	140	88,428
	API-G		829	849
Socioeconomically Disadvantaged	Students	163	4,059	2,779,680
	API-G	801	712	737
English Learners	Students	117	2,564	1,530,297
	API-G	810	710	716
Students with Disabilities	Students	52	833	530,935
	API-G	682	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/.

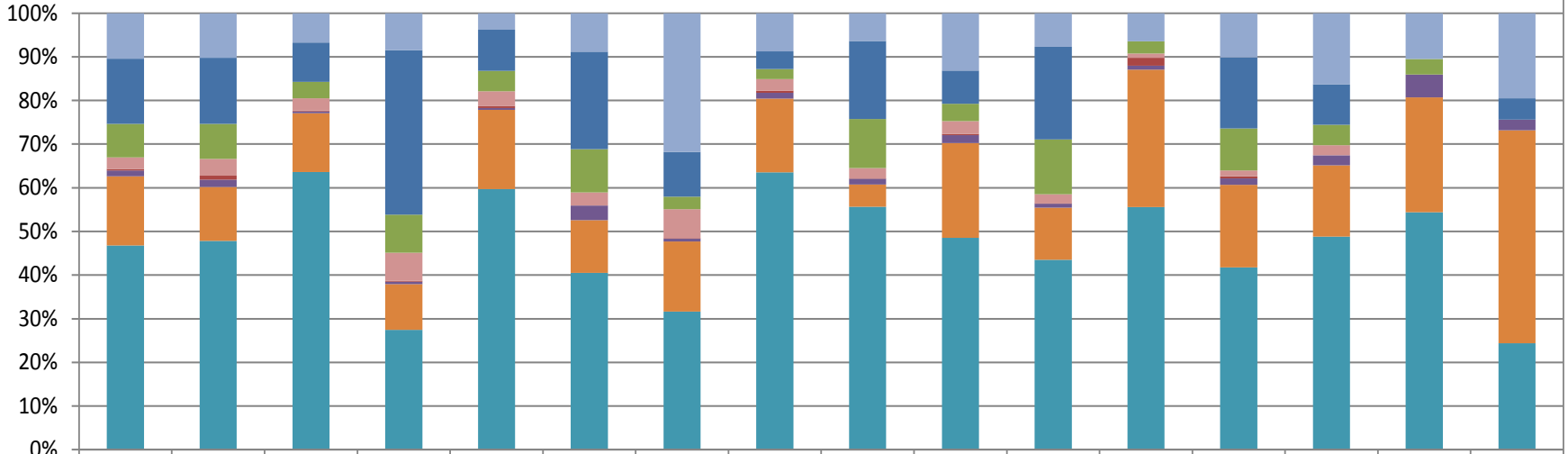
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)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

APPENDIX B: Demographic Data

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

San Leandro Unified School District: Percent of Student Race/Ethnicity

By District by School April 2013



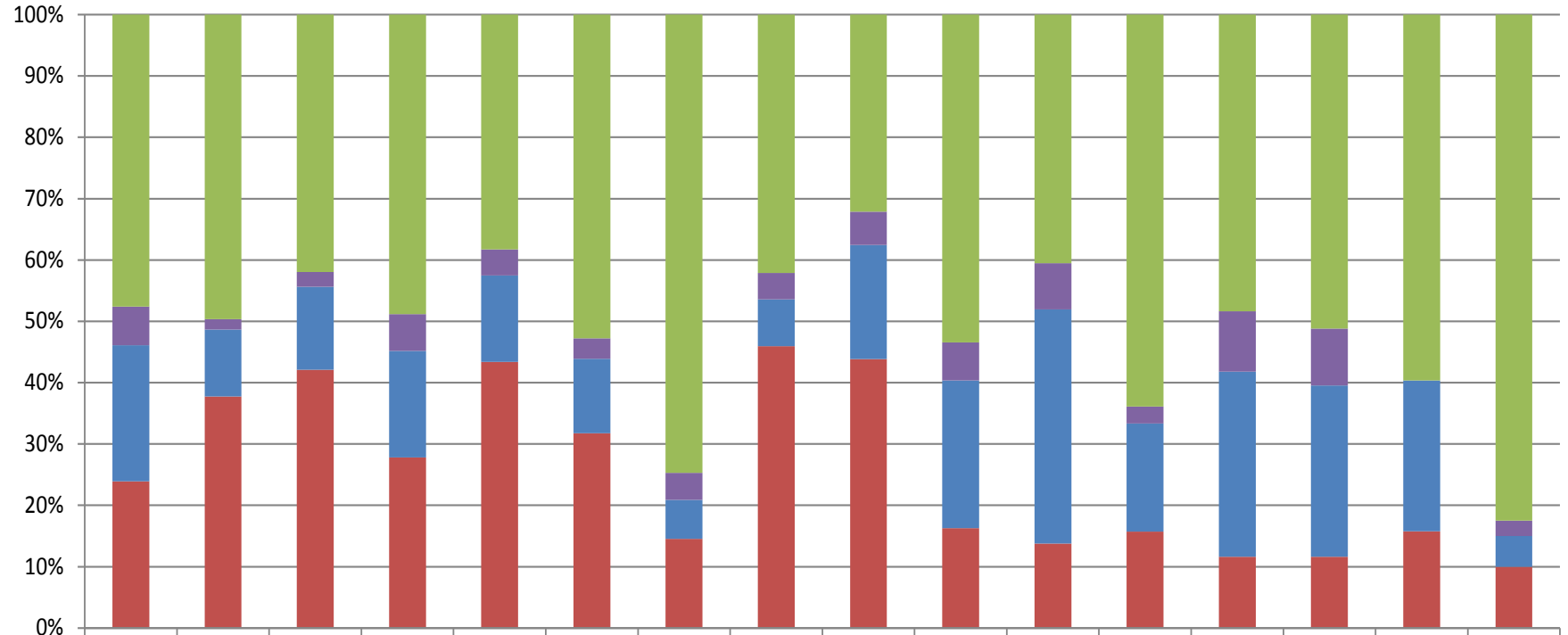
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
White	10.5%	10.2%	6.7%	8.5%	3.8%	8.8%	31.8%	8.8%	6.4%	13.2%	7.7%	6.5%	10.2%	16.3%	10.5%	19.5%
Asian	14.9%	15.2%	9.1%	37.7%	9.4%	22.3%	10.2%	4.1%	17.8%	7.6%	21.2%	0.0%	16.2%	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)

San Leandro Unified School District: Percent of Student Language Fluency

By District by School April 2013



	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

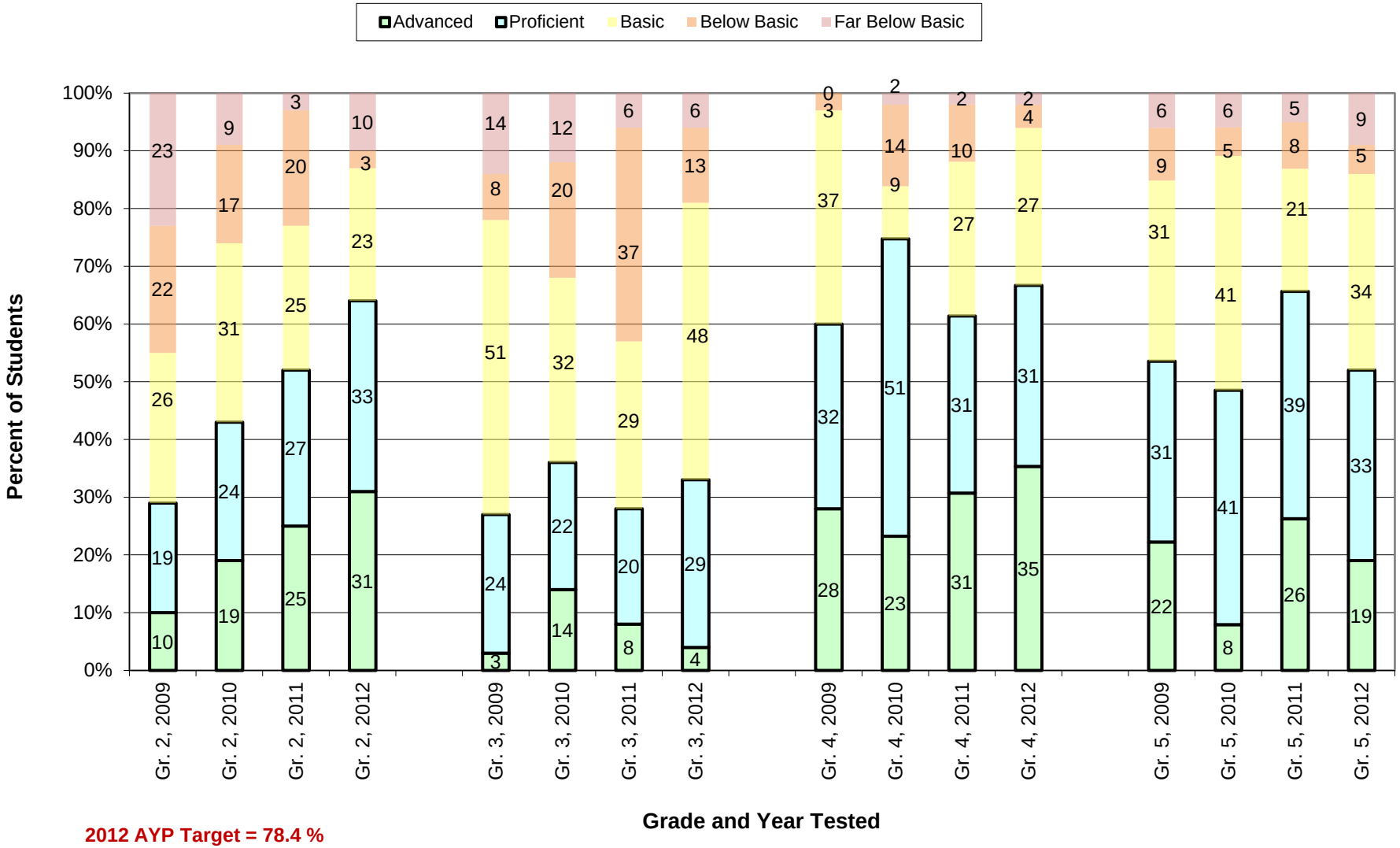
- **CST Data: 2012**
  - **Schoolwide 2-Year Change in STAR California Standards Test**

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**

Monroe - California Standards Test - E/LA

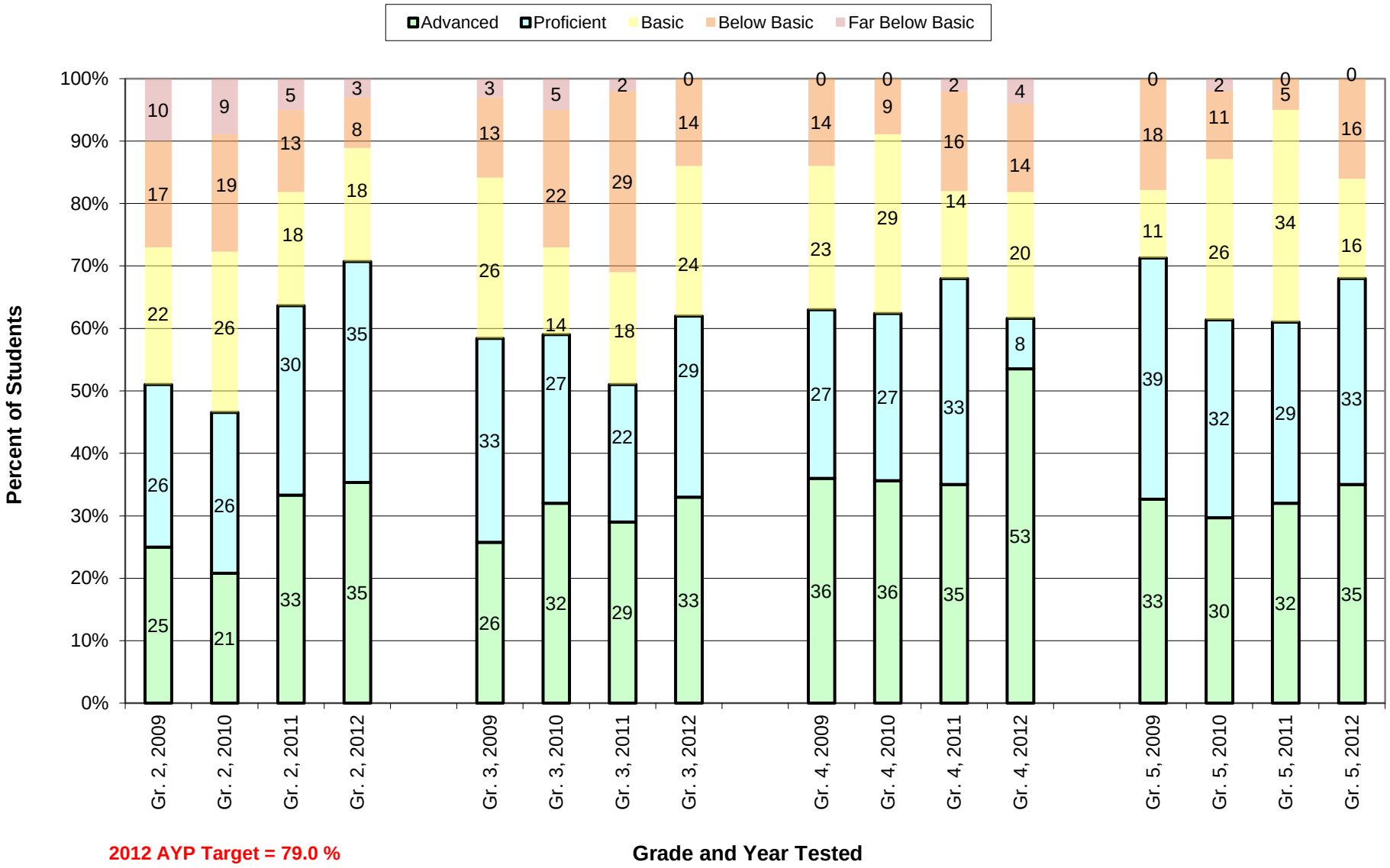


2012 AYP Target = 78.4 %

APPENDIX B: Academic Achievement Data

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

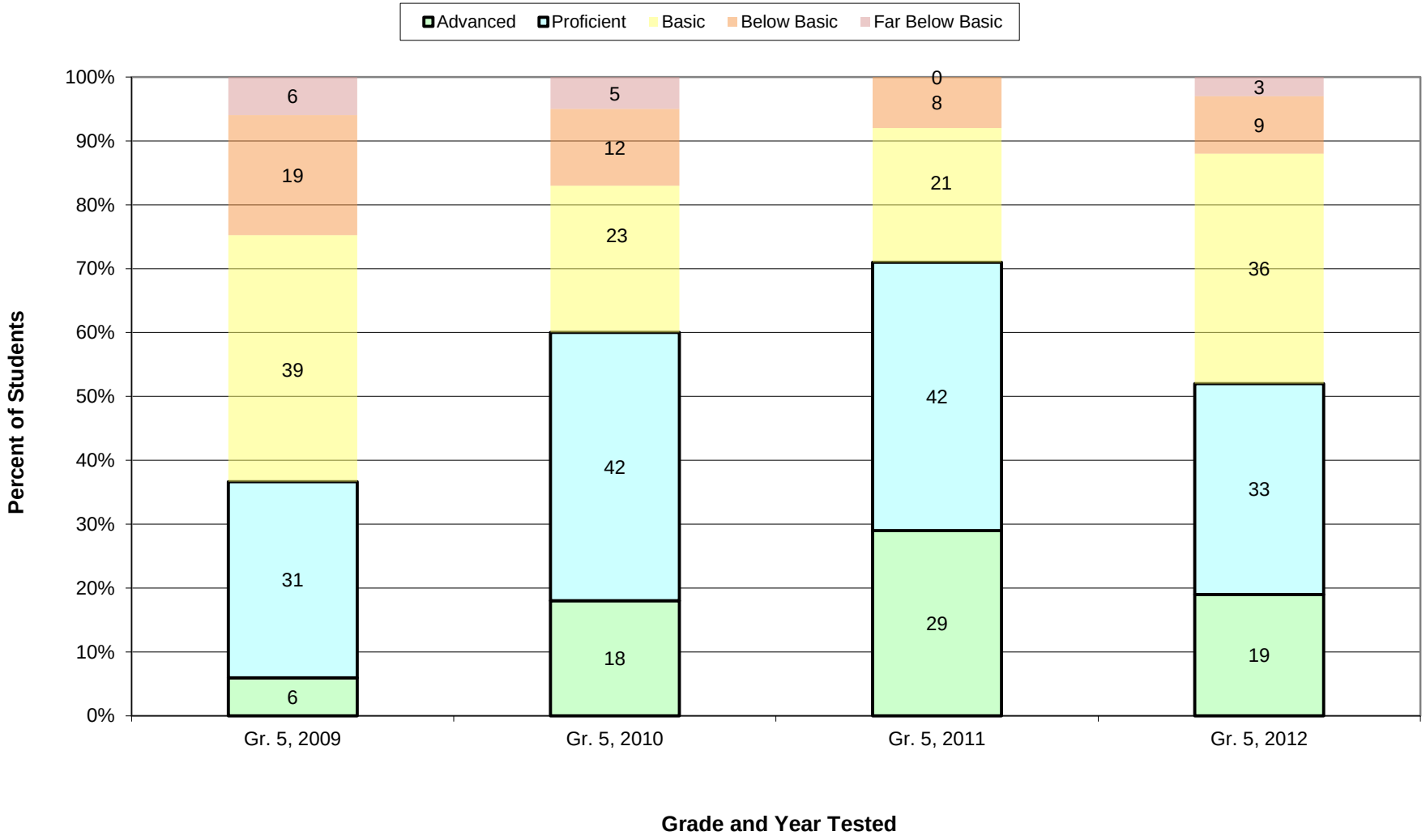
Monroe - California Standards Test - Math



APPENDIX B: Academic Achievement Data

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

Monroe - California Standards Test - Science



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**

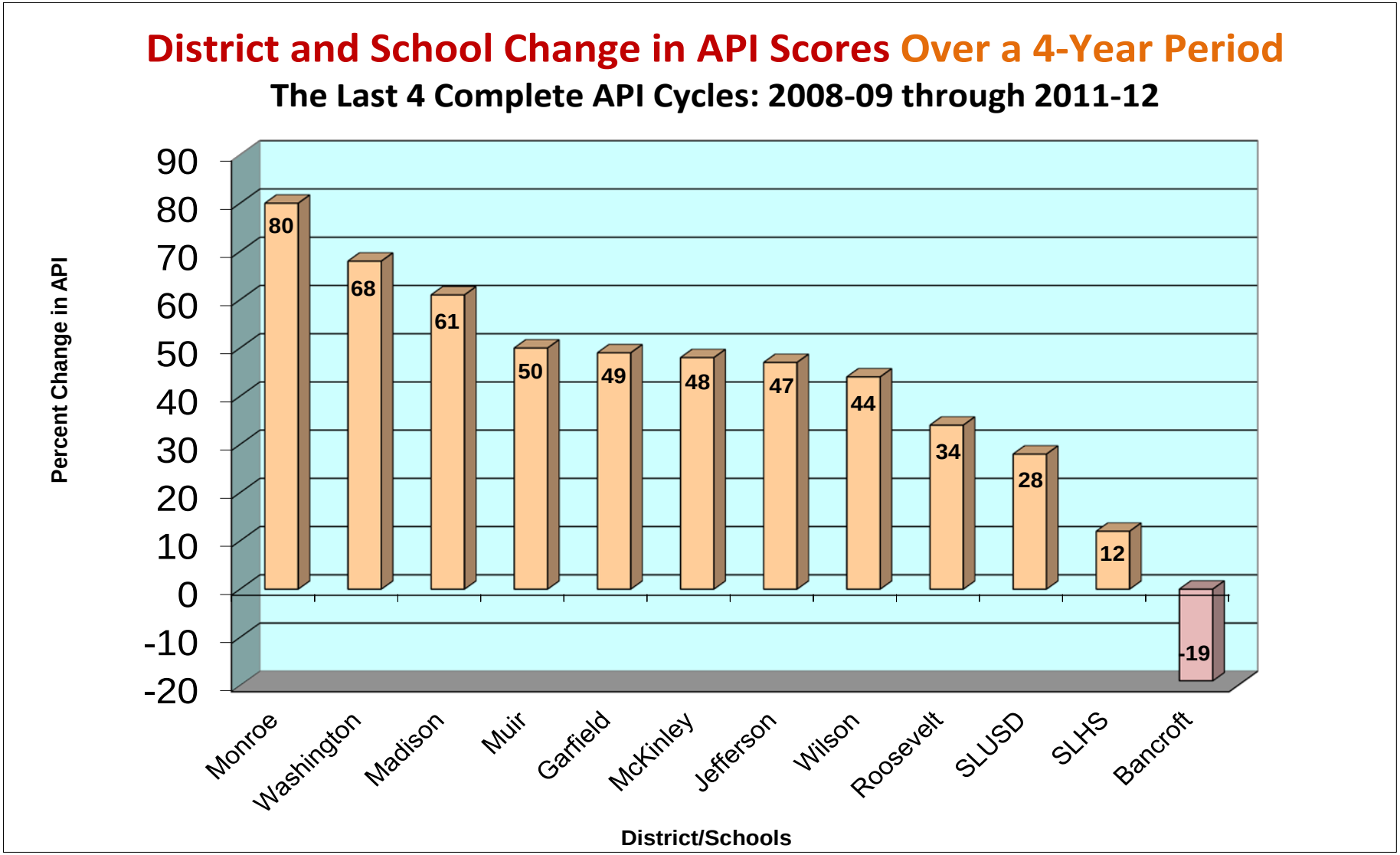
- **API Data 2012**
  - **Student Subgroup Academic Performance Index**

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

= 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**

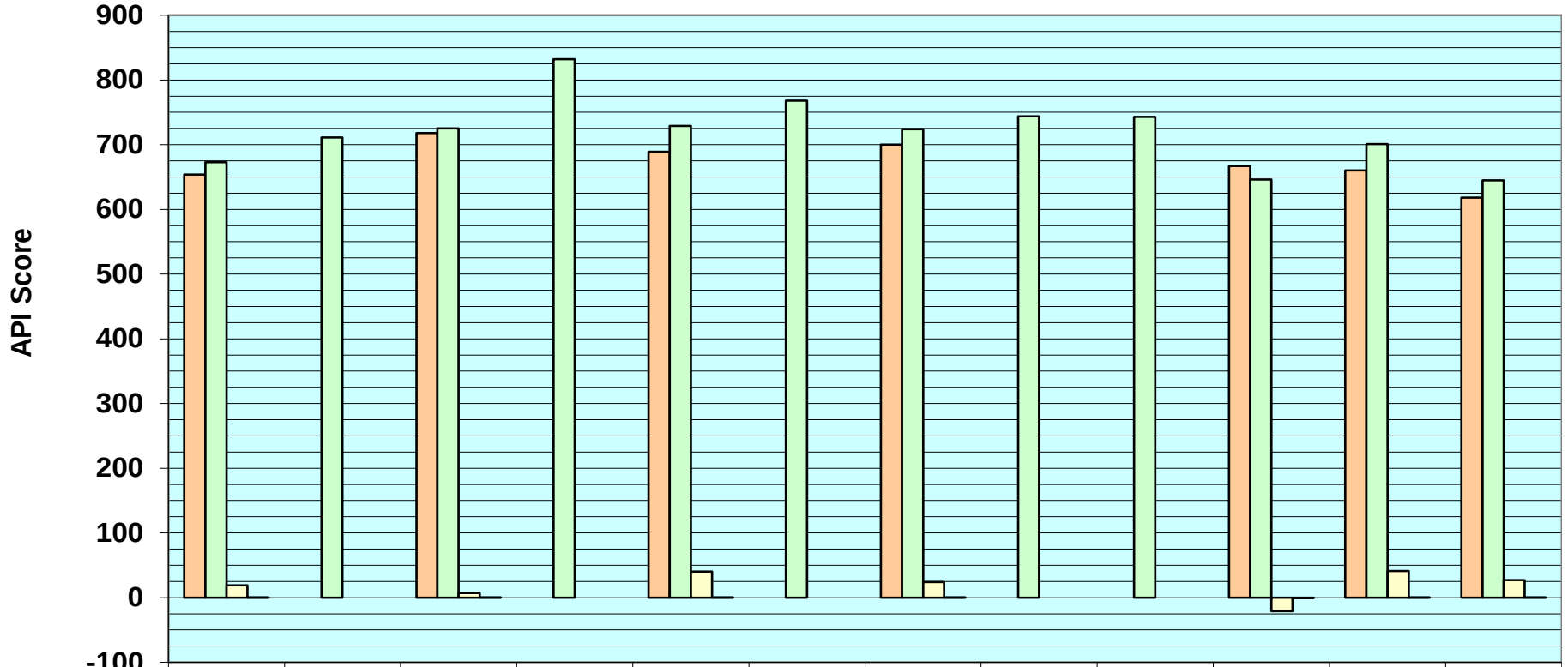


APPENDIX B: Academic Achievement Data

- **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%

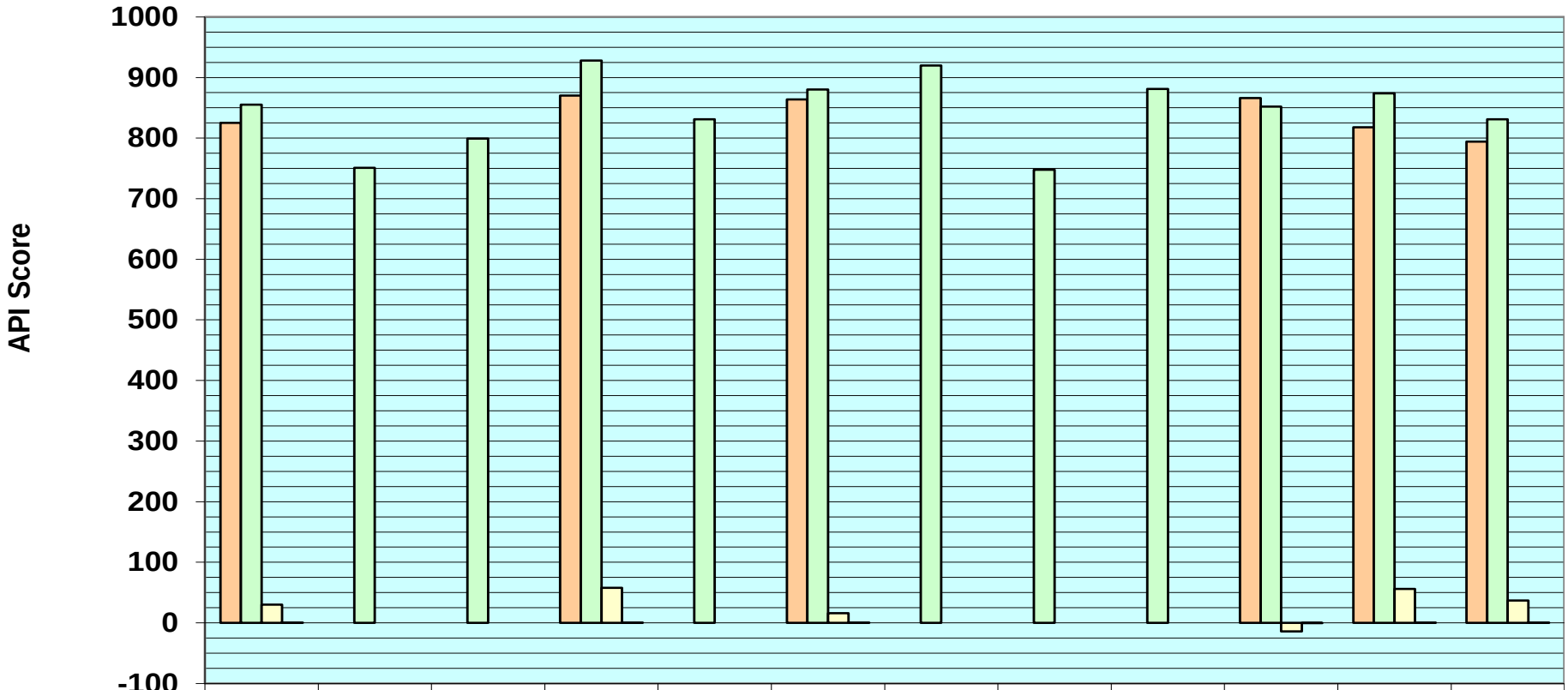
District/School

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%

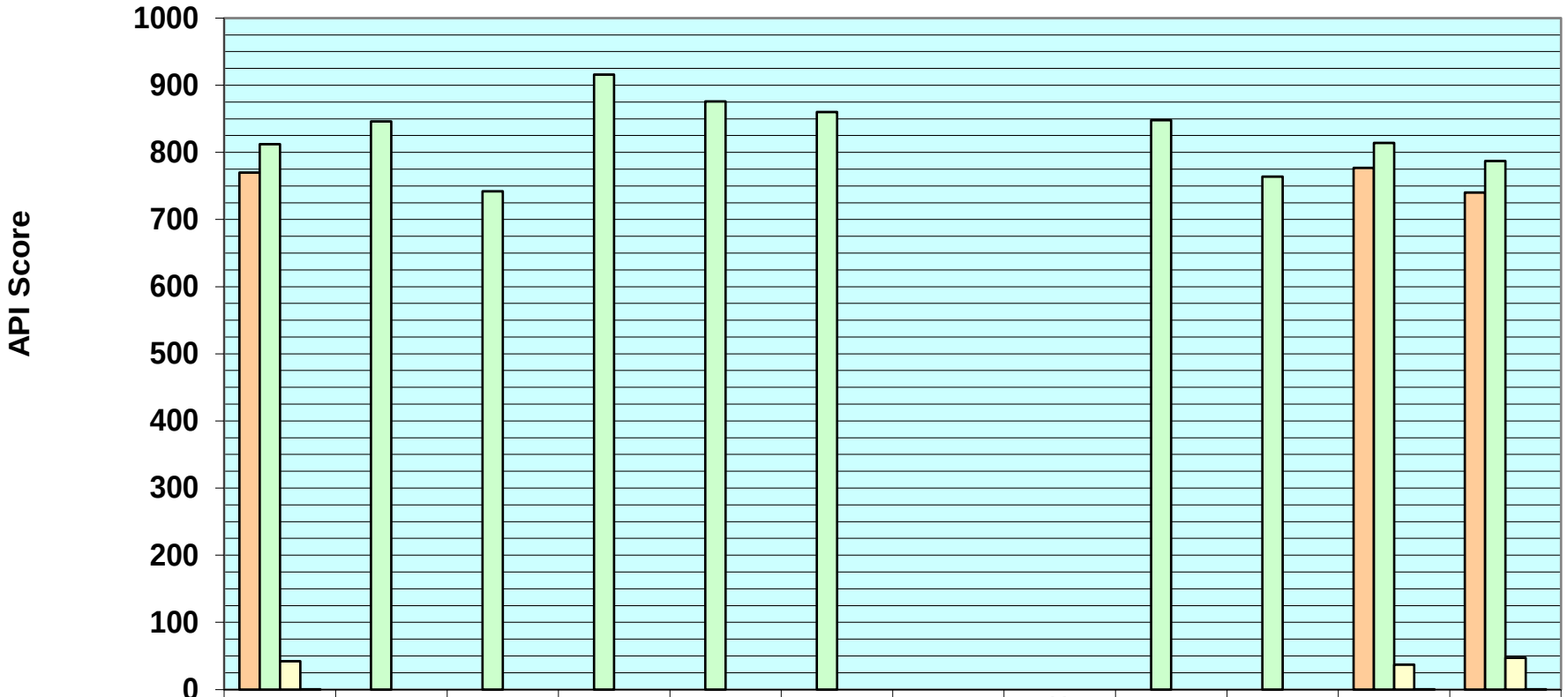
District/School

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%

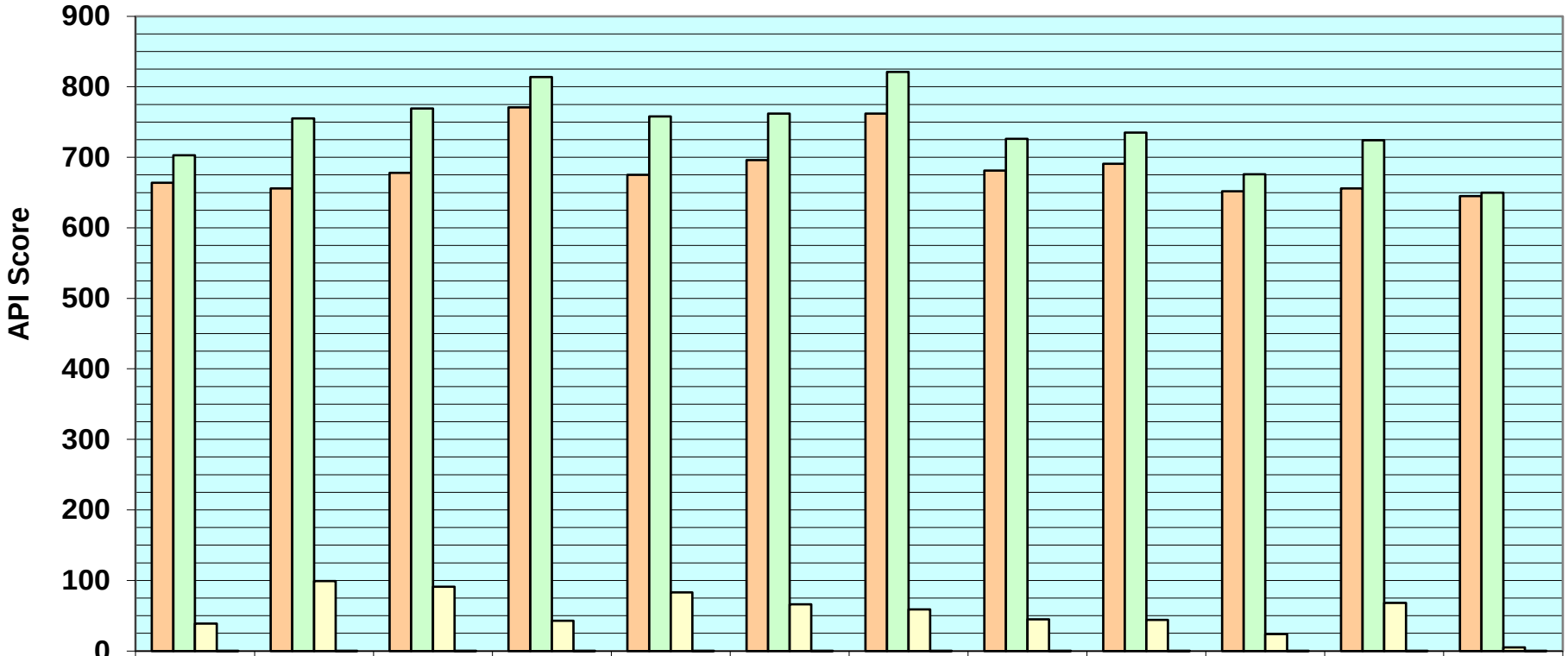
District/School

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%

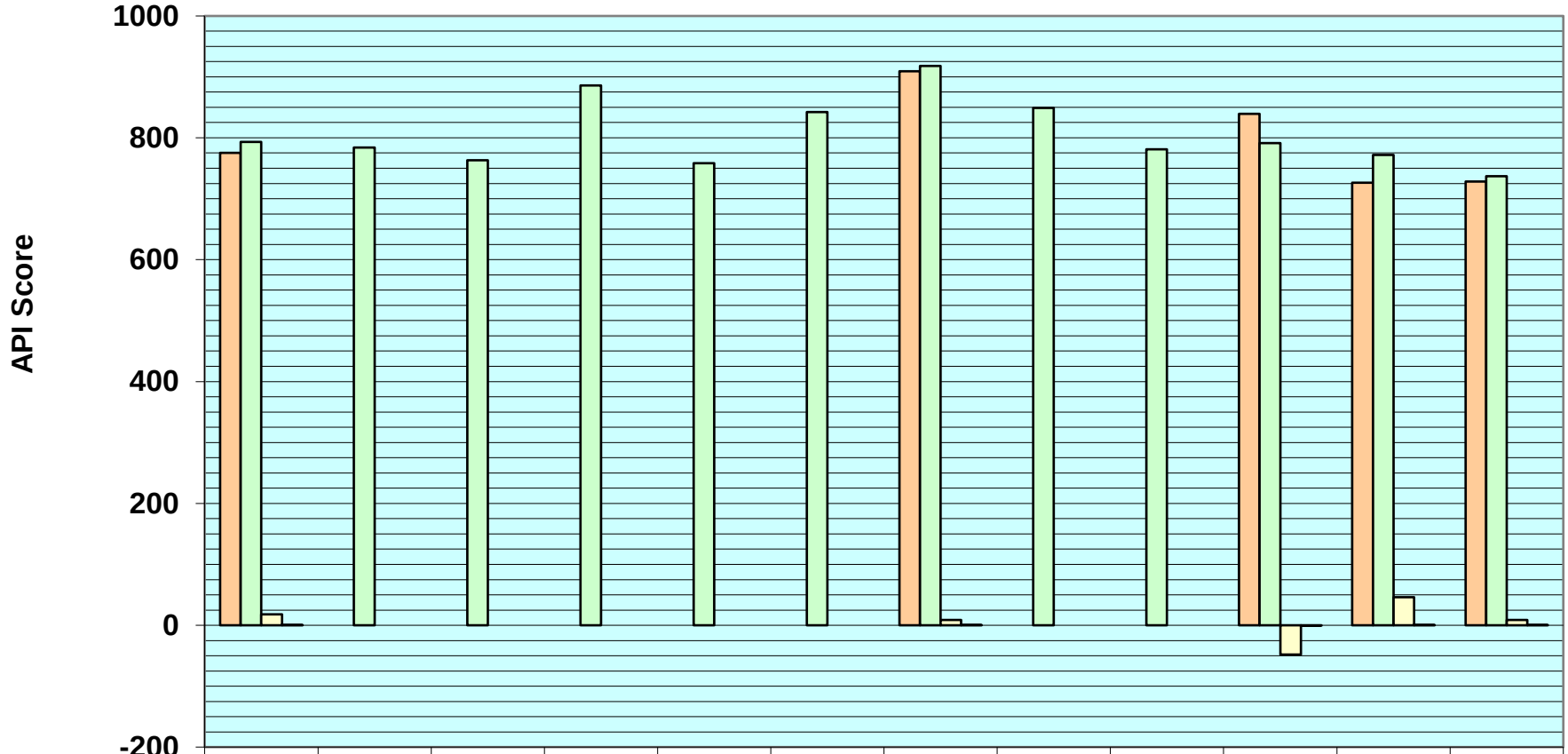
District/School

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%											

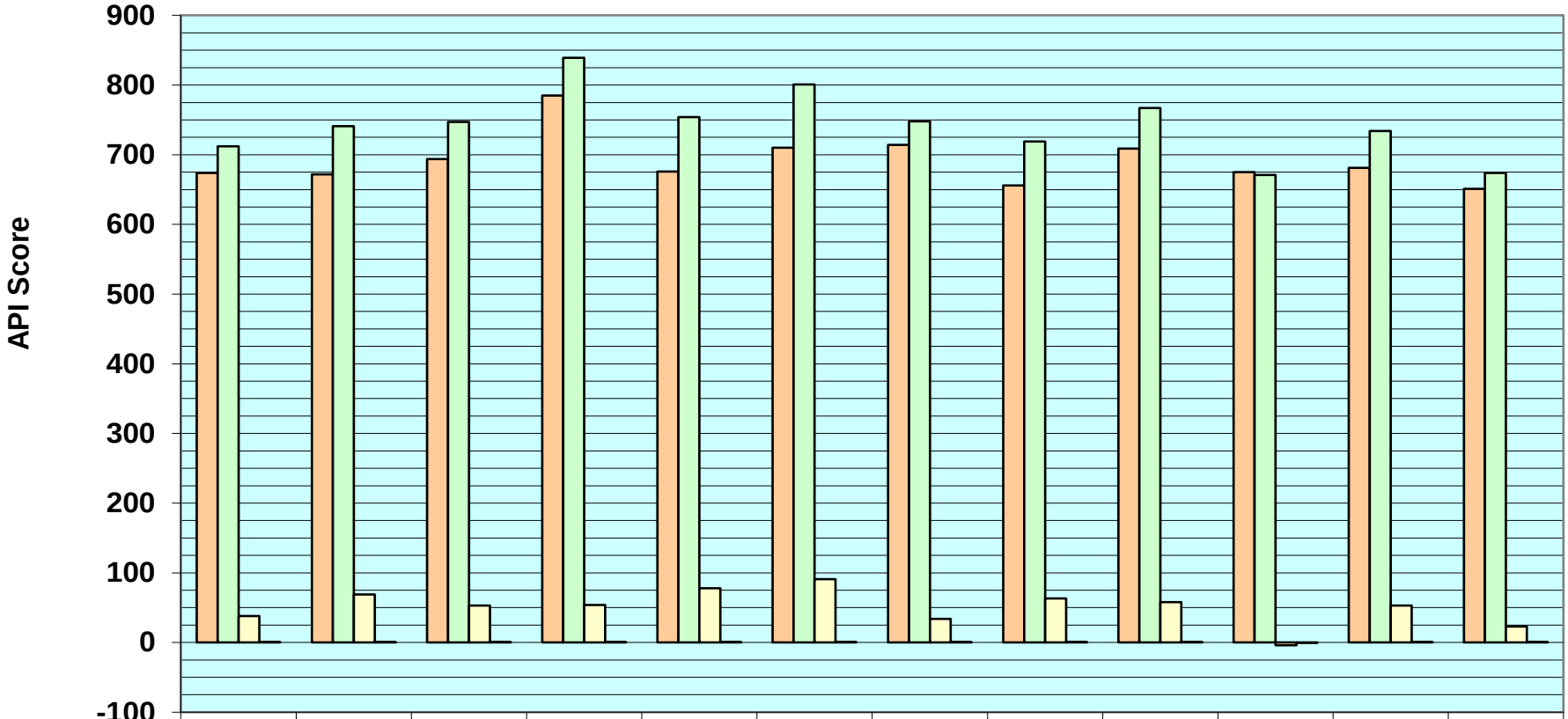
District/School

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%

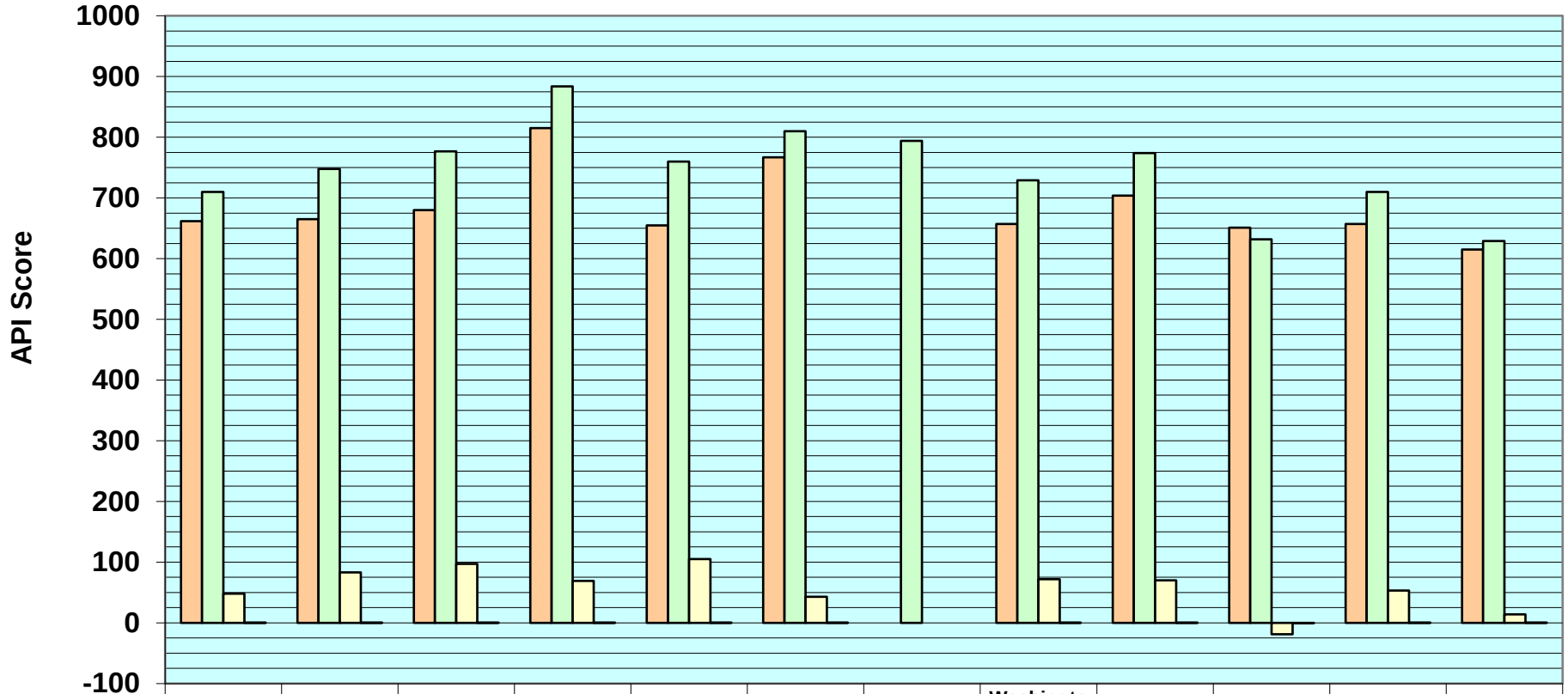
District/School

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%

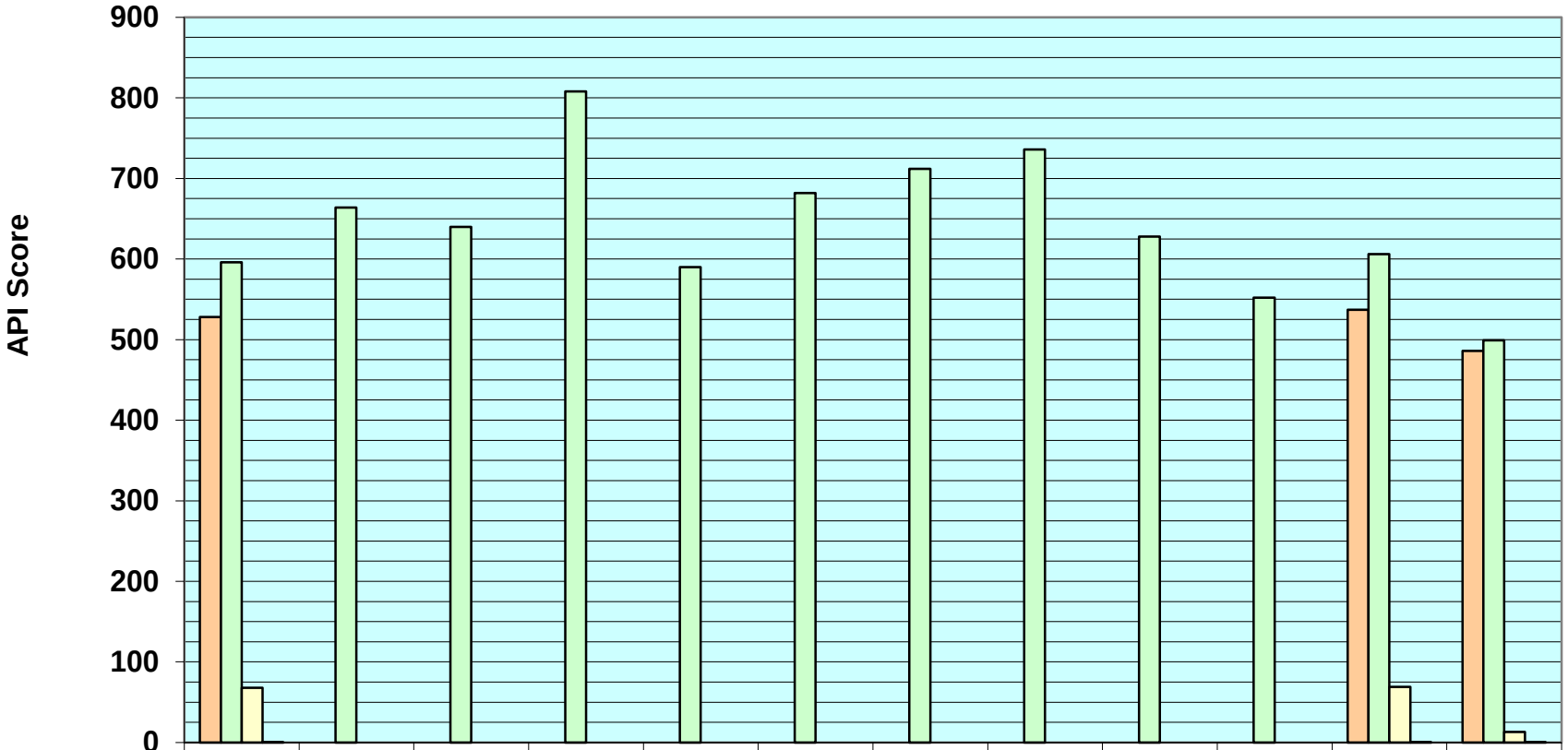
District/School

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)**
  - **MONROE Elementary Summary of Resilience – promoting Protective Factors, School Connectedness, and Internal Strengths (High, Moderate, and Low Scale Scores)**

Percent of students scoring High (H), Moderate (M), and Low (L) (%)	Grade 5		
	H	M	L
Protective Factors (Developmental Supports)			
School Environment	33	61	6
Caring Relationships: Adults in School	24	67	8
High Expectations: Adults in School	43	49	8
Meaningful Participation	14	69	16
Home Environment	61	39	0
Caring Relationships: Adults in Home	67	33	0
High Expectations: Adults in Home	86	14	0
Meaningful Participation	12	69	18
Peer Environment			
High Expectations: Pro-social peers	33	57	10
School Connectedness	41	55	4
Internal Strengths			
Empathy	35	51	14
Problem Solving	24	69	6
Goals and Aspirations	75	23	2

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

- **MONROE Elementary Worksheet**

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

			2012 AYP Results							2013 NCLB AYP Targets				2013 Safe Harbor Targets			
Monroe 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	240	53.8%	No	129	188	-59	214	85	35.5%	89.2%	111	11	4.6%	58.4%
		Math		238	66.4%	Yes	158	188	-30	213	55	23.1%	89.5%	80	8	3.4%	69.8%
African American	% Proficient	ELA	No	28	53.6%	--	15	22	-7	25	10	35.6%	89.2%	13	1	4.6%	58.2%
		Math		28	50.0%	--	14	22	-8	25	11	39.5%	89.5%	14	1	5.0%	55.0%
Asian	% Proficient	ELA	Yes	54	70.4%	No	38	42	-4	48	10	18.8%	89.2%	16	2	3.0%	73.4%
		Math		53	86.8%	Yes	46	42	4	47	1	2.7%	89.5%	7	1	1.3%	88.1%
Filipino	% Proficient	ELA	No	25	60.0%	--	15	20	-5	22	7	29.2%	89.2%	10	1	4.0%	64.0%
		Math		25	84.0%	--	21	20	1	22	1	5.5%	89.5%	4	0	1.6%	85.6%
Hispanic / Latino	% Proficient	ELA	Yes	99	43.4%	Yes	43	78	-35	88	45	45.8%	89.2%	56	6	5.7%	49.1%
		Math		99	51.5%	Yes	51	78	-27	89	38	38.0%	89.5%	48	5	4.8%	56.3%
White	% Proficient	ELA	No	25	52.0%	--	13	20	-7	22	9	37.2%	89.2%	12	1	4.8%	56.8%
		Math		24	79.2%	--	19	19	0	21	2	10.3%	89.5%	5	1	2.1%	81.3%
Socio-economically Disadvantaged	% Proficient	ELA	Yes	163	54.0%	Yes	88	128	-40	145	57	35.2%	89.2%	75	8	4.6%	58.6%
		Math		162	61.7%	Yes	100	128	-28	145	45	27.8%	89.5%	62	6	3.8%	65.5%
English Learners	% Proficient	ELA	Yes	117	57.3%	Yes	67	92	-25	104	37	31.9%	89.2%	50	5	4.3%	61.6%
		Math		116	68.1%	Yes	79	92	-13	104	25	21.4%	89.5%	37	4	3.2%	71.3%
Students with Disabilitites	% Proficient	ELA	No	52	34.6%	--	18	41	-23	46	28	54.6%	89.2%	34	3	6.5%	41.1%
		Math		50	54.0%	--	27	40	-13	45	18	35.5%	89.5%	23	2	4.6%	58.6%

11-Oct-12 Chaja

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

- **MONROE Elementary 2013 Safe Harbor Goals**

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

			2012 AYP NCLB Results			2013 AYP NCLB Targets		2013 AYP Safe Harbor Targets	
Monroe 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	240	53.8%	35.5%	89.2%	4.6%	58.4%
		Math		238	66.4%	23.1%	89.5%	3.4%	69.8%
African American	% Proficient	ELA	No	28	53.6%	35.6%	89.2%	4.6%	58.2%
		Math		28	50.0%	39.5%	89.5%	5.0%	55.0%
Asian	% Proficient	ELA	Yes	54	70.4%	18.8%	89.2%	3.0%	73.4%
		Math		53	86.8%	2.7%	89.5%	1.3%	88.1%
Filipino	% Proficient	ELA	No	25	60.0%	29.2%	89.2%	4.0%	64.0%
		Math		25	84.0%	5.5%	89.5%	1.6%	85.6%
Hispanic / Latino	% Proficient	ELA	Yes	99	43.4%	45.8%	89.2%	5.7%	49.1%
		Math		99	51.5%	38.0%	89.5%	4.8%	56.3%
White	% Proficient	ELA	No	25	52.0%	37.2%	89.2%	4.8%	56.8%
		Math		24	79.2%	10.3%	89.5%	2.1%	81.3%
Socio-economically Disadvantaged	% Proficient	ELA	Yes	163	54.0%	35.2%	89.2%	4.6%	58.6%
		Math		162	61.7%	27.8%	89.5%	3.8%	65.5%
English Learners	% Proficient	ELA	Yes	117	57.3%	31.9%	89.2%	4.3%	61.6%
		Math		116	68.1%	21.4%	89.5%	3.2%	71.3%
Students with Disabilitites	% Proficient	ELA	No	52	34.6%	54.6%	89.2%	6.5%	41.1%
		Math		50	54.0%	35.5%	89.5%	4.6%	58.6%

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

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

11-Oct-12 Chaja

APPENDIX D: Other Data, Charts, etc.