WASHINGTON Elementary School

01-61291-6002455
CDS Code

Date of this revision: June 11, 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: **Tracey Lantz**

Position: **Principal**

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San Leandro Unified School District

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

June 11, 2013_.

Introduction Section

Washington Elementary School Profile

Washington Elementary School 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-lines streets. San Leandro residents are proud of both their neighborhood and homeowners' associations.

The school district has 12 schools (eight elementary school, two middle schools, one comprehensive high school, and one continuation high school). A highly competitive staff has established a close rapport with the students and the community. For the 2012-13 school years, 443 students are enrolled at Washington Elementary School. Student body demographics are shown in the chart below. Graphs of additional student body demographics are depicted in the appendix.
Student Enrollment by Ethnic Group as of 2012-13 CBEDS

African American	**18.1%**
American Indian	**1.0%**
Asian	**5.3%**
Caucasian	**9.2%**
Filipino	**1.9%**
Hispanic or Latino	**60.5%**
Native Hawaiian/Pacific Is.	**0.7%**
Two or More Races	**3.4%**

In addition to our high caliber professional teaching staff, we provide an extensive array of support services to assist our teachers in meeting the diverse needs of our students. These support staff positions include a Special Education Teacher, a Title I Specialist, an EL Support Provider, EL Clerk, a Speech and Language Therapist, Trained CELDT examiners, Counseling Psychologist Intern, School Psychologist, Second Step Teacher, Band and Choral Music, Art, Technology, Physical Education Specialists, and Principal. We also offer adult English instruction classes through our Adult School for our parents. Together, the certificated and classified staff collaborates to provide a cohesive, well-integrated program for our students and families.

We have several well organized parent groups: PTA (Parent Teacher Association), to create lasting parent-home-school connections. Dad's Club, to create community

building opportunities. ELAC (English Language Advisory Committee), to assist our Spanish speaking students and families, and best meet their academic and cultural needs. Our SAC (School Advisory Committee), to address the needs of EL and Title I students. This group met in the fall and delegated the SSC to act on their behalf. They also had one of their members run for a vacant position on the SSC. APAG (African American Parent Advisory Group), to support equitable teaching practices in the classroom and throughout our learning community. SSC (School Site Council), to strategize and dedicate funds based upon results of data, assessments, STAR and CELDT scores to close racial disparity achievement gap. Title I, to address the needs of our underperforming students and create compact with family, parents and students, to support academic success. Coffee Chat, to welcome, feed and support families with any questions as they arise throughout the school year in a relaxed environment.

SLUSD implemented a formative reading assessment system in 2010-11, which has been utilized by Washington called DIBELS. Our staff uses this system to gauge where students are not proficient in meeting state and district grade level learning standards, and apply programmatic strategic interventions to meet these standards. At grades 1st – 3rd, teachers take smaller groups of 8 – 10 students from 2:15 – 3:00pm for Tiered Intervention. After School Interventions are also provided for Title I students performing at far below basic. We are School Wide Title I as of 2011-12. This allows access to Title I funds to provide additional learning opportunities, materials and instruction for all Washington students.

Additionally, Washington is in its third year of Tiered Intervention. Tiered Intervention is the practice of providing high-quality instruction/intervention matched to student needs, and using learning rate over time and level of performance to make important educational decisions. The purpose of Tiered Intervention is to identify struggling students earlier and more accurately- employing the "catch them before they fall" vs. "wait until they fail" method, thus decreasing the number of students typically referred for special education. Inside is district prescribed research based reading recovery program for those students two years below grade level, and taught by our Resource Specialist, trained to implement this program.

These organizations, interventions, learning strategies and data results, are providing extensive on-going educational opportunities for our K -5 students. Thus, we are tracking our students' academic gains, increasing cultural awareness, by providing well researched instructional programs to prevent the inaccurate need for special education services throughout our learning community.

It is the goal of the San Leandro Unified School District, and Washington Elementary School, to have all subgroups at a performance band of Proficient or Advanced in English Language Arts and Mathematics by 2013 -2014, and in accordance with NCLB (No Child Left Behind) and prepared for the Common Core. Washington will continue Common Core Professional Development, to prepare for new State Testing and learning standards in ELA, Math and ELD.

Teachers, Principal and parent groups also examine benchmark data, using Illuminate resources for ELA and Math, Intervention materials and bell to bell instruction, to help close the racial achievement gap.

Our strengths are the academic gains made on the API for some of our most underperforming numerically significant in the following subgroups: African American, Latino, SWD and EL students.

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

2010-2013 Instructional Focus

Cindy M. Cathey
Superintendent of Schools
December 2010

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

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

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

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

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

GOAL

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

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

Vital Signs of Student Progress

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





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

Student Demographics and 2010 API Results

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

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

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

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

Vital signs & look-fors

What gets measured and reinforced, gets done!

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

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

Student Learning



CARING AND RESPECT

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

GROWTH ON ASSESSMENT

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

Teaching Practices



RIGOROUS LEARNING ACTIVITIES

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

COLLABORATIVE ANALYSIS OF WORK

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

Leadership Practices



INSTRUCTIONAL MONITORING

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

FAMILY-FRIENDLY SCHOOL CULTURE

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

Organizational Practices



RESOURCES ALIGNED TO PRIORITIES

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

CULTURE OF ACHIEVEMENT

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

Facilitated, compiled and designed by Performance Fact, Inc.

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School Vision & Mission

School Vision and Mission

The Washington School Community is dedicated to providing equal access to learning for all students, where gender, race or socio-economic status does not predict academic achievement.

Students will:

- Receive instruction that is standards based and culturally responsive
- Be provided with a learning environment that is clean, safe, nurturing and rigorous
- Use current, state adopted curriculum materials
- Be held to a high level of academic achievement

Students will then demonstrate:

- Critical thinking skills
- Clear communication
- The ability to work collaboratively
- Respectful behavior

School Instructional Focus Plan (if you have one)

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 our students.

Student Learning	Teaching Practice	Leadership Practices	Organizational Practices
STUDENTS ARTICULATE THEIR LEARNING USING ACADEMIC LANGUAGE • Students express learning objective and the criteria needed for high quality work through oral language and student work. **STUDENTS ENGAGE IN PROBLEM SOLVING** • Students work independently and cooperatively on challenging academic tasks and show persistence (SHOM) • Students use problem solving strategies to resolve conflicts (Soul Shoppe) **STUDENTS MONITOR THEIR OWN PROGRESS** • Students use graphic organizers (ie rubrics and graphs) to monitor their progress **STUDENTS DEMONSTRATE GROWTH ON ASSESSMENTS** • EL students grow at least one CELDT level per school year • Students will grow at least one performance band on the CSTs **STUDENTS SHOW MOTIVATION AND SATISFACTION** • Students are on task and engaged • Student affect is positive	**LEARNING OBJECTIVES** • L.O. posted in student-friendly language in classroom • L.O. posted in newsletters sent home **COMMON STRATEGIES/EXPECTATIONS** • Use of CRT and SLP • Behavior goals posted, articulated, and reinforced school-wide **DATA GUIDING INSTRUCTION** • Regular checking for understanding • Small-group instruction **TIMELY STUDENT FEEDBACK** • Data chats with students • Use of assessments as instructional tools **RELATIONSHIPS WITH STUDENTS** • Positive and specific feedback and affirmations • Teachers articulate relevant information about students' family life, academic history, social/emotional/health needs • All teachers hold all students in school accountable to high expectations	**EVIDENCE OF SHARED VISION** • Evidence that culturally relevant strategies are used in all classrooms • Routines, procedures, and behavior expectations are consistent and visible throughout the school **TEACHER PROFESSIONAL GROWTH** • Total instructional days/hours dedicated to PD aligned to instructional focus and vital signs • Principal sets aside and honors structured "sacred time" for individuals, team and school-wide professional development **TEAM COLLABORATION** • Leadership team facilitates staff analysis of data on students learning and professional practices at end of each assessment cycle • Team follow established protocols of students work and data analysis **HOME-SCHOOL COMMUNITY RELATIONSHIPS** • Washington promotes understanding, appreciation, and use of the community's diverse and cultural, social and intellectual resources • Principal and teachers use a variety of communication tolls on a regular basis to reach parents **VALIDATION OF CULTURAL STYLES** • Washington leadership treats ALL people equally well regardless of their culture, ethnic lingustic or gender diversity • Washington staff respect and incorporate diverse cultural	**RESOURCES ALIGNED TO PRIORITIES** • YAG reflects meeting time that reflects at least 45 minutes weekly for teachers to develop and refine instructional plans and review student learning data • School schedule maximizes time spent on quality instruction including enrichment classes **ADULT-STUDENT RELATIONSHIPS** • All adults on campus welcome students when entering building and redirect students in a positive manner • Students have formal and informal roles in school leadership **ALIGNED INSTRUCTIONAL SUPPORTS** • ASES program is directly aligned to school day priorities • Data is used to identify who needs additional support **COMMUNICATION WITH FAMILIES** • Translation is available when needed • Student challenges and successes both academic and behavioral are conveyed to parents in a timely manner using parent friendly language **EFFICIENT SCHOOL OPPERATIONS** Clear and consistent procedures and routines are in place. Issues (maintenance & systems) addressed efficiently Machines and equipment are in good working order and resources are available to use them Data & Assessments available in a timely manner

		styles into our teaching and learning	

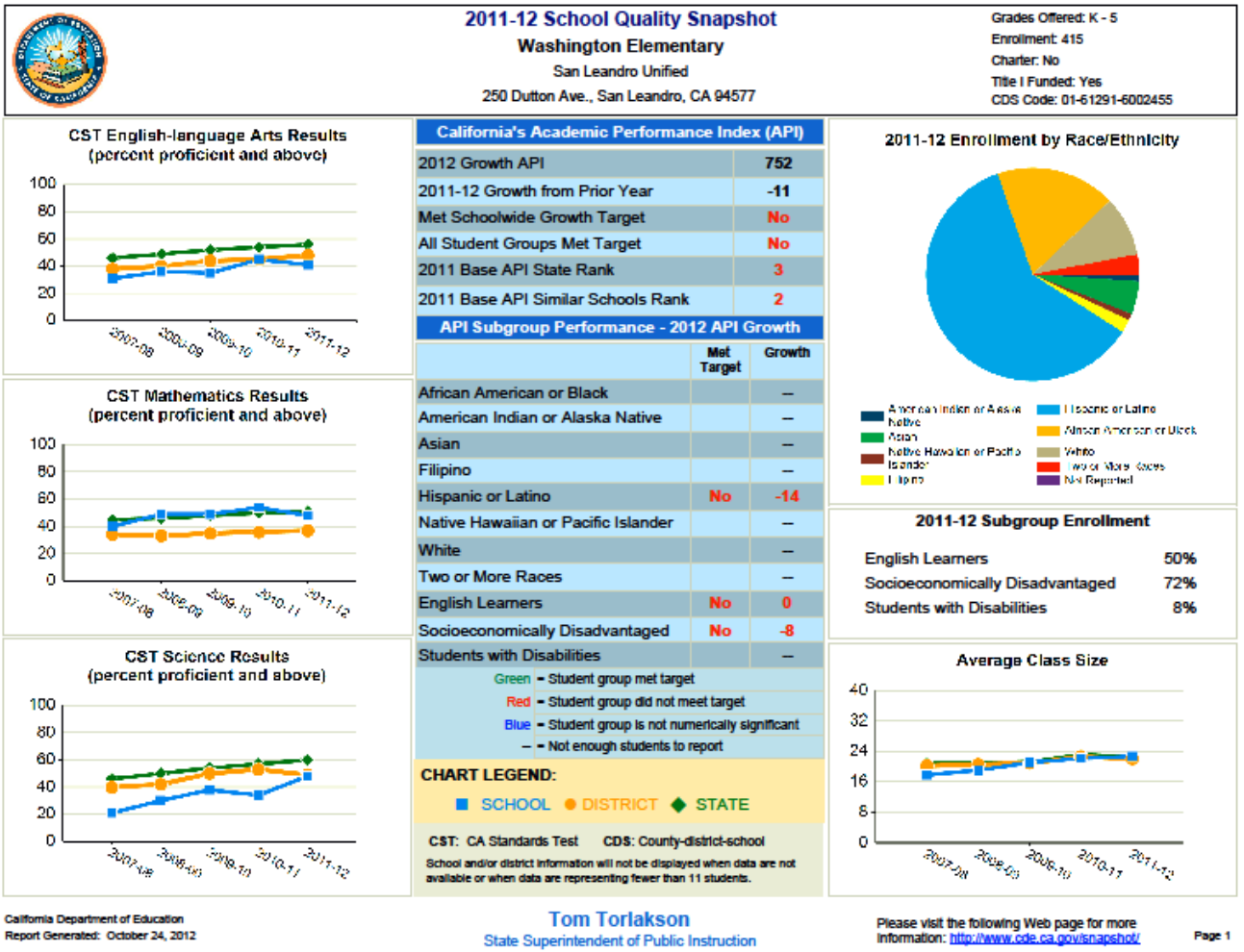
In the spirit of High Expectations for all students at Washington we are fully committed to four foundational practices:

	TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
Data Driven Collaboration and Accountability			
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	T1: Teachers will regularly analyze formative assessments to drive instructional cycles and make necessary adjustments. T2: Share results with students and parents and facilitate a conversation about results. T3: Teachers will collaborate (grade level, horizontal, vertically)	L1: Principal will allocate sufficient resources to support continuous professional learning of teachers, leadership, and staff.	O1: District will incorporate teacher feedback on assessments, and provide time for cross-school grade-level collaboration. O2: Parents will review test results with their children and meet with teacher in necessary.
High Expectations for ALL			
Instruction uses students' prior knowledge, learning styles and cultural background; procedures will support the perspectives and needs of our diverse stakeholders.	T1: Teachers will set and communicate high expectations for themselves and the students, and have a mindset of continual growth and acknowledge progress. T2: Teachers will collaborate school-wide to instill in students appropriate behavior conducive to a safe, calm learning environment.	L1: Principal will promote, support and recognize high performance, effort and growth of students and staff. L2: Leadership team will establish, communicate, and hold each other accountable to provide a safe, calm school environment.	O1: Parents will motivate, encourage, model a positive relationship toward school. O2: All school personnel will implement the school plan for a safe school environment and hold students accountable.
Equitable Access to Rigorous High-Level Programs			
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..	T1:Teachers will plan lessons that include objectives that focus on higher-level thinking skill for all students. T2:Teachers will ensure that lesson planning and instruction are driven by essential grade level standards, common high leverage lesson plan components and culturally relevant teaching strategies. T3:Teachers will exam how racial bias & white privilege affect teachers ability to provide equitable access for rigorous high-level programs	L1: Principal and leadership team will organize professional development and learning collaboration to staff around essential standards and high leverage lesson plan components and culturally relevant strategies. L2: Principal & leadership team will support peer visits to highlight successful implementation of CRS & essential standards. L3: Principal and equity team will provide focused professional learning around racial bias & white privilege.	O1: District and school will provide teachers, students and families and opportunity to deepen their knowledge of essential standards and high-level strategy results. 02: ASES will support & link academic after-school programs to school day emphasis/focus.
Strong Relationships With Family and Community			
The school culture and structures promote and support trust among home/ school/community through proactive communication and day-to-day operations to ensure student success.	T1: Teachers will regularly communicate learning goals in math, ELA & behaviors in their newsletters (at least monthly) and provide space for feedback. T2: Teachers will provide	L1: Principals will reach out to families who are underrepresented at school events to engage them in leadership opportunities. L2: Leadership will ensure collaboration time	O1: Parents will meet face to face with teachers at least once during the year to develop a learning plan based on student goals. O2: District will provide translators to facilitate

opportunities for parent participation in and out of the classroom.	incorporates development of learning goals.	communication between parents & teachers to promote academic success.

School Profile

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



2011-12 School Quality Snapshot

Washington Elementary

San Leandro Unified

250 Dutton Ave., San Leandro, CA 94577

Grades Offered: K - 5
Enrollment: 415
Charter: No
Title I Funded: Yes
CDS Code: 01-61291-6002455

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	752
2011-12 Growth from Prior Year	-11
Met Schoolwide Growth Target	No
All Student Groups Met Target	No
2011 Base API State Rank	3
2011 Base API Similar Schools Rank	2

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black		–
American Indian or Alaska Native		–
Asian		–
Filipino		–
Hispanic or Latino	No	-14
Native Hawaiian or Pacific Islander		–
White		–
Two or More Races		–
English Learners	No	0
Socioeconomically Disadvantaged	No	-8
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	72%
Students with Disabilities	8%

Average Class Size

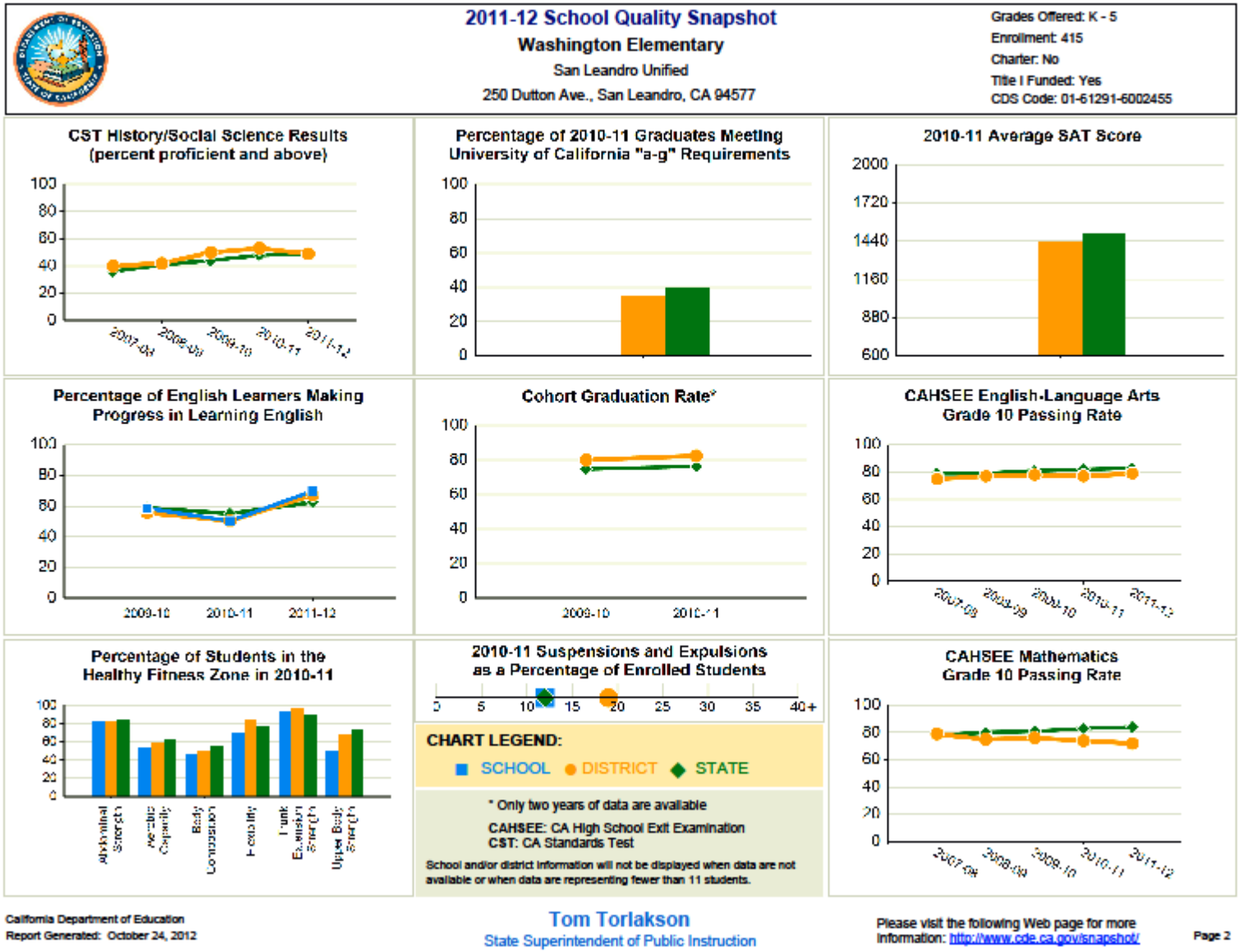
California Department of Education
Report Generated: October 24, 2012

Tom Torlakson
State Superintendent of Public Instruction

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

Page 1

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



School Profile

Washington Elementary School is a neighborhood school serving 450 students. The school sits on the Oakland/San Leandro boarder. The demographics of the school are 60.5% Latino, 18.1% African American, 9.2% White, 5.3% Asian, and 2% Filipino. Currently 64% of the students qualify for Free and Reduced Lunch and 46% of our students are English Learners.

The school has participated in two reform efforts in the past 6 years, IIUSP and SAIT. These interventions have led to raised student achievement, however with the increasing goals from the Federal Accountability system, No Child Left Behind, the school is in year three of Program Improvement.

At Washington School, we work hard to provide a welcoming and friendly atmosphere not only for our students, but also for their families. The school honors a number of cultural traditions in its core curricula and in celebrations to which the students and their families are invited. All of Washington's materials, including our school website, are provided in English and Spanish.

Our school includes 15 classrooms that encompass grades Kindergarten-5th grade. There is a Spanish/English Biliteracy alternative program option offered within each grade level at Washington. In these classrooms, instruction is provided primarily in Spanish in grades K-3, with ELD (English Language Development) provided daily to all English Learners. Students in bilingual programs within grades 4-5 have instruction primarily in English with Spanish support, and Spanish maintenance time.

The average class size in Gr. K-3 is 28, and for grades 4-5, average class size is 32 students. Washington is currently a school-wide Title 1 school.

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**

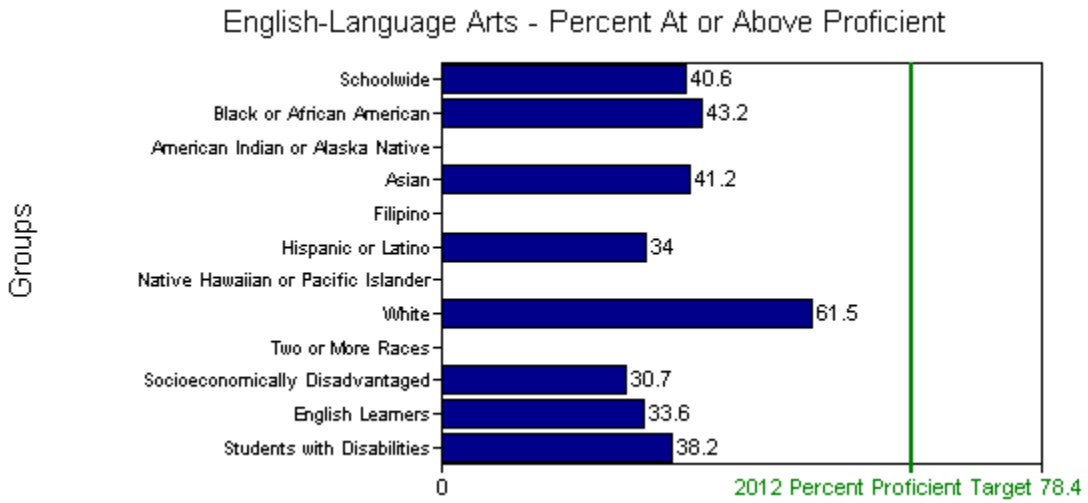
- **Non-Academic Data (District Provides)**
  - 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
  - 2011-12 and 2012-13 Average Monthly Attendance
  - 2011-12 and 2012-13 Suspensions by Race

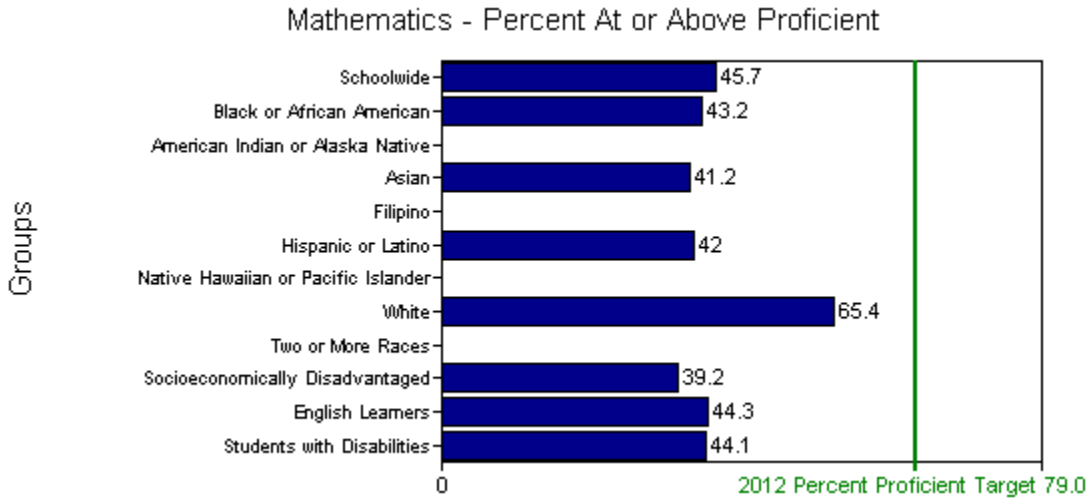
Data Analysis

Our on-going district grade level assessments in Mathematics, Language Arts and Writing (Grade 4), and DIBELS formative assessments, CELDT and annual STAR test, offer scores that reflect students' level of proficiency.

Washington students made an overall 68 point gain in our API (Academic Performance Index) from 2008-2012. Our largest gains are in our African American, SWD and English Learner subgroups. However, all our subgroups continue to not meet goals. While we had an increase and met all safe harbor goals in every group in 2010-2011, the following year we did not meet our goals and were moved to year three of Program Improvement. These results have shown that our academic efforts to close the racial achievement gaps with all subgroup must continue.

2012 AYP report from CDE





API

Group	2009 Base API	2010 Base API	2011 Base API	2012	**4 yr Growth**
School wide	718	721	763	752	34
Latino	707	711	740	726	19
SED	686	689	727	719	34
English Learners	677	692	729	726	49
White, Non-Hispanic	NSS	817	851	849	32
African American	NSS	703	767	744	41
Students with Disabilities	NSS	671	807	736	65

AYP

Group AYP	**2009 Minimum Target ELA 46% Math 47.5%**	**2010 Minimum Target ELA 56.8% Math 58%**	**2011 Minimum Target ELA 67.6% Math 68.5% (State AYP)**	**2012 Minimum Target ELA 78.4% Math 79.0% (State AYP)**
School wide (Actual percent proficient/advanced)	ELA 35.5% Math 50%	ELA 35.9% Math 48.6%	ELA 45.4% (56.2%) Math 53.8% (58.4%)	See chart above
Latino (Actual percent proficient/advanced)	ELA 32.1% Math 49.3%	ELA 32.7% Math 46.9%	ELA 38.5% (44.7%) Math 50.7% (49.6%)	
SED (Actual percent proficient/advanced)	ELA 27.5% Math 45.1%	ELA 26.6% Math 44.1%	ELA 36.1% (44%) Math 48.3% (49%)	
English Learners (Actual percent proficient/advanced)	ELA 24% Math 43.8%	ELA 27.5% Math 45.7%	ELA 33.9% (38.7%) Math 53.4% (48.8%)	
White, Non-Hispanic (Actual percent proficient/advanced)	ELA 56.5% Math 69.6%	ELA 63% Math 66.7%	ELA 66.7% (72.3%) Math 62.5% (70.1%)	
African American (Actual percent proficient/advanced)	ELA 27% Math 43.2%	ELA 31.6% Math 44.7%	ELA 50% (43.4%) Math 50% (41.4%)	
SWD (Actual percent proficient/advanced)	ELA 4.5% Math 4.5%	ELA 5.9% Math 5.9%	ELA 35.3% Math 44.1%	

Data Analysis

Selected Comparative Results from Parent Survey: May 2013

***Results shared are those in which there were notable differences between parent groups.**
**** All numbers indicate percentages**

Is your child on grade level according to classroom assessments and state tests?

	Yes	Not Sure
All	74.4	15
English Learners	72.1	17
African American	80	8.6
Hispanic	72.8	16.6

To what extent do you think children enjoy going to your child's school?

	Highest Ratings	Somewhat
All	86	11.8
AA	77	17.1
Hispanic	90	8.3
ELL	86	10.3

To what extent do you feel your child is motivated to do well in school?

	Highest Ratings	Somewhat
All	83	15.1
AA	71	28.6
Hispanic	89	8.9
ELL	83	14

How well do you feel your child's teacher motivates your child to do his or her best in school?

	Highest Ratings	Somewhat
All	81	14.2
AA	85	14.3
Hispanic	83	12.3
ELL	83	14.2

How much does the school value diversity of children's backgrounds?

	Highest Ratings	Somewhat
All	81	14.2
AA	71	26.5
Hispanic	87	10.7
ELL	78	11.6

Respect for staff from children

	Highest Ratings	Somewhat
All	83	15.1
AA	80%	20%
Hispanic	84%	13.6
ELL	83	15

Admin Creating Learning Environment

	Highest Ratings	Fairly Well
All	74	20
AA	68	26.5
Hispanic	76	17.5
ELL	74	17

How well do you feel your child's teacher knows and understands him/her

	Highest Ratings	Fairly Well
All	78%	14.7
AA	74%	14.7
Hispanic	81%	12.9
ELL	80	13.9

How well does the overall approach to discipline work for your child?

	Highest Ratings	Somewhat
All	77%	18.5
AA	76%	18.2
Hispanic	80%	15.3
ELL	80%	13.9

How much of a sense of belonging does your child feel?

	Highest Ratings	Somewhat
All	80%	18.5
AA	71	17
Hispanic	84	11
ELL	81	12

How comfortable is your child asking for help from adults?

	Highest Ratings	Somewhat
All	64	24.9
AA	55	22.9
Hispanic	63	27.2
ELL	62	24.7

How informed do you feel about what skills and standards are expected of your child in the current grade?

	Highest Ratings	Somewhat
All	73	12
AA	66	20
Hispanic	74	8.4
ELL	74	8.5

Does your child have specific Academic Goals for themselves?

	Highest Ratings	Somewhat
All	74	10.6
AA	74	17
Hispanic	75	5.3
ELL	75	4.8

How involved have you been with parent groups at your child's school?

	Not at all	A little	Somewhat	Quite	Extremely
All	34.6	21.7	23.5	11.4	8.6
AA	47.1	5.9	26.5	14.7	5.9
Hispanic	32.5	26	26	10	5
ELL	37	23.6	21.8	12.1	5.5

Step Two: Measure Effectiveness of Current Strategies Using State Tool

The APS is designed to help a school analyze the extent to which it is providing a coherent instructional program to support improved student achievement. The APS is to be used in conjunction with the District Assistance Survey (DAS), English Learner Subgroup Self-Assessment (ELSSA), and Inventory of Services and Supports (ISS) for school and district analyses whenever appropriate. Organized into three grade-span specific surveys, each APS measures the presence of the nine Essential Program Components (EPCs) associated with improved student learning.

EPC 1: INSTRUCTIONAL PROGRAM	**12-13**
EPC 1.1: Adopted RLA basic and ancillary materials K-5 **SLUSD =** HMR/Lectura + intervention materials to be determined	**4**
EPC 1.2 Adopted ELD Materials K-5 **SLUSD =** Avenues	**4**
EPC 1.3: Adopted RLA Intensive Intervention Materials Grades 4-5 **SLUSD =** REACH	**4**
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD =** Envision	**4**
EPC 1.5: Adopted Math Intensive Intervention Materials Gr 4-5 **SLUSD =** Envision Intervention Materials	**2**
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	**4**
EPC 2.2: RLA Strategic Intervention (K-5th = 30 min. beyond EPC 2.1) **SLUSD =** Using intervention materials TBD during school day	**4**
EPC 2.3: ELD (K-5th = 30-60 min per day beyond EPC 2.1 and 2.2) **SLUSD =** Using Avenues in EPL-leveled groups	**4**
EPC 2.4: RLA Intensive Intervention (2.5-3 hrs Gr 4-5 in lieu of EPC 2.1) **SLUSD =** Using REACH in lieu	**4**
EPC 2.5: Math Core (K= 30 min, 1st-5th = 1 hour) **SLUSD =** Using Envision and Board Math	**4**

EPC 2.6: Math Strategic Intervention (K-5=15-30 min. beyond EPC 2.5) **SLUSD =** Using Envision Intervention materials during school day	**3**
EPC 2.7: Math Intensive Intervention (K-5=15-30 min. beyond EPC 2.5) **SLUSD =** Using Envision Intervention materials during school day	**3**

EPC 3.1: RLA Pacing Guide used daily **SLSUD =** follow current ELA pacing guide	**4**
EPC 3.2: Math Pacing Guide used daily **SLSUD =** follow current Math pacing	**4**

EPC 4.1: RLA/ELD Core and Intervention 40 Hour Training **SLUSD =** AB430 Module 1	**4**
EPC 4.2: Math Core and Intervention 40 Hour Training **SLUSD =** To be arranged	**4**
EPC 4.3: Ongoing targeted Professional Development **SLUSD =** to be arranged	**4**
EPC 5.1: Fully Credentialed, Highly Qualified Teachers **SLUSD =** meets NCLB requirements	**4**
EPC 5.2: All teachers attend RLA training **SLUSD =** SB472 HMR level 1 training for all; HMR EL for many (5 days)	**3**
EPC 5.3: All teachers attend Math Training **SLUSD =** SB472 Envision Math Training for all (5 days)	**4**
EPC 6.1: RLA Support implementing adopted programs **SLUSD =** one-on-one coaching on HMR, Avenues, REACH & other intervention materials TBD	**2**
EPC 6.2: Math Support implementing adopted programs **SLUSD =** one-on-one coaching on Envision and Board Math	**2**
EPC 7.1: RLA/ELD and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using Edusoft to access HMR Benchmarks, Theme Test and Writing Assessments	**3**
EPC 7.2: Math and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using Edusoft to access Envision Benchmarks & Topic Tests	**2**
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	**4**
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	**2**
EPC 9.1: Categorical Funds used for full implementation of RLA/ELD EPCs **SLUSD =** site plan funds RLA/ELD EPCs as a priority	**3**
EPC 9.2: Categorical Funds used for full implementation of Math EPCs **SLUSD =** site plan Math EPCs as a priority	**2**

Needs Assessment

Since the fall of 2009, Washington School has fully implemented most of the EPCs. Additionally, we have seen positive results due to much of our Beyond the EPC work. We will continue to build upon our strengths. We have seen increased parent participation, as evidenced in our changing demographics in the leadership of our SSC and PTA that more accurately reflect our population as a whole and as evidenced in our largely positive results from our parent surveys. We have also implemented a number of school climate programs, such as student of the month, class meetings, "I messages" and "The clean-up," consistent class and school rules and various positive reinforcements. Our implementation of the COST process has been positive and is largely able to meet the social emotion needs of all students who are referred. As a result, we have been granted an additional two days of services from Girls, Inc in addition to the four days that all schools are receiving. While these are areas of strength and we celebrate how far we have come, we recognize that we must always be reflective and responsive to move us further to achieve greater heights.

One of our greatest challenges reflected in the EPC have been to provide consistent coaching support to teachers. While we have had a title 1 coordinator for years, she has spent a bulk of her time working directly with students and on clerical/mandated reporting. In an effort to focus her time towards more coaching of teachers and providing the instructional support needed, we are going to provide another individual to support ELD so that class size can be reduced. This allows for more individualized attention during targeted instruction for our English Learners, while allowing our Title 1 coordinator to focus on supporting teachers and families of struggling students and English Learners. Additionally, we are increasing the hours of our office clerk to provide the clerical support needed for our intervention programs, parent outreach and any title 1 clerical reporting items, also allowing certificated personnel to focus on teaching and learning. This should increase our EPC rating in 6.1.

Structured collaboration on adopted math program has also been a challenge as we have focused our efforts on ELA with that being our lowest performing area. However, this last school year with the PLC structure, we focused our efforts on math and as a result our EPC rating has increased. We plan to carry that focus forward in our PLC work for next year and will dedicate 2-3 Wednesday collaboration meetings to this work each month. This should increase our EPC rating in 6.2, 7.2, 8.2, and 9.2.

In analyzing our parent survey, while it was widely positive, there were some notably lower responses from our African American families. African American families noted that they felt their children did not ask for help as often as needed, that they were not as motivated to do well in school and had a lower response to feeling like they belonged. Parents also felt that they were not as informed about how their children were doing in school. As a result, we will be expanding our work with our APAG (African American Parent Advisory Group) and implement some student sessions of the curriculum called Creating Successful Black Youth after school.

To continue meeting the social emotional needs of our students, we will commit to implement class meetings weekly, addressing needs that arise in the classrooms, as well as trends that we see in behavior data collected through AERIES and student climate surveys that will be implemented three times a year. Additionally, we will have 6 days of intern counseling services from Girls, Inc and will combine services that are both proactive and reactive to meet the needs of a wider variety of students and topics as we build a more responsive community based school model.

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	40.6%	46.5%	89.2%
African American	43.2%	48.9%	89.2%
Hispanic/Latino	34.0%	40.6%	89.2%
White	61.5%	65.3%	89.2%
SED	30.7%	37.6%	89.2%
EL	33.6%	40.2%	89.2%
SWD	38.2%	44.4%	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%
Washington	158	158	100.0%	71	44.9%	70.9%	71.9%

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

01/05/2013 Chaja

2012-13 AMAO 2 - English Learners Attaining English Proficiency

	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,565	398	25.4%	27.3%	28.3%	615	246	40.0%	47.0%	49.0%
Washington	183	30	16.4%	21.4%	22.4%	20	--	--	47.0%	49.0%

2013-14 CDE AMAO Targets	22.8%	49.0%
2012-13 CDE AMAO Targets	21.4%	47.0%
2011-12 CDE AMAO Targets	20.1%	45.1%
2010-11 CDE AMAO Targets	18.7%	43.2%

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

01/05/2013 Chaja

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
Washington	33.9%	33.6%	-0.3%	40.2%	89.2%	53.4%	44.3%	-9.1%	49.9%	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	45.7%	51.1%	89.5%
African American	43.2%	48.9%	89.5%
Hispanic/Latino	42.0%	47.8%	89.5%
White	65.4%	68.9%	89.5%
SED	39.2%	45.3%	89.5%
EL	44.3%	49.9%	89.5%
SWD	44.1%	49.7%	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-specific items in next section**

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

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

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

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

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

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

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

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

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

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

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

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

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

STRATEGIC PROGRAM ACTION STEPS

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

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
Supplemental materials to increase access to ELD	2013-2015	PO of materials ordered	$2,500	EIA-EL	**2**
Will incorporate differentiated ELD homework & peer collaboration in English Academy time and with pilot classrooms	2013-2015	Home work	No cost		**2**
EPC 2: INSTRUCTIONAL TIME					
Hire computer lab to help teachers provide Universal Access, Reading Academy and lower class size in ELD	2013-2015	PPAF	$54,000	Multi-funded EIA-EL & Title 1 & PTA	**2**
English Academy- ELD support after school	2013-2015	Student attendance and data	$2,500	EIA-EL	**2**
EPC 3: LESSON PACING GUIDE					
Post learning objectives for ELA, Math and ELD	2013-2015	Walk-throughs	No cost		***1-3***
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
Administrator receives additional training or coaching in PLC, CCSS and other key district initiatives	2013-2015	Agendas from principal meetings and trainings			1-3
Administrator and Office Manager will attend Breakthrough Coaching	2013	PO & registration	$1000	EIA-SCE	1-3
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
DEVELOPMENT OPPORTUNITY					
Function of HR- no additional items					
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
The school funds a literacy coach to work one on one with teachers to support implementation of HMR The principal structures and monitors the use and impact of coaching services on student's achievement.	2013-2015	PPAF	$75,000	Multi-funded Title 1, EIA-SCE and EIA-EL	1
Send 3 of participants to **E3-New Cohort**: Engaging Equity Everyday-teacher equity training	2013-2015	Tchr attendance and implementation of strategies	$1,850	EIA-SCE	1-3
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
Teachers will use Illuminate when possible for the development and analysis of common formative assessments	2013-2015	Common formative assessments	No cost		1& 3
PLC work- at least two (three when possible) Wednesday a month dedicated to PLC cycles incorporating focal student work.	2013-2015	• Agendas • Documentation of PLC cycles	No cost		1-3
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
Participate in 1 follow up session end of September for the **PLC Academy** participants and 1 customized **interactive webinar** per school site based on site needs (70 minutes) • Elementary: Subs for the follow up sessions Example: 1 day x 6 substitutes x $130=$780 • Elementary/Secondary: Principal & PLC Leadership to pre-plan with Solution Tree for your customized webinar(s) • Provide 70-minute PLC staff development time • Release/extra hourly time for PLC team efforts	2013-2015	Agendas	$2,600	Title 1	1-3
Subs for collaboration, coaching support, Academic Conferences, data summits, DAIT subs for lead team walkthroughs	2013-2015	Agendas	$5,000	EIA-SCE	1-3
Subs for collaboration between bilingual teachers, ELD teachers, for administering ELD assessments, ELD coaching and parent outreach	2013-2015	Agendas	$1,300	EIA-EL	1-2

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
TARI program participants will develop projects that integrate arts into the RLA curriculum and utilize the SHOM wheel to deepen students' meta-cognition. Current TARI participants will help define with the staff ways to integrate arts into the RLA curriculum and utilize the SHOM wheel across the school in a meaningful way. • Develop a plan to strengthen the TARI work and explore ways to expand this work across the staff	2013-2015	Agendas	No Cost		1-2
Grade level teams will develop a plan for the integration of Science and Social Studies text within language arts. The school will maintain a support system for supporting struggling students	2013-2015	Grade Level Plan	No cost		1
Revisit, revise, vet with community and continue implementation of Instructional Focus plan	2013-2015	Instructional Plan	No cost		1-3
Materials and supplies to support PE, Music and Art	2013-2015		$900	Site discretionary	
Provide technology support as needed if funding is available (i.e. memory cards, bulbs, etc.)	2013-2015	PO	$1,000	Site discretionary	1-3
Engage in COST, Academic Conferences 2xs a year and on-going SSTs as needed.	2013-2015	Agendas COST forms	No cost to school Sub cost built into action plan listed above	EIA-SCE	1-3
SCHOOL CLIMATE/CULTURE					
The school will explicitly address anti-bullying and safe school activities throughout the school year by: • A beginning of the year assembly will be held to address issues of no name calling and anti-bullying strategies	2013-2015	• Walk throughs • Survey data	No Cost		1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
• Weekly class meetings will be implemented in each classroom using relevant, real time topics in addition to topics surfaced through behavior data in AERIES and student climate survey o Implementing the safe school replacement lessons o Participating in No-Name Calling Week and no name calling activities • Classroom and school wide rules are posted in every classroom along with positive rewards and consequences based on Salzmann's Tools for Schools • School will administer student climate survey 3xs a year and analyze the results, along with behavior data in AERIES- a student climate plan will be developed that connects to the COST process • Counseling- 6 days of counseling interns; individual clients, groups and classroom support for climate • School will implement PIP and Second Step Grant (if grant is available) • Distribute the District handbook with information about behavior expectations, homework guidelines, parent involvement policy and uniform complaint procedures at the beginning of the school year and throughout the school year to new enrollees • The school will review the Healthy Kids Survey results and incorporate action steps in the School Safety Plan to address areas of need. The school will begin to enter student suspension and referral data into the Aeries system • The school will monitor referral data monthly to identify students in need of intervention, including implementation of in-school suspension • The school will develop a behavior intervention plan for students listed above • The school will monitor student referrals and suspension and provide intervention services as appropriate. • Update and implement safety/disaster plan		• Class meeting documentation • Parent communication			
Revist School climate plan (see current plan in appendix), revise and include the components of a Washington Scholar Plan and implement revisions	2013-2015	School climate plan	No cost		1-3
Explore the hiring of a recess coach for organized sports/games if funding available	2013-2015	Contract with boys and girls club	$4,000	Dad's Club?	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Promote student attendance with a certificate for each child with perfect attendance each trimester	2013-2015	Certificates Names in Newsletter	Included in office supplies		1-3
Maintain classroom/office supplies for instructional support	2013-2015	Orders	$7,500	Site discretionary	1-3
Duplication and office supplies will ensure effective communication with families and staff	2013-2015	Orders	$1,200	Site discretionary	1-3
Medical supplies, maintenance, repair and postage to facilitate safety and communication	2013-2015	PO	$950	Site discretionary	1-3
African American Heritage Assembly scheduled for February	2014	Event program & pictures	No cost		1-3
Latino Heritage Assembly scheduled for late September	2013 & 2015	Event program & pictures	No cost		1-3
Academic fieldtrips and student assemblies promote enrichment opportunities that relate directly to HM, mathematics, Social Studies, Science and cultural themes.	2013-2015	Grade level plan	No cost		1-3
Facilitate focus on instruction and improved communication through additional hours added to office clerk (see job description)	2013-2015	PPAF	$8,800	Site discretionary & EIA-SCE	1-3
CSBY Academy (Engagement/Advocacy/Motivation Curriculum for African American Students- After school sessions)	2013-2015	Student attendance	$2,500	EIA-SCE	1-3
Staff will explore grade level, standards appropriate field trips to ensure that they enhance the CORE curriculum and promote celebration of the races, languages and cultures represented at our school	2013-2015	Grade level plans Field trip forms	No cost		1-3
Celebrate student achievement and citizenship- Student of the Month, paw print, PRIDE pass, Reclassification Ceremony	2013-2015	List of students List of Monthly PawPrint Winners in Bulletin Agenda & Pictures from	No cost		1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
		Reclassification Ceremony			
PARENT INVOLVEMENT					
Revise and implement Parent Engagement Plan (see current action plan in Appendix for detailed actions) Includes presenters, food and childcare for: • Parent Education Opportunities (Parent Ed opportunities about parent role in supporting students will continue to be part of our coffee klatch & evening programs- see plan for complete details) • APAG	2013-2015	Agendas Timecards PO & contracts	$4,000	EIA-SCE	1-3
LEADERSHIP AND GOVERNANCE					
Link Lead Instructional Team and PLC Team as appropriate	2013-2015	Agendas	$1,700		1-3
Equity Team-The school will continue to engage in racial equity work to ensure that the culture of the school reflects an inclusive environment that encourages all students to be academically successful and respects multicultural and multilingual families. In conjunction with the district level racial equity work, we will revise our plan to ensure that racial equity work at the site is focused on closing the academic disparity gaps and align it with recommendations from the NAACP	2013-2015	Agendas Timecards Equity Plan	$800		1-3
The School Site Council is a functional team that monitors the implementation of the school site plan and ensure schools API and AYP student achievement goals	2013-2015	Agendas List of Officers Meeting Dates	No cost		1-3
Functioning and thriving ELAC and DELAC	2013-2015	Agendas List of Officers Meeting Dates	Cost embedded into Student Success Coach salary allocation	EIA-EL	1-3

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***
   - ***See Student Success Coach Job description in Appendix***
   - ***PLC***
   - ***E3***
   - ***Partnering with Diverse Families***

2. ***Site-funded Parent Involvement Activities***
   - **See Washington Events Calendar & Parent Engagement Plan in Appendix**

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.

These academic and behavioral interventions assist our K-5 students and families with benchmark (core), strategic and intensive support to assist us with closing the racial achievement gap. By providing the services necessary to prevent the need for specialized education, or restrictive learning environments, we attempt to catch students before they fall, and meet the needs the 'whole child.

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 RSP 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.**	$30,887
☒	**Economic Impact Aid/ English Learner Program** **Purpose: Develop fluency in English and academic proficiency of English learners**	$31,423
☐	*High Priority Schools Grant Program* *Purpose: Assist schools in meeting academic growth targets.*	$NA
☐	*Instructional Time and Staff Development Reform* *Purpose: Train classroom personnel to improve student performance in core curriculum areas.*	$NA
☐	*Peer Assistance and Review* *Purpose: Assist teachers through coaching and mentoring.*	$NA
☐	*Pupil Retention Block Grant* *Purpose: Prevent students from dropping out of school.*	$NA
☐	*School and Library Improvement Program Block Grant* Purpose: Improve library and other school programs.	$NA
☐	*School Safety and Violence Prevention Act* *Purpose: Increase school safety.*	$NA
☐	*Tobacco-Use Prevention Education* *Purpose: Eliminate tobacco use among students.*	$NA
☐	List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	$NA
	Total amount of state categorical funds allocated to this school	$62,310

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**	*$68,422*
☐	*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	$68,422
	Total amount of state and federal categorical funds allocated to this school	$130,732

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

Budgeting

Charts are for Sharing proposed expenditures with staff and parents

Budget Planning Charts

School: Washington **Year:** 2012-13

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
Parent Education (including African American Advisory & High Expectations)	$3,000
Food and Childcare for Parent Education Evenings	$1,000
Subs for collaboration, DAIT walkthroughs, coaching, peer observation	$5,000
Clerical Support for parent outreach, intervention classes, etc… Multi-funded with site discretionary	$4,100
Teacher Training (E3)	$1,850
Student Success Coach	$25,100
Total in budget	$40,050
Total allocation plus 10,000 carry over	$40,887
Balance	$837

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
Computer Lab teacher (this provides an extra person in the mix for platooning so that we can	$20,600
lower class size for ELD	
Supplimental ELD materials	$2,000
Subs for Collaboration between bilingual teachers, for administering ADEPT and lesson planning	$1,300
based on results	
Student Success Coach to work with teachers re:lesson planning for EL, EL parent outreach,	$12,500
ELAC support, ELD PD for teachers	
Total in budget	$36,400
Total allocation includes $5,000 carry over	$36,423
Balance	$23

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
Computer Lab Teacher to provide teachers will small group instruction time for intervention	$25,700
Student Success Coach to work with teachers and families to support students	$37,620
not scoring on grade level	
Teacher Compensation for release time related to Equity work, Instructional Leadership Team	$2,500
and PLC support for teachers	
Subs for PLC bootcamp for original 5 teachers that were trained	$2,600
Total in budget	$68,420
Total allocation	$68,422
Balance	$2

OPTIONAL CHART: Site Discretionary (not SSC approved)

Action Step Items		Est Cost
Teacher Supplies		6,500
Office Supplies		1000
Medical Supplies		350
Nikki Folders (ordered this year)	010-4310-9010-1110-1000-008-08- -546	
Duplication/DO (PE and office forms)		200
Postage		400
Clerical Support		4,700
Principal Training-Breakthrough Coaching		1000
Supplies for Music/ART/PE		900
Total in budget		$15,050
Total allocation		$15,086
Balance		$36

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
Tracey Lantz	X				
Daniela Mantilla		X			
Roxanna Ghassemi			X		
Sonya Castillo		X			
Ed Jackson		X			
Steve Craig		X			
Jennifer Fitzgerald				X	
Lenee Jones				X	
Amy Sosa				X	
Christine Falcon				X	
Noemi Peralta				X	
Teneh Weller				X	
Numbers of members of each category	1	4	1	6	

[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.

San Leandro Unified School District

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

School Site: Washington Elementary

PARA/TO: ❑ Concilio Escolar/SSC ❑ Director y Personal Escolar/ Principal and Staff	**ELAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S) • **Could we have an "English Academy" like we do with Reading Academy?** • **Could teachers give special differentiated ELD homework?**	**RECOMENDACION(ES)/ RECOMMENDATION(S)** • **Could we have a program in which 4th and 5th graders work with our younger English Learners?** • **We need to help parents understand that they are their child's first teacher.**
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION: • **To increase instruction** • **Improve parent-school connection through homework and parent education about roles**	**RESPUESTA AL COMITE ELAC/ RESPONSE TO ELAC*:** **English Academy recommendation accepted** **Will incorporate differentiated ELD homework & peer collaboration in English Academy time and with pilot classrooms** **Parent Ed opportunities about parent role in supporting students will continue to be part of our coffee klatch & evening programs**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE:**

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

School Site: Washington Elementary

PARA/TO: ❑ Concilio Escolar/SSC ❑ Director y Personal Escolar/ Principal and Staff	**SAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S) **Meet and delegated to the SSC on 10-15-12**	**RECOMENDACION(ES)/ RECOMMENDATION(S)**
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION:	**RESPUESTA AL COMITE SAC/ RESPONSE TO SAC*:**
FIRMACIONES/SIGNATURES **SAC MEMBER:** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE:**

Recommendations and Assurances

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

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

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

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

   ___ 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: June 11, 2013_.

Attested:

Tracey Lantz		
_____	_____	_____
Typed name of school principal	Signature of school principal	Date
Jennifer Fitzgerald		
_____	_____	_____
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: DRAFT- School Climate Plan**

- **APPENDIX E: Student Success Coach Job Description**

- **APPENDIX F: DRAFT- Parent Engagement Plan And Events Calendar**

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

Washington Elementary School

250 Dutton Ave. • San Leandro, CA 94577 • (510) 618-4360 • Grades K-5
Tracey Lantz, Principal
tlantz@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) 618-4360.

School Description

Principal's Message

Hello. Welcome to Washington School. "Community" is a word that comes to mind when students, parents, and staff think about our school. We are a caring community of life-long learners, who are dedicated to the academic, social and emotional growth of our 445 students, in Kindergarten through Fifth Grade. A key aspect of our academic program is strong adherence to California's Instructional Standards with a focus on Math and Language Arts.

We serve a diverse student body with both a mainstream and a Spanish bilingual program of instruction.

Our students come first! Our primary goal is to support students in reaching high academic standards, without ever losing sight of the particular needs of each developing child. We recognize that parents are a child's first teacher and are valued members of our school community. Parents and guardians are encouraged to participate actively in their child's education. Many avenues are created for parents to become integrated in the everyday functioning of the school. Parents are encouraged to join one of several parent groups: PTA, Dad's Club, ELAC, Parent Equity Committee, or School Site Council. The contributions made by our parent groups are immeasurable. Communication is key to fostering and maintaining supportive relationships. Our parents look forward to school-wide updates via a weekly parent bulletin. Teachers can also be reached via Internet access, or through classroom and office phones.

Washington School prides itself on fostering a learning environment that is accessible to all students and families. We truly believe in the greatness of each child and strive to live out this motto each day.

Please contact me if I can support you or your child in any way, tlantz@sanleandro.k12.ca.us or (510) 618-4360.

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

The Washington School Community is dedicated to providing equal access to learning for all students, where race, gender or socio-economic status does not predict which students achieve at school. Through culturally sensitive instructional practices we recognize the varied learning styles and intelligences of all students while maintaining high expectations. We strive to provide a nurturing, respectful, and safe learning environment that will empower children with skills and knowledge that will lead to their success in a changing world. Our commitment to the implementation of state standards through the use of board-adopted curricula will ensure that all students achieve to high levels of proficiency as determined by grade level, school, district, and state measures.

District Profile

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

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Washington Elementary School. Parents may participate in the Parent Teacher Association (PTA), Parent Equity Committee, School Site Council (SSC), ELAC, Dad's Club, Coffee Klatch, and may volunteer in the classroom, library, and for various school events and field trips.

Contact Information

Parents who wish to participate in Washington Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4360.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	78
Gr. 1	78
Gr. 2	82
Gr. 3	56
Gr. 4	62
Gr. 5	59
Total	415

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	18.1
American Indian or Alaska Native	1
Asian	5.3
Filipino	1.9
Hispanic or Latino	60.5
Native Hawaiian/Pacific Islander	0.7
White	9.2
Two or More Races	3.4
Socioeconomically Disadvantaged	71.6
English Learners	50.4
Students with Disabilities	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	24.5	26.5		0	1	3	2	3		0	0
Gr. 1	20	25	26	2	0	0	1	3	3		0	0
Gr. 2	20	25	27.3	2	0	0	1	1	3		0	0
Gr. 3	20	25.5	28	1	0	0	2	2	2		0	0
Gr. 4	31	27.3	30.7		0	0	2	3	3		0	0
Gr. 5	32	32	29.5		0	0	2	2	2		0	0
English		0			1			0			0	
Math		0			0			0			0	
Science		0			0			0			0	
SS		0			0			0			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	5.97	12.71	5.78
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 Washington Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last updated in fall of 2011 by the school leadership team and the School Site Council. The key elements of the School Site Safety Plan entail counseling support for students, student discipline, yard supervision, maintaining a secure campus, and internal phones for all classrooms. Fire, earthquake, and intruder drills are conducted on a regular 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. Any visitors to the campus are required to check in and check out at the school's office and wear the proper identification badge at all times.

The designated area for student dropoff and pickup is along Breed, Dutton, or Euclid Streets.

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: 09/28/2011

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 the restrooms on campus were in good working order. The table 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.

Age & Condition of Facilities

Washington Elementary School was originally constructed in 1917 and is currently comprised of 21 permanent classrooms, a library, a computer lab, a staff lounge, an auditorium, and a playground. Recent renovations to Washington Elementary School included the installation of a California Nature Garden and butterfly plants.

Cleaning Process

The principal works daily with one full-time and one part-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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.

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]	Wallpaper torn-Multipurpose Room. 2 ceiling tiles loose-Cafeteria. Carpet rippled-Room 19, 16, 1. Cove base separated from wall-Room 19. Several ceiling tiles stained-Room 17. Several floor tiles chipped-Room 11.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	Paper wads in boys and girls bathrooms.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Electrical wall plate broken-Room 17. 1 light out-Room 12.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[ ]	[X]	1 fountain low pressure (near office)-Room 10, Room 11. 1 loose faucet-Room 20, 1, 4 loose toilet seats boys and girls restrooms. 1 urinal removed- pipes exposed. Fountain missing push button-Room 17. No water supply-Room 14.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Certification sticker date 1999.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Lunch benches bowed and separating. Some bench tops partially missing. Top ramp deterioration-Room 19.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Back door sticks open-Room 9. 1 swing rough edges.
Overall Rating	[ ]	[ ]	[X]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	21	21	22
Without Full Credential	0	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	1	0	0
Total Teacher Misassignments	1	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 have been trained in various strategies to meet the needs of our population. Teachers have received training such as GLADD, ADEPT, CCRTL, Soul Shoppe, PLCs and DIEBLS.

Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District Literacy Coaches.

The district supports staff development through three Professional Growth Days each year.

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	95.24	4.76
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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,531	$710	$3,820	$76,392
District	♦	♦	$5,389	$74,037
State	♦	♦	$5,455	$66,336
Percent Difference: School Site/District				-16.20%
Percent Difference: School Site/ State			-1.21%	-8.96%

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

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

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	.6
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	0.4

* 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.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

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

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

Types of Services Funded (Fiscal Year 2011-12)

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

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

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

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

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

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

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

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20, 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: Percent of students lacking their own assigned textbook:	Yes 0.0%	Hampton Brown Adopted 2002 Houghton Mifflin Adopted 2002 Hampton Brown Adopted 2011
Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0.0%	Pearson Scott Foresman Adopted 2008
Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0.0%	MacMillan/McGraw Hill Adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 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	35	45	41	44	45	48	52	54	56
Math	49	54	48	35	36	37	48	50	51
Science	38	34	48	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	41	48	48	
Male	33	47	47	
Female	49	49	50	
Black or African American	44	44	36	
American Indian or Alaska Native				
Asian	41	47		
Filipino				
Hispanic or Latino	34	45	31	
Native Hawaiian/Pacific Islander				
White	65	65		
Two or More Races	73	64		
Socioeconomically Disadvantaged	31	42	43	
English Learners	24	39	23	
Students with Disabilities	34	62		
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	17.7	32.3	16.1

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	3	42	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	29	-14
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	2	38	-8
English Learners	15	37	0
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

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

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	2	2	3
Similar Schools	1	1	2

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	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 3	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	256	6,356	4,664,264
	API-G	752	743	788
Black or African American	Students	44	1,049	313,201
	API-G	744	673	710
American Indian or Alaska Native	Students	3	20	31,606
	API-G		694	742
Asian	Students	17	960	404,670
	API-G	748	855	905
Filipino	Students	4	516	124,824
	API-G		812	869
Hispanic or Latino	Students	150	2,871	2,425,230
	API-G	726	703	740
Native Hawaiian/ Pacific Islander	Students	2	79	26,563
	API-G		670	775
White	Students	26	704	1,221,860
	API-G	849	793	853
Two or More Races	Students	10	140	88,428
	API-G		829	849
Socioeconomically Disadvantaged	Students	199	4,059	2,779,680
	API-G	719	712	737
English Learners	Students	131	2,564	1,530,297
	API-G	729	710	716
Students with Disabilities	Students	34	833	530,935
	API-G	736	596	607

Adequate Yearly Progress

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

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

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

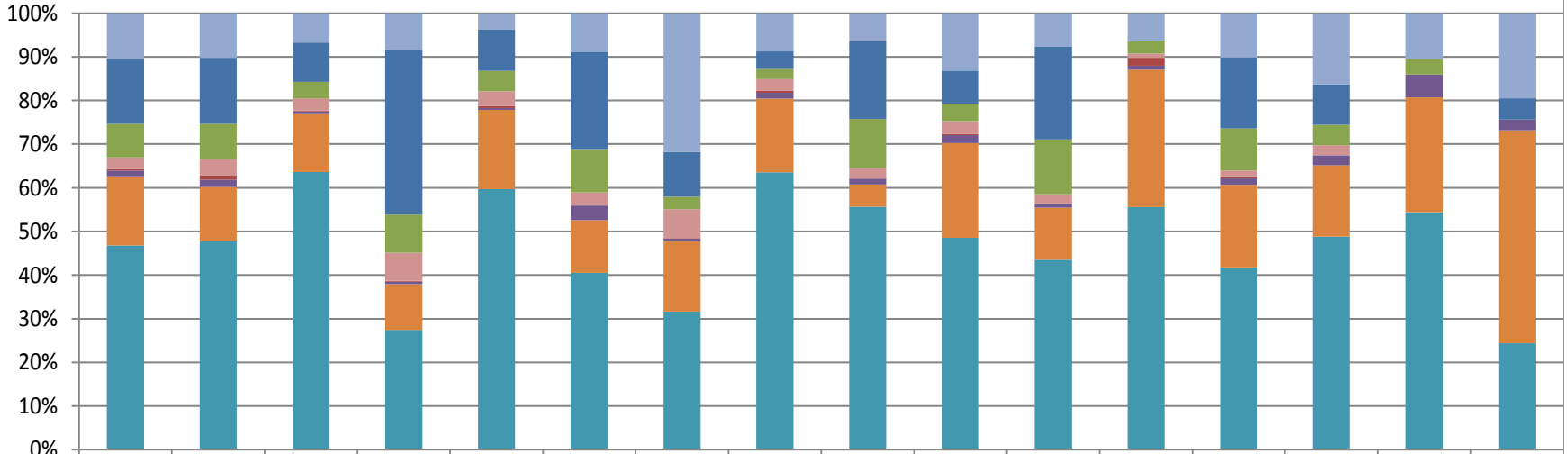
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)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

APPENDIX B: Demographic Data

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

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

By District by School April 2013



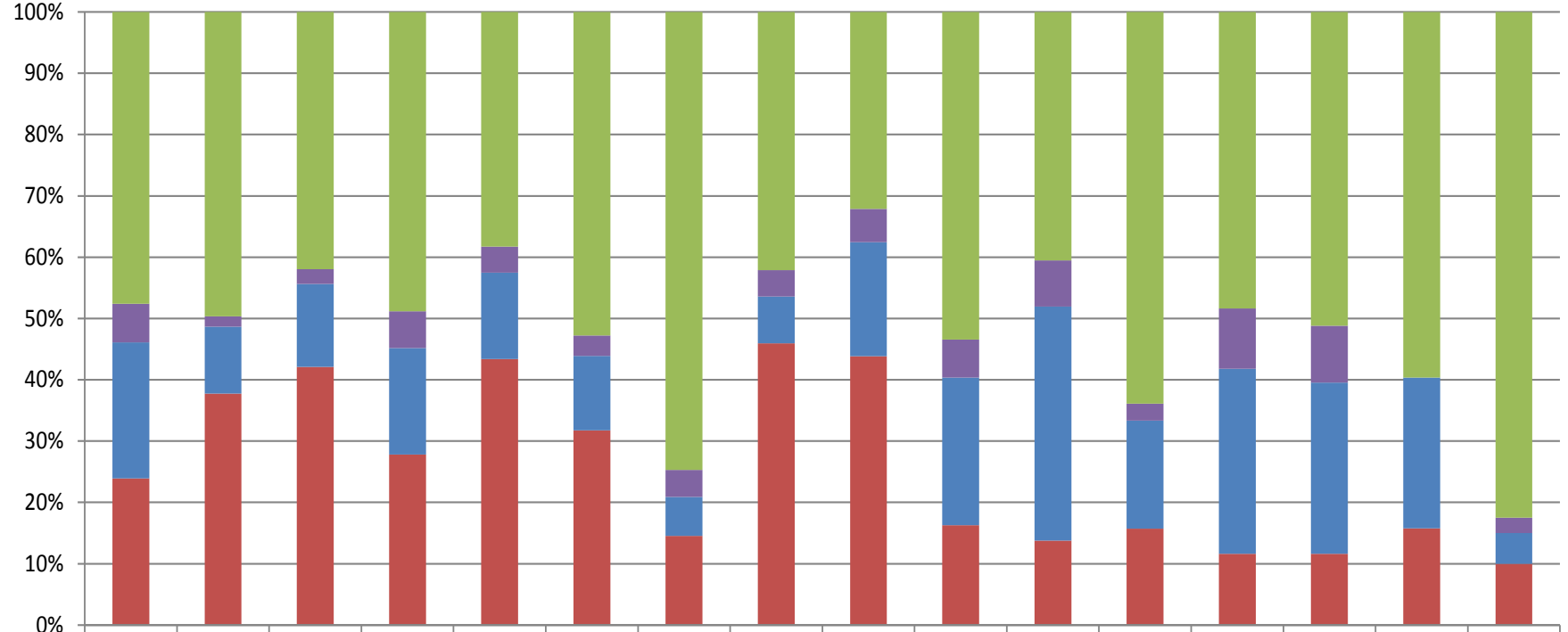
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
White	10.5%	10.2%	6.7%	8.5%	3.8%	8.8%	31.8%	8.8%	6.4%	13.2%	7.7%	6.5%	10.2%	16.3%	10.5%	19.5%
Asian	14.9%	15.2%	9.1%	37.7%	9.4%	22.3%	10.2%	4.1%	17.8%	7.6%	21.2%	0.0%	16.2%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

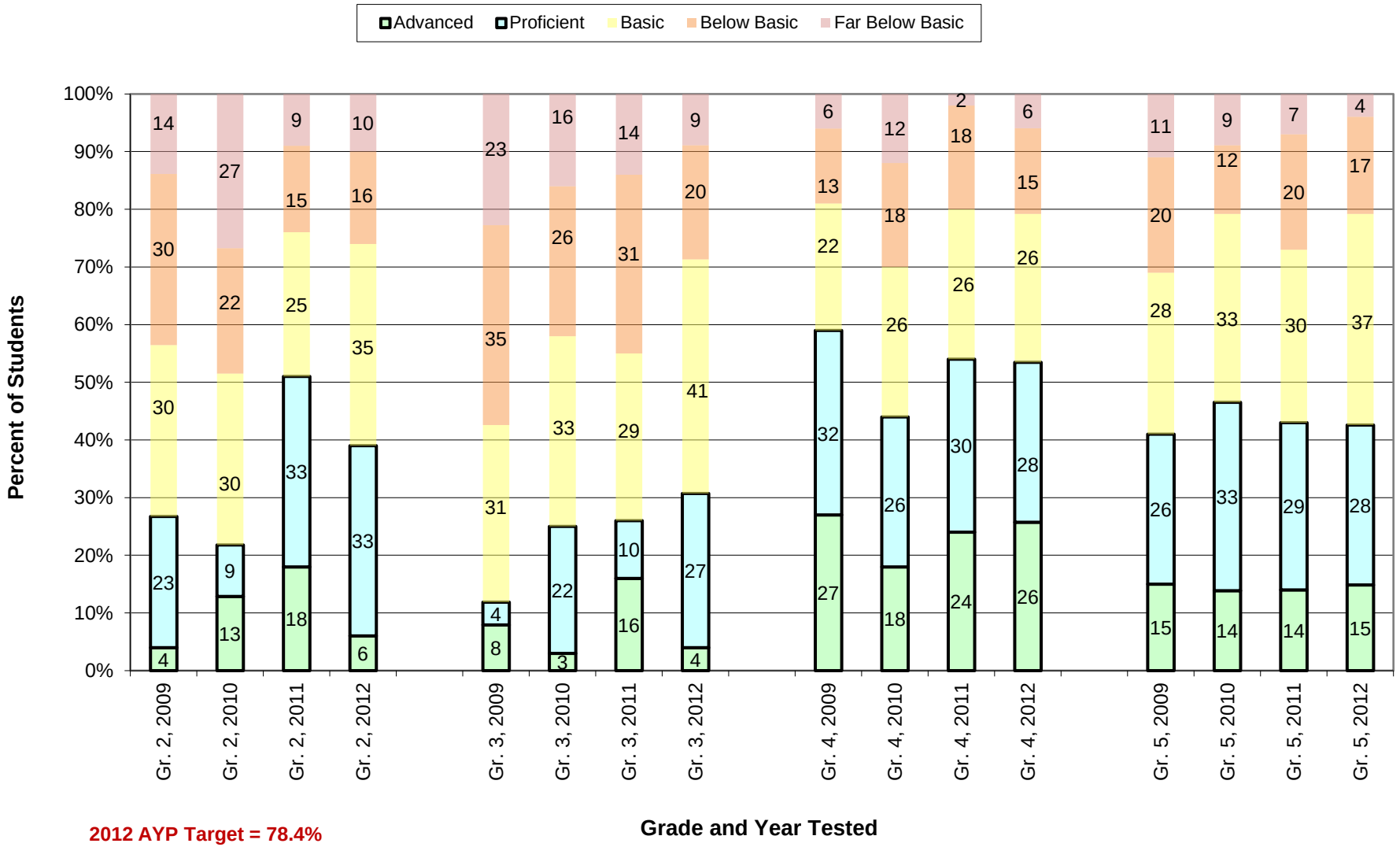
- **CST Data: 2012**
  - **Schoolwide 2-Year Change in STAR California Standards Test**

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**

Washington - California Standards Test - E/LA

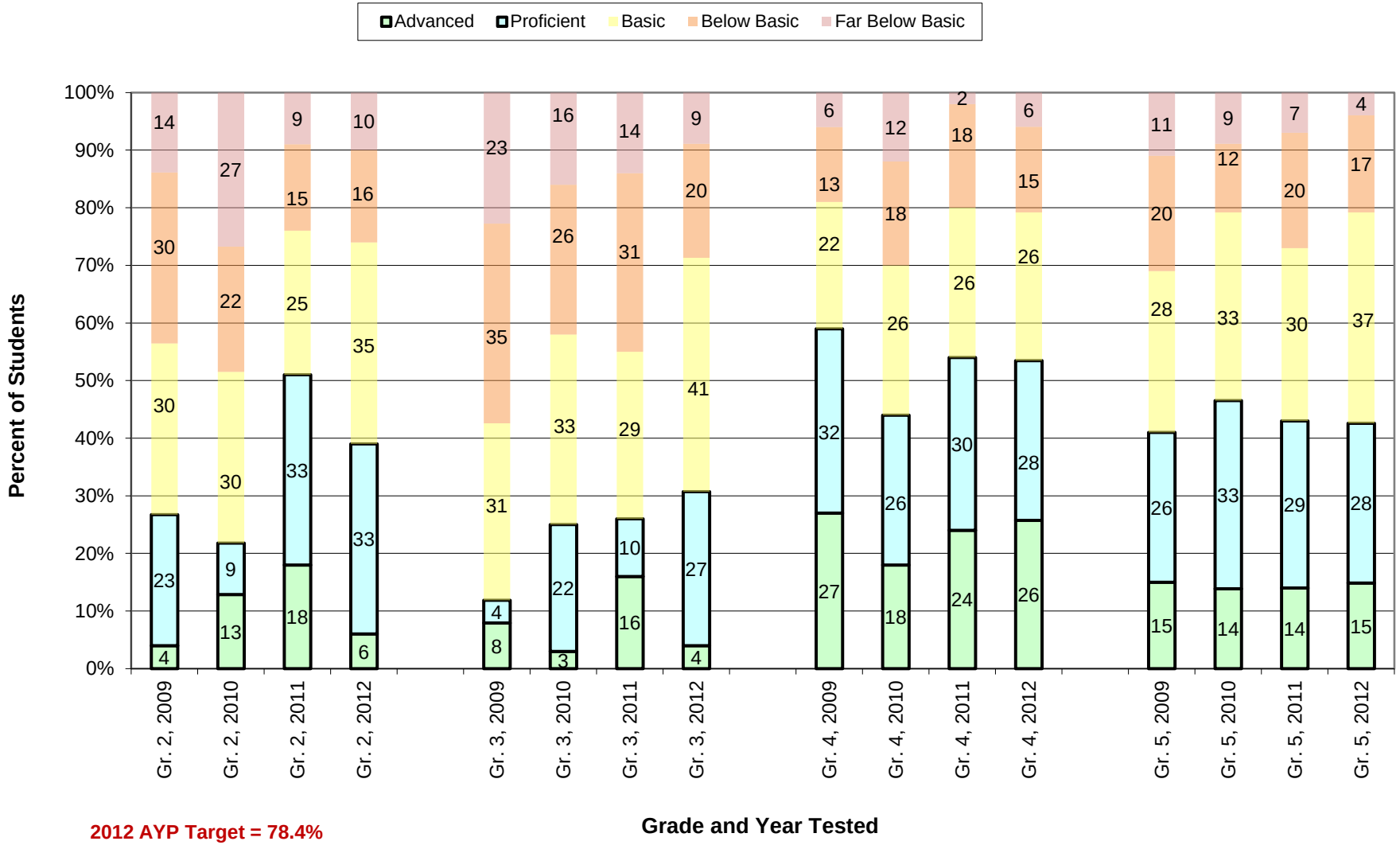


2012 AYP Target = 78.4%

APPENDIX B: Academic Achievement Data

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

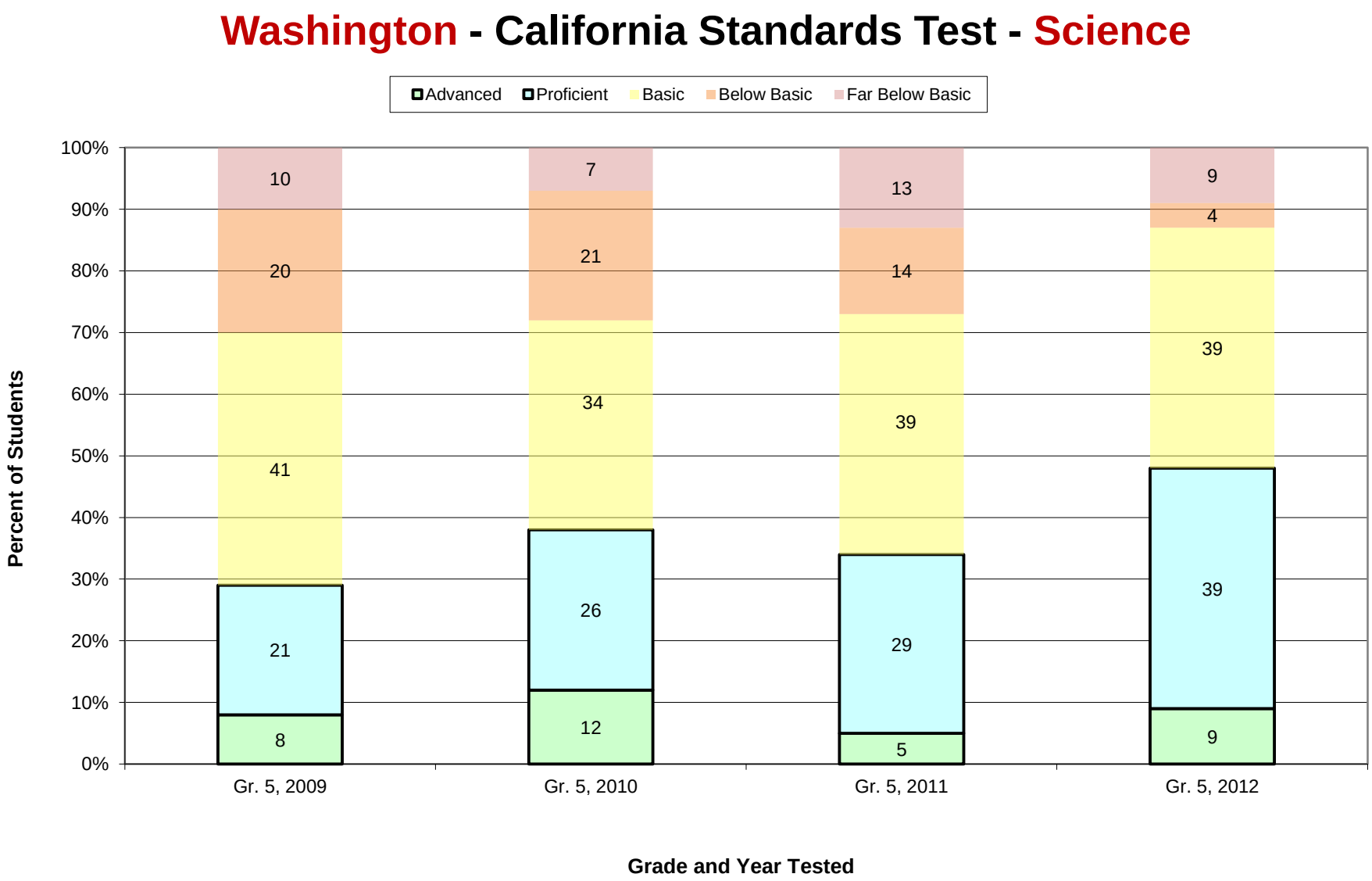
Washington - California Standards Test - E/LA



2012 AYP Target = 78.4%

APPENDIX B: Academic Achievement Data

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



APPENDIX B: Academic Achievement Data

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

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

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

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

APPENDIX B: **Academic Achievement Data**

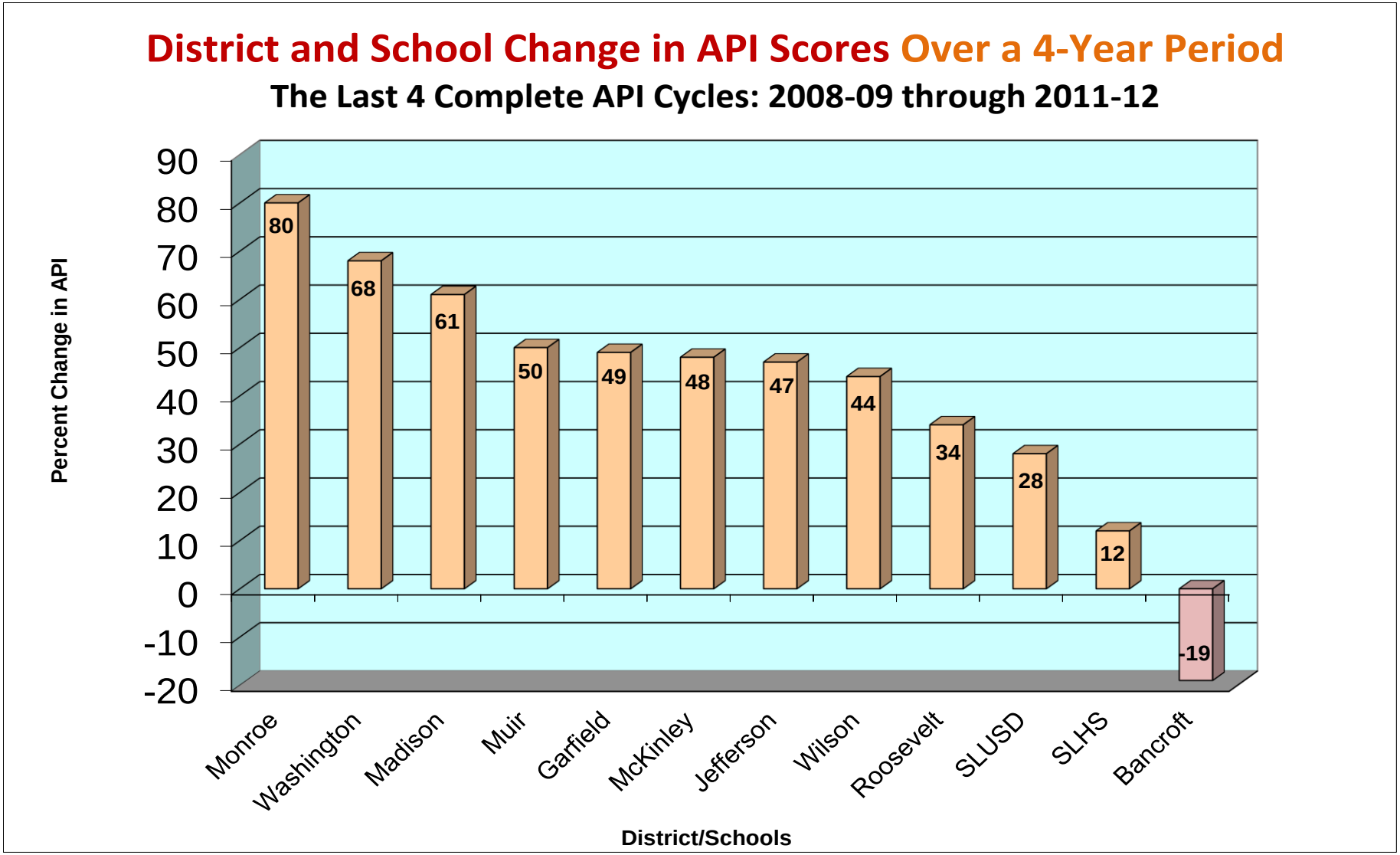
- **API Data 2012**
  - **Student Subgroup Academic Performance Index**

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

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

APPENDIX B: Academic Achievement Data

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

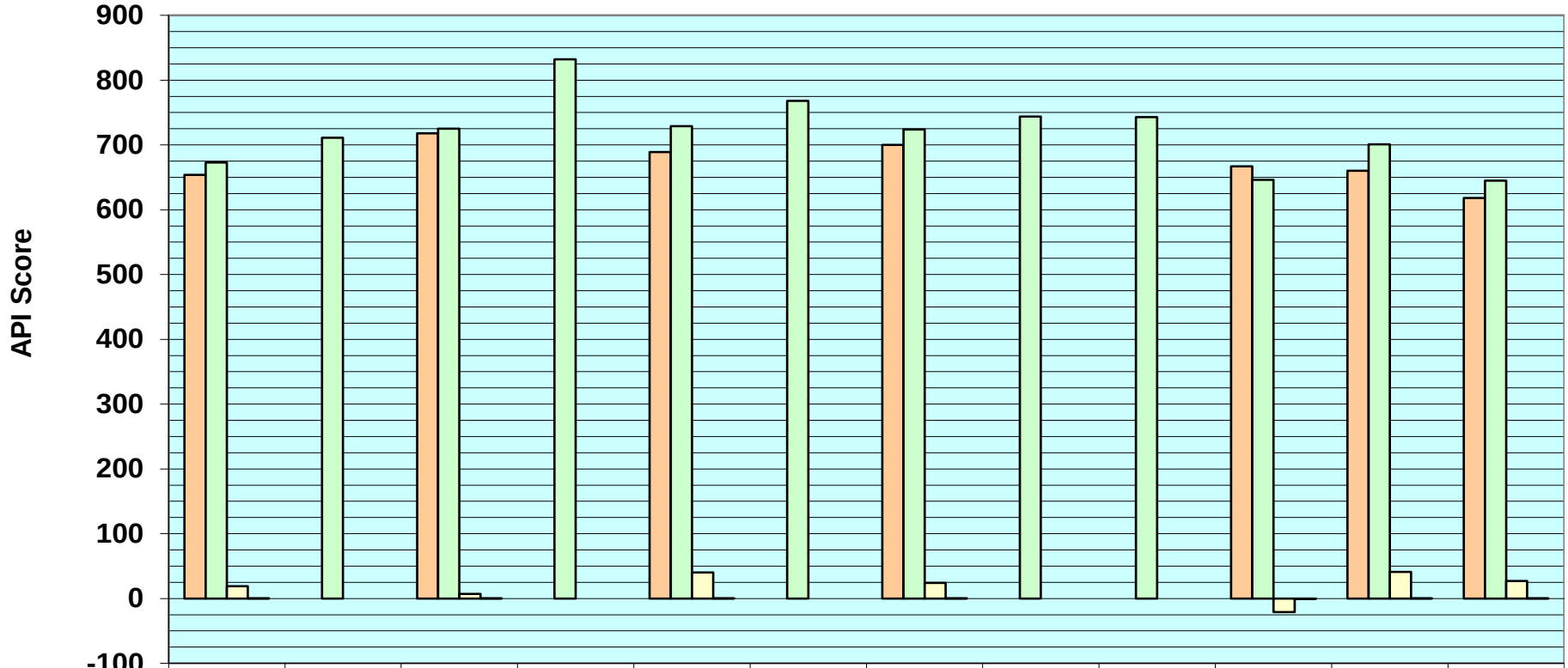


APPENDIX B: **Academic Achievement Data**

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

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

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



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

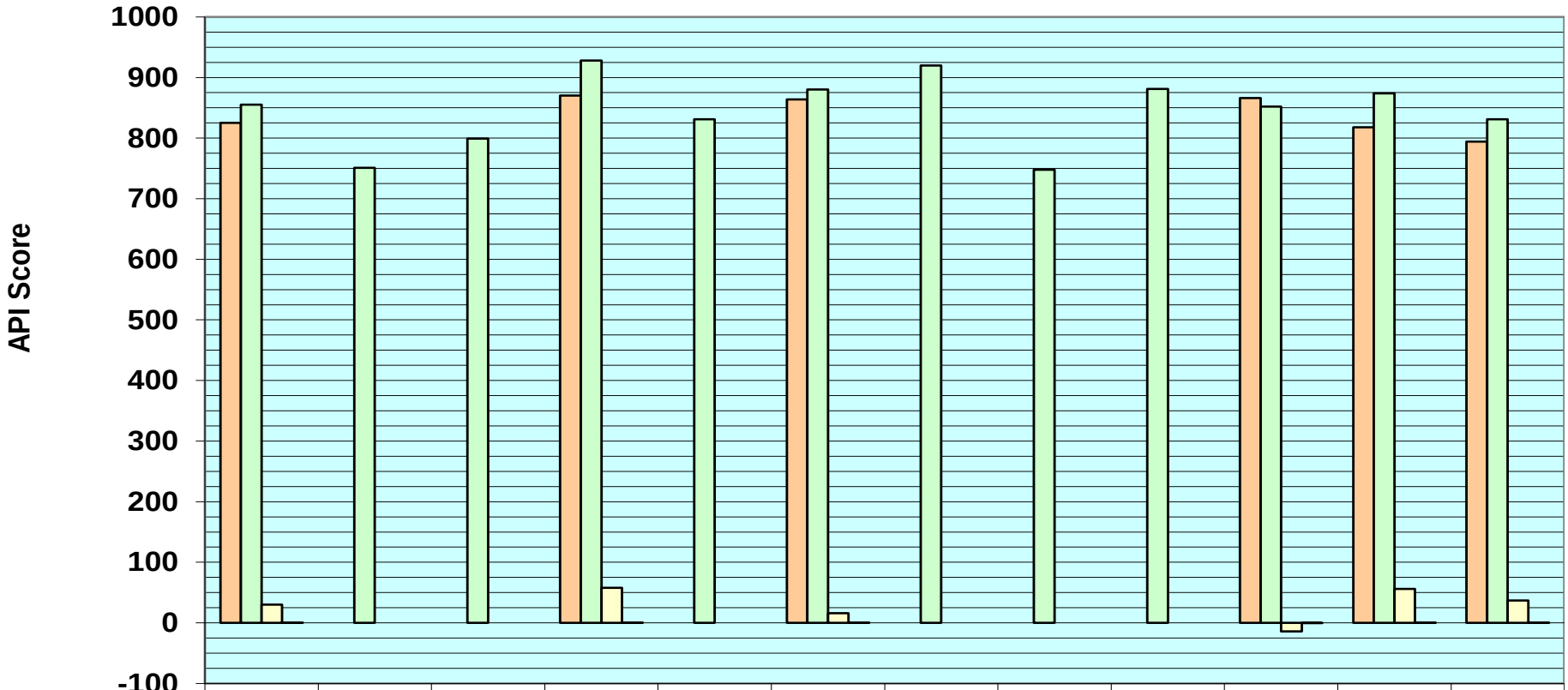
District/School

APPENDIX B: **Academic Achievement Data**

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

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

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



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

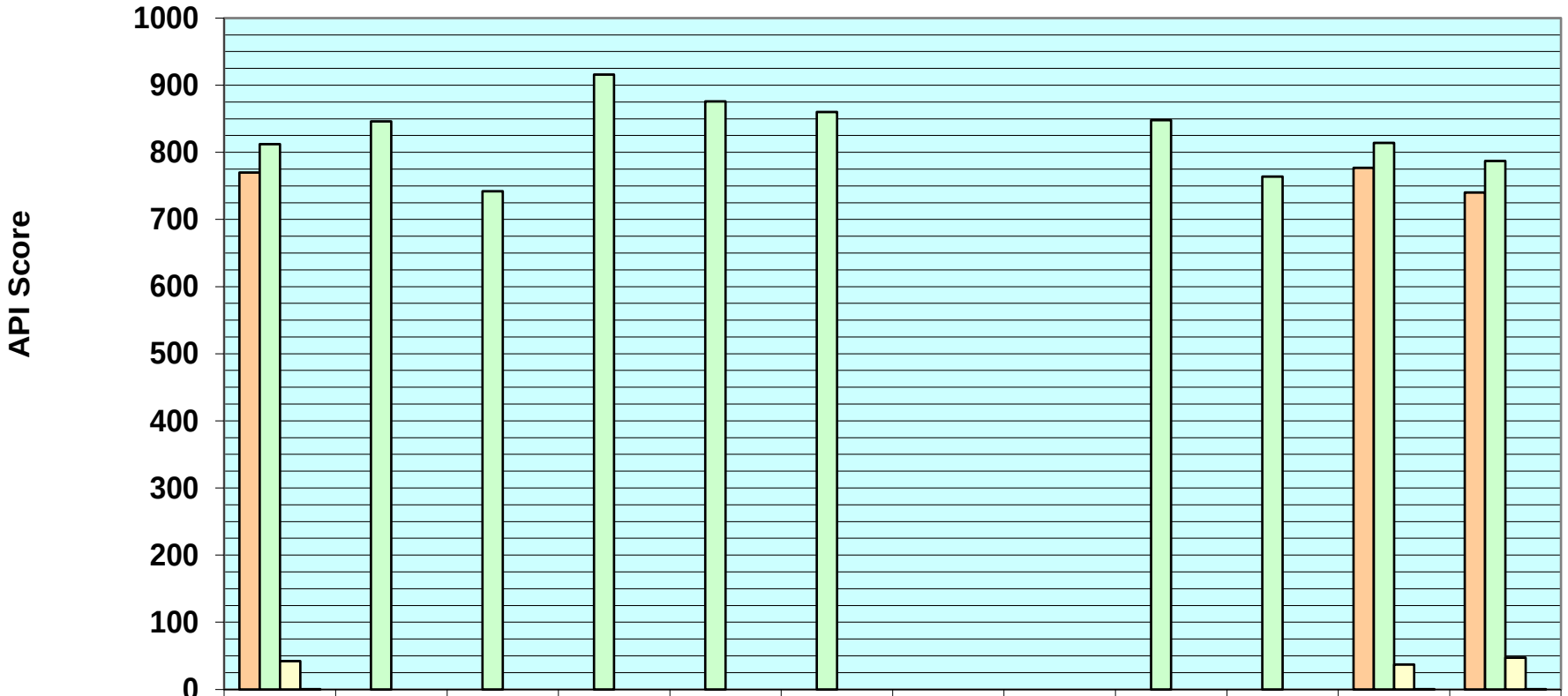
District/School

APPENDIX B: Academic Achievement Data

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

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

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



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

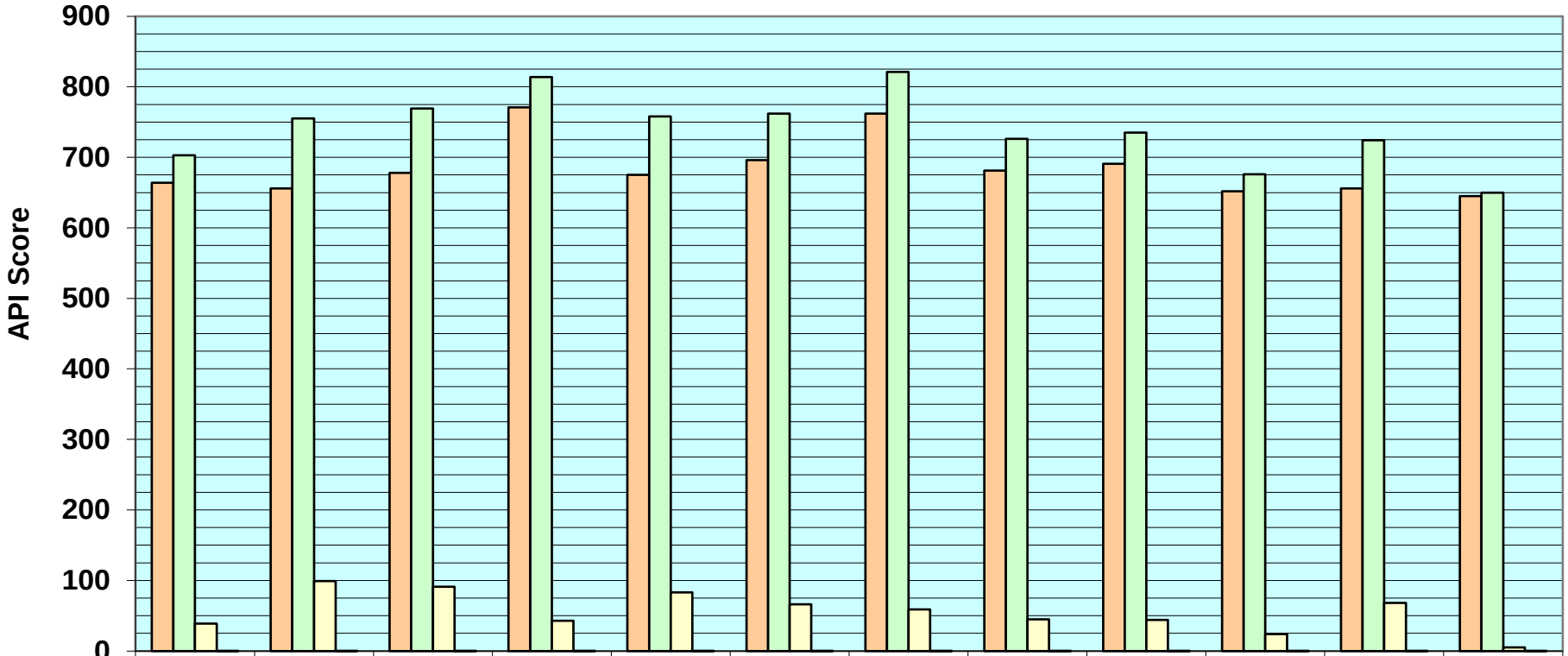
District/School

APPENDIX B: **Academic Achievement Data**

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

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

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



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

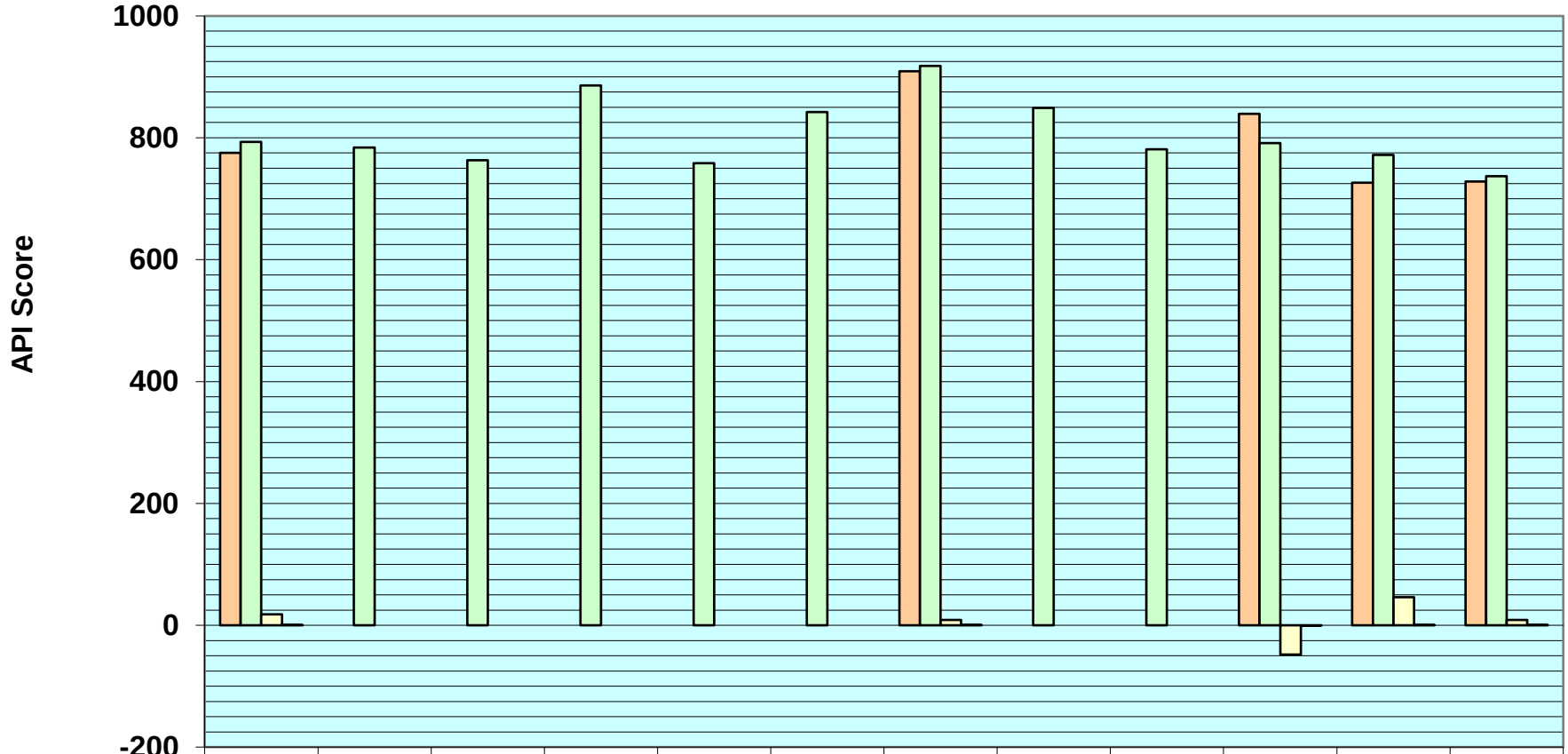
District/School

APPENDIX B: **Academic Achievement Data**

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

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

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



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

District/School

APPENDIX B: **Academic Achievement Data**

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

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

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



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

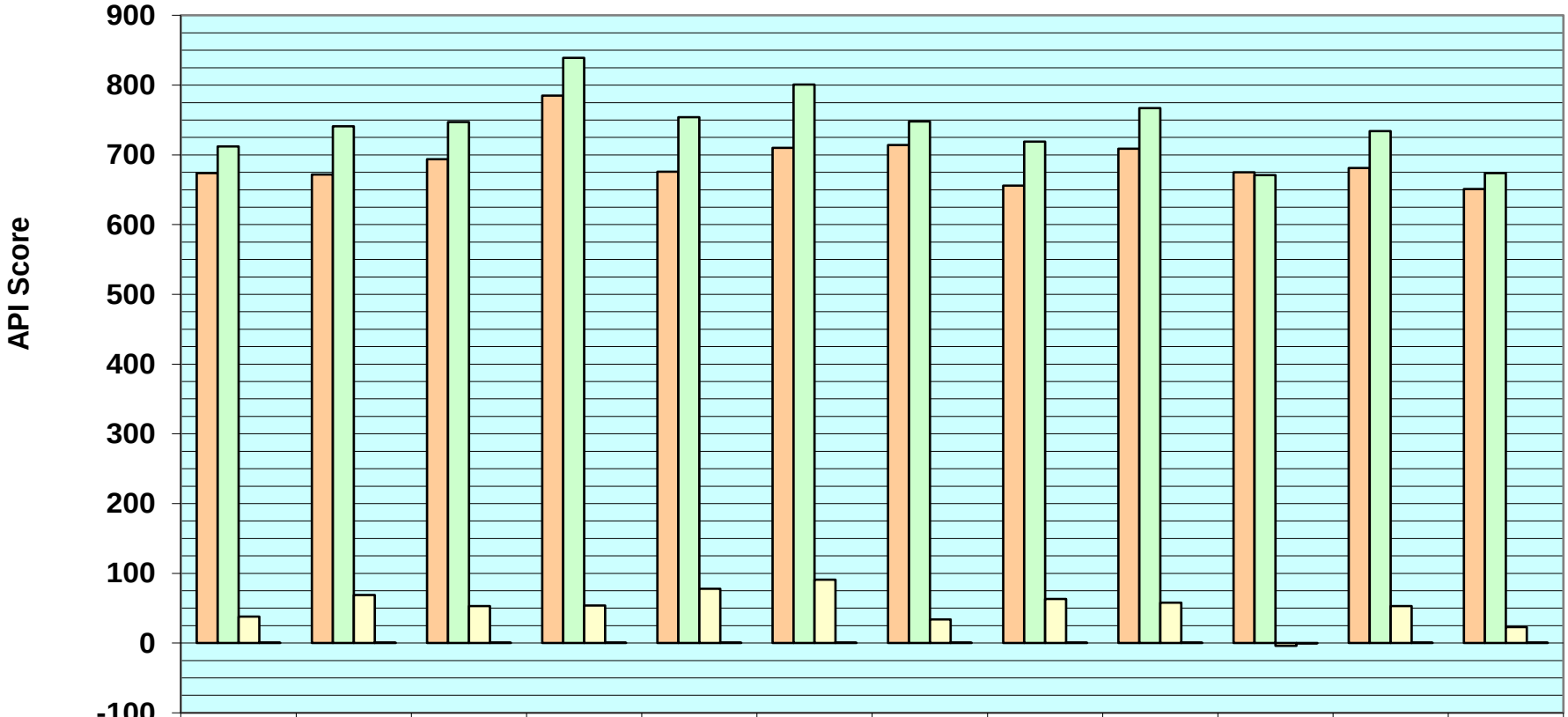
District/School

APPENDIX B: **Academic Achievement Data**

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

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

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



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

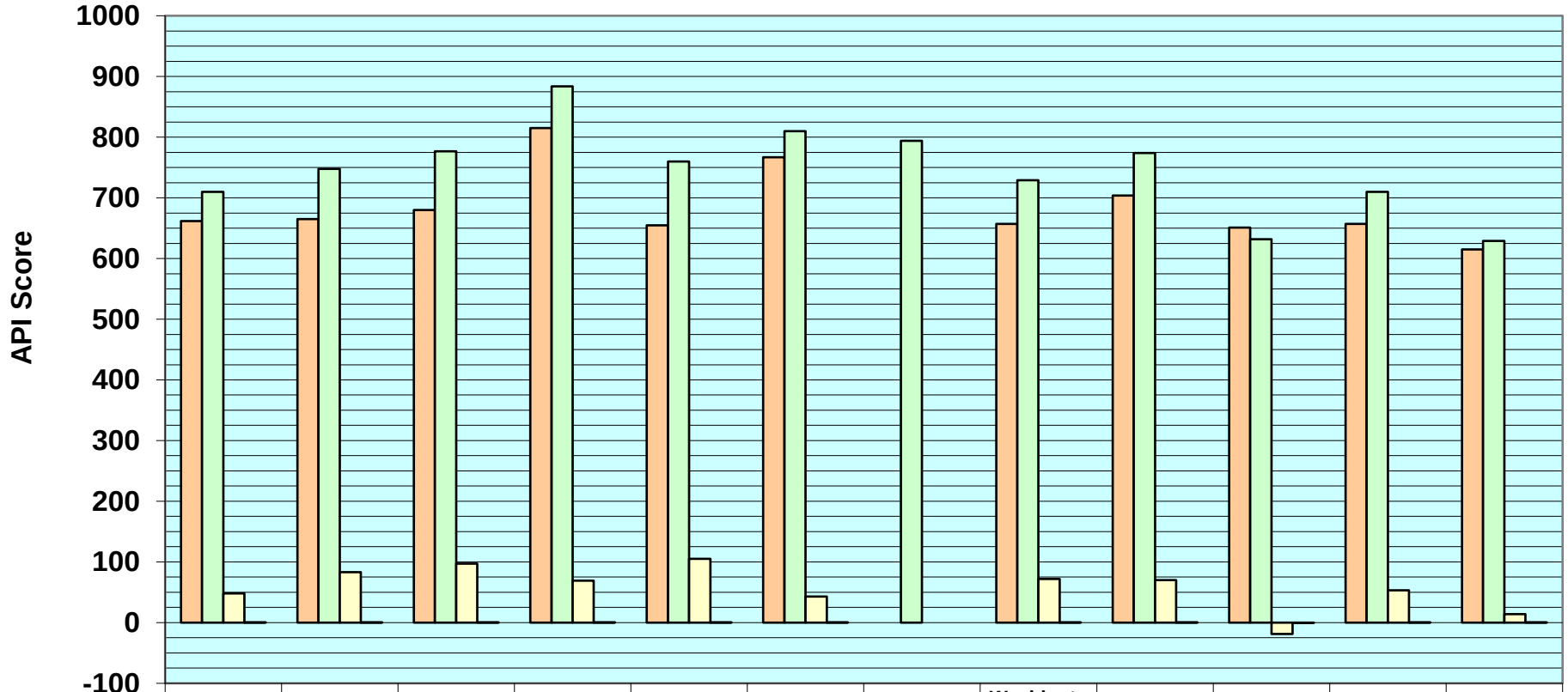
District/School

APPENDIX B: **Academic Achievement Data**

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

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

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



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

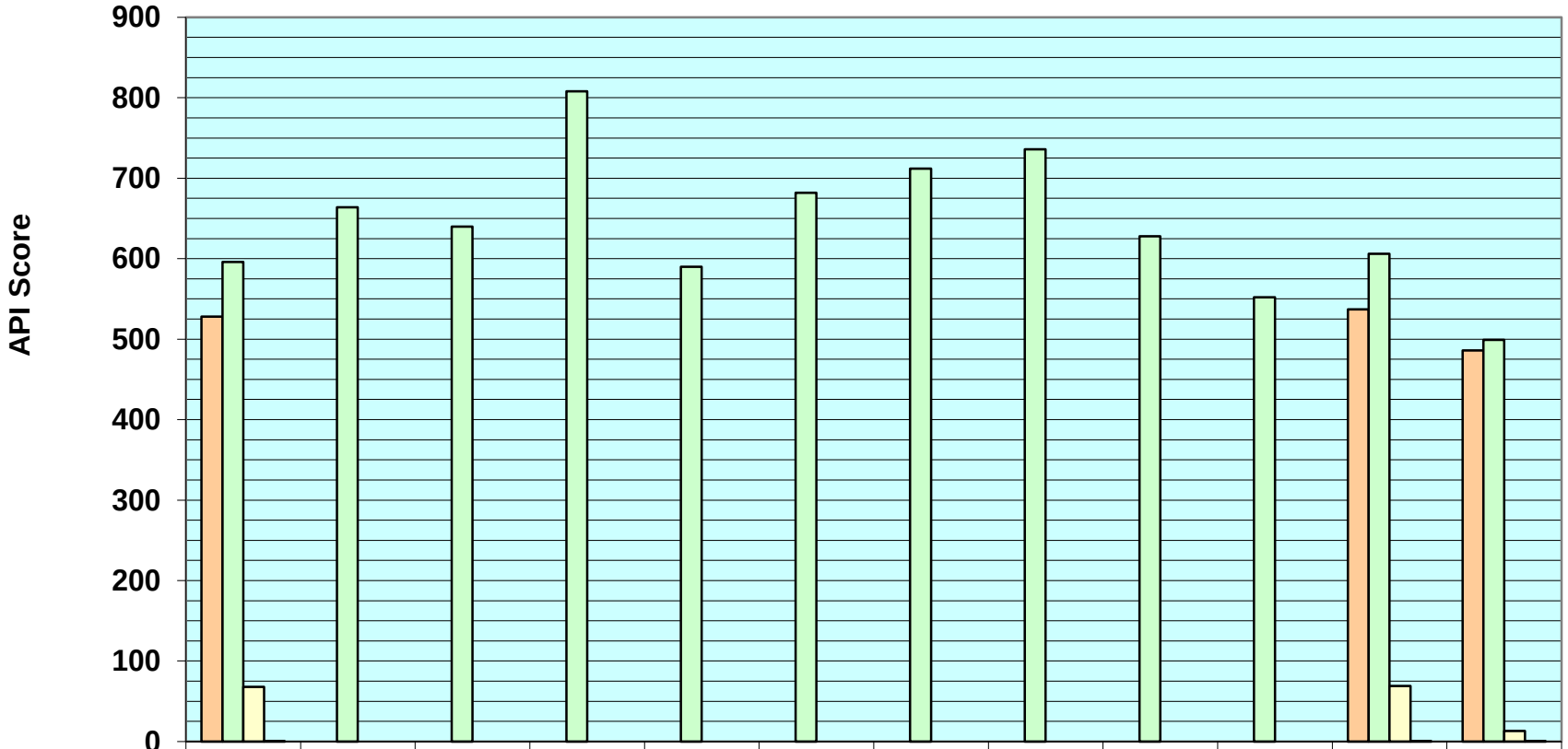
District/School

APPENDIX B: **Academic Achievement Data**

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

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

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



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

District/School

APPENDIX B: Academic Achievement Data

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

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

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

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

01/05/2013 Chaja

APPENDIX B: Academic Achievement Data

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

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

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

10/11/2012 Chaja

APPENDIX B: Non-Academic Data

- **School-wide 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports)**
  - **WASHINGTON 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	74	26	0
Caring Relationships: Adults in School	74	26	0
High Expectations: Adults in School	71	26	3
Meaningful Participation	13	68	18
Home Environment	84	16	0
Caring Relationships: Adults in Home	82	18	0
High Expectations: Adults in Home	92	8	0
Meaningful Participation	16	79	5
Peer Environment			
High Expectations: Pro-social peers	50	50	0
School Connectedness	76	24	0
Internal Strengths			
Empathy	50	47	3
Problem Solving	50	47	3
Goals and Aspirations	74	26	0

APPENDIX B: Non-Academic Data

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

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

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

APPENDIX B: Non-Academic Data

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

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

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

Appendix C: STUDENT ACADEMIC LEARNING GOALS

- **WASHINGTON Elementary Worksheet**

Washington Elementary Worksheet for 2012 NCLB AYP Targets and 2012 Safe Harbor Targets

			2012 AYP Results							2013 NCLB AYP Targets				2013 Safe Harbor Targets			
Washington 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	256	40.6%	No	104	201	-97	228	124	48.6%	89.2%	152	15	5.9%	46.5%
		Math		256	45.7%	No	117	202	-85	229	112	43.8%	89.5%	139	14	5.4%	51.1%
African American	% Proficient	ELA	No	44	43.2%	--	19	34	-15	39	20	46.0%	89.2%	25	3	5.7%	48.9%
		Math		44	43.2%	--	19	35	-16	39	20	46.3%	89.5%	25	3	5.7%	48.9%
Hispanic / Latino	% Proficient	ELA	Yes	150	34.0%	No	51	118	-67	134	83	55.2%	89.2%	99	10	6.6%	40.6%
		Math		150	42.0%	No	63	119	-56	134	71	47.5%	89.5%	87	9	5.8%	47.8%
White	% Proficient	ELA	No	26	61.5%	--	16	20	-4	23	7	27.7%	89.2%	10	1	3.8%	65.3%
		Math		26	65.4%	--	17	21	-4	23	6	24.1%	89.5%	9	1	3.5%	68.9%
Socio-economically Disadvantaged	% Proficient	ELA	Yes	199	30.7%	No	61	156	-95	178	117	58.5%	89.2%	138	14	6.9%	37.6%
		Math		199	39.2%	No	78	157	-79	178	100	50.3%	89.5%	121	12	6.1%	45.3%
English Learners	% Proficient	ELA	Yes	131	33.6%	No	44	103	-59	117	73	55.6%	89.2%	87	9	6.6%	40.2%
		Math		131	44.3%	No	58	103	-45	117	59	45.2%	89.5%	73	7	5.6%	49.9%
Students with Disabilitites	% Proficient	ELA	No	34	38.2%	--	13	27	-14	30	17	51.0%	89.2%	21	2	6.2%	44.4%
		Math		34	44.1%	--	15	27	-12	30	15	45.4%	89.5%	19	2	5.6%	49.7%

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

- **WASHINGTON Elementary 2013 Safe Harbor Goals**

Washington Elementary for 2012 NCLB AYP Targets and 2012 Safe Harbor Targets

				2012 AYP NCLB Results				2013 AYP NCLB Targets			2013 AYP Safe Harbor Targets	
Washington 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	256	40.6%		48.6%	89.2%		5.9%	46.5%
		Math			256	45.7%		43.8%	89.5%		5.4%	51.1%
African American	% Proficient	ELA		No	44	43.2%		46.0%	89.2%		5.7%	48.9%
		Math			44	43.2%		46.3%	89.5%		5.7%	48.9%
Hispanic / Latino	% Proficient	ELA		Yes	150	34.0%		55.2%	89.2%		6.6%	40.6%
		Math			150	42.0%		47.5%	89.5%		5.8%	47.8%
White	% Proficient	ELA		No	26	61.5%		27.7%	89.2%		3.8%	65.3%
		Math			26	65.4%		24.1%	89.5%		3.5%	68.9%
Socio-economically Disadvantaged	% Proficient	ELA		Yes	199	30.7%		58.5%	89.2%		6.9%	37.6%
		Math			199	39.2%		50.3%	89.5%		6.1%	45.3%
English Learners	% Proficient	ELA		Yes	131	33.6%		55.6%	89.2%		6.6%	40.2%
		Math			131	44.3%		45.2%	89.5%		5.6%	49.9%
Students with Disabilitites	% Proficient	ELA		No	34	38.2%		51.0%	89.2%		6.2%	44.4%
		Math			34	44.1%		45.4%	89.5%		5.6%	49.7%

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

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

11-Oct-12 Chaja

APPENDIX D: DRAFT School Climate Plan

Washington Elementary

DRAFT

2013-14
Climate Plan

Concept	Purpose/Goals/Intention
First Weeks of School Teach/Practice/Reinforce School wide Behavior Expectations	
Class Meetings	Weekly class meetings driven by class specific topics as well as trend data from student survey administered three times a year as well as AERIES data.
Washington Scholar Plan (Habits of Heart and Mind)	
Student of the Month	Students are nominated throughout the school year for Academic Achievement, Citizenship and Academic Improvement. Each month names are submitted to Alice. She makes the certificates and the bulletin board highlighting the students of the month. Certificates are signed by the principal and given back to the teachers. Teachers hold a ceremony the last Wednesday of each month and invite the families of their students' of the month. This usually occurs the last 15 minutes of class. The names of the students are posted in the parent bulletin monthly.
Pawprints	Paw Prints are given out outside the classroom for actions by students that go over and above the normal expected behavior. They can be swapped with the teacher for a special pencil and then put in the raffle box in the office. Monthly 5 names will be picked and those students will win an extra price, have their names read over the loud speaker and names will be printed in the newsletter for all to celebrate!
Bench Tickets	Bench tickets are given for breaking playground rules on the playground and should be served at the next recess. Children give the bench ticket to the teacher supervising recess duty to sign off that they have completed their time out.
Counseling Services	The COST team prioritizes students who need social emotional support in school through our counseling services. Individual and group counseling is offered. Additionally, we will be developing a plan with Girls, Inc. to provide support in the classroom around school-wide topics such as bullying, teasing, conflict management, being an ally, etc…
Conflict Resolution Process (Soul Shoppe)	Reinforce I messages and the "Clean UP"
Student Leadership	Students have the opportunity to support our recycle and compost efforts in the cafeteria. 4 students each day can

Opportunities	volunteer to support Maria with the trays, the green bin and the milk containers.
Attendance Incentives	Perfect attendance certificates are given three times a year and names are placed in the bulletin. Month perfect attendance names are posted in the bulletin. Various school wide contests have been used, such as spelling PERFECT ATTENDANCE.
Parent Education (Coffee Klatch & Bulletins)	Weekly bulletins are sent home. We are making the transition to primarily electronic copies in the fall. Coffee Klatch meets four times a month. First Wednesday of the month is Principal's Chat to provide parents a time to ask questions, share information, get updates from the school. The second and third Wednesday are parent education opportunities and the last Wednesday of the month is our ELAC meeting.
Direct Parent Communication Around Behavior (positive/negative)	Teachers provide parents with information on how to communicate with them (email or phone), turnaround time for response to questions, etc… Teachers try to communicate quickly and regularly if there are behaviors that are impeding academics.
Academic Conferences	Twice a year meeting with every teacher to ID children who are having family difficulties as well as behavior problems in the classroom. Follow up for those kids and families comes with outreach to the family by teacher or Daniela and possible referrals to our on-site counseling and/or off site counseling at Pathways on Bancroft.
COST Team	COST team, facilitated by Daniela Mantilla, meets every two weeks to review new COST referrals and to monitor previous COST referrals. The COST team case manages students who are struggling with social emotional issues or academic. Academic Conferences and SSTs are part of the COST process. All referrals should go through the COST team with an official referral.
Safe Schools lessons implementation & discussion with Staff	Every teacher did the Safe Schools lessons at the beginning of the year and most made posters that are still up in the classrooms promoting acceptance and diversity. Rocio Ramirez, our safe schools rep lead staff in a discussion in January around how to talk with students about using homophobic language might be occurring in the classroom and on the playground, making sure we have a clear united voice.
Cultural Awareness & Community Building	Various events during the year to promote families of different cultures getting to know each other better and understand each other better; Soul Food Night, African American Heritage Assembly, Latino Heritage Assembly, African American Parent Group, Parent Equity Committee. I share our video from Courageous Conversations with the coffee klatch and shared a portion of my racial autobiography and our anti-racist work. I will be sharing this at the PTA meeting as well either in March or April. (Revise)
Positive Staff Climate Support	Staff Meeting treats, staff luncheons
Yard Duty Support and Training	School rules have been shared with yard duty and situations have been addressed as they come up.

Tracking and Data Analysis of Office Referrals	We have just begun tracking behavior referrals in the office in AERIES.

APPENDIX E: DRAFT-Student Success Coach Job Description

Student Success Coordinator Job Responsibilities

Parent Engagement

- Facilitate weekly Coffee Klatch meetings
- Plan and coordinate additional parent education events (ie Title 1 parent evening, Math education night)
- Support teachers with parent outreach and facilitate/direct parent meetings as needed (i.e. Data chats)
- Coordinate yearly parent survey administration and analysis

EL Focus

- Coordinate ELAC meetings and outreach; ensure timely communication of ELAC recommendations with school personnel.
- Coordinate teacher professional development with EL focus
- Identify additional support needs for implementing effective ELD instruction (materials, PD needs, grouping changes) and work to address these.
- Coach individual teachers (see below for specific coaching roles)
- DIBELS data summit

General Instructional Support Focus

- Facilitate/Support PLC process
- Coach individual teachers
- Assessment support (DIBELS Deep, Adept, etc.)

COST

- Facilitate COST meeting
- Case management

Coaching Roles

- Gather resources (lesson components, ideas, technology)
- Co-planning lessons
- Differentiation support
- Identifying and fostering localized teacher expertise
- Classroom coverage for teachers to observe colleagues
- Team-teaching experience
- Demo lessons (GLAD, structured language practice, academic vocabulary protocols)
- Data conversations: Collaboratively analyze formative assessment data to make instructional decisions
- Reflection and goal setting
- Family outreach

APPENDIX F: DRAFT- Parent Engagement Plan & Events Calendar

Parent Engagement Plan
DRAFT
2013-2014

Community Building/Collaborating with Community: Involve and integrate community resources with the school. Resources that support community health, cultural, health and recreational activities for families should be offered. Provide ongoing information for learning skills, talents and summer opportunities for children. • COST process • Safe Routes to School/Walk & Roll • Project EAT • Family Nights (Literacy, Math, Dance Party, Garden Day, etc) • Coffee Klatch Parent Ed topics • PTA sponsored after school programs, including MASC. • Dad's Club activities • Haunted House • Garden Days/Beautification Days • BBQ • Bike Festival including Bike Mobile & Rock Wall • Open House	**Student Achievement/Learning at Home:** Regular information is provided to parents about how to help children succeed in school while they are at home. Notes are sent home about creating a quiet space for homework completion, talking to children about how to make decisions, and helping children in setting and achieving educational goals. The focus encourages learning in the home and in the world so children can gain valuable life skills outside of the classroom. • Classroom parent newsletters that detail specific learning targets and suggestions for at home support. • Coffee Klatch topics around learning at home • Title 1 Parent Night (last year the focus was on study skills) • Math Night for parents • Data chats with parents • DIBELS benchmark scores shared with parents
Communication: Home-to-school and school-to-home communication methods are explored and implemented for effective communication between parents, children and schools. Parent-teacher conferences are scheduled at least once a year, translation is provided for families who speak other languages, and schools employ regular methods of communication with parents through notes, newsletters or website updates. • Parent teacher conferences in the fall. • School and classroom newsletters that include things like rule of the week and learning objectives • Blackboard recorded messages • Individual outreach • Website • BTS Night • Open House • All documents go home in both English and Spanish	**Volunteering:** Parent volunteering is encouraged and requested. Training is provided for interested parents. Classroom and other school volunteer positions are identified and recruited so parents have an in-school presence among the children. When space allows, a parent room or resource center is offered so parents have a place in the school they can go to chat, learn or ask questions. A parent survey is sent home at least once a year to ask parents about volunteer efforts. • Room parents to facilitate parent volunteerism • Coffee klatch as a forum to recruit volunteers for school events • Parent survey • Parents as book group facilitators with orientation by Student Success Coordinator

Decision Making: Parental input is encouraged as well as parents involvement in the parent-teacher association or other organizations that bridge communication between parents and school and advocate for children. Parents serve on the school board. Those who will speak up for school reform are welcomed and encouraged. Establish a network of representatives for parents to contact if they have any comments, suggestions or questions. • PTA • SAC • SSC • ELAC/DELAC • African America Parent Equity Group	**Parenting:** The school system provides parents support with helpful information about nutrition, health and other topics. This support can also come in the form of home visits. Classes provided through the schools can include parent education topics such as child rearing, development at different ages and grade levels, how to support students at home, and creating healthy families. On the other end of this type of parent involvement are programs that teach school employees about families and how to increase understanding and communication with them. • Project EAT Coffee Klatch visits and cooking/tasting at school events • Coffee Klatch topics addressing positive parenting • High Expectations training for staff around working with African American families

Events Calendar:

Events & Meeting Calendar
Washington
2013-14

August

21 Welcome Back Tea
27 PTA Board Meeting

September

4 Walk & Roll to School
12 BTS
7 Kinder Social
9 PTA Meeting
11 Picture Day
24 PTA Board Meeting **DATE NOT CONFIRMED** 27 Latino Heritage Assembly

October
7 PTA Meeting
9 National Walk & Roll to School
14-18 BookFair (No auditorium use from Oct 9-22) DATE NOT CONFIRMED
14-22 Parent Teacher Conference
17-Title 1 Parent Education Night
22 PTA Board Meeting **DATE NOT**

February
3 PTA Meeting
6 Walk & Roll to School/Carpool to School Day
11 PTA Board Meeting **DATE NOT CONFIRMED**
13 Soul Food Night
27 African American Awards Ceremony (district)
28 African American Heritage Assembly

March
3 PTA Meeting
4-15-Golden Sneaker Contest
5 Walk & Roll to School
8 Beautification & Garden Day with Rock Wall, Bike Mobile & Bike Rodeo **DATE NOT CONFIRMED**
17-20 4th and 5th grade Science Camp
19 Latino Awards Ceremony (district)

CONFIRMED
30 Parade and Pumpkins 1PM
25 & 26 Haunted House

November
4 PTA Meeting
6 Walk & Roll to School
7 Family Math Night
7 Math Festival (day)
19 PTA Board Meeting **DATE NOT CONFIRMED**
21 Kermés (Pay to Play and Family Bingo Night) combine with Multi-Cultural Night **DATE NOT CONFIRMED**

December
2 PTA Meeting
4 Walk & Roll to School
13 Dance **DATE NOT CONFIRMED**

January
15 PTA Meeting
8 Walk & Roll to School
13-24 Read-a-Thon
21 PTA Board Meeting **DATE NOT CONFIRMED**
24 Movie Night **DATE NOT CONFIRMED**
20 Family Literacy Night
25 PTA Board Meeting **DATE NOT CONFIRMED**

April
7 PTA Meeting
2 Walk & Roll to School
7-11 Book Faire (no auditorium use from 3-14) **DATE NOT CONFIRMED**
10 Open House
11 Day of Silence **DATE NOT CONFIRMED**
22 PTA Board Meeting **DATE NOT CONFIRMED**

May
3-Run for the Schools
5 PTA Meeting
7 Bike to School Day
7 Spring Concert **DATE NOT CONFIRMED**
16 Movie Night **DATE NOT CONFIRMED**
20 PTA Board Meeting **DATE NOT CONFIRMED**
30-Walkathon

June
2 PTA Meeting
4 Walk & Roll to School
4 Library Assembly **DATE NOT CONFIRMED**
4 Volunteer Tea
6-Kinder Promotion
12 Fifth Grade Promotion 9AM