The Single Plan for Student Achievement

Bancroft Middle School

01-61291-6057111
CDS Code

Date of this revision: May 29, 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:	**Jonathan Ferrer**
Position:	**Principal**
Telephone Number:	**(510) 618-4380**
Address:	**1150 Bancroft Avenue** **San Leandro, CA 94577**
E-mail Address:	**jferrer@sanleandro.k12.ca.us**

San Leandro Unified School District

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

_____.

Introduction Section

District Mission

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

San Leandro Unified School District
2012-2013 District Goals

Learning by Doing Together
Guiding Principles

The District will:

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

Goals

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

Goal #2: Ensure the Financial Stability of the District

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

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

Goal #5: Ensure Safe and Well Maintained Facilities

District Instructional Focus Plan



San Leandro Unified School District

San Leandro, California

Student Success through Instructional Leadership

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

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

2010-2013 Instructional Focus

Cindy M. Cathey
Superintendent of Schools
December 2010

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

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

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

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/2077103261933594901/site/default.asp

Facilitated, compiled and designed by Performance Fact, Inc.

2

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.

4

School Vision & Mission

Vision
We see our students' diversities as pathways towards academic and social success. We create a safe and equitable learning environment for all.

Mission
We prepare all students to be empowered lifelong learners.

School Instructional Focus Plan

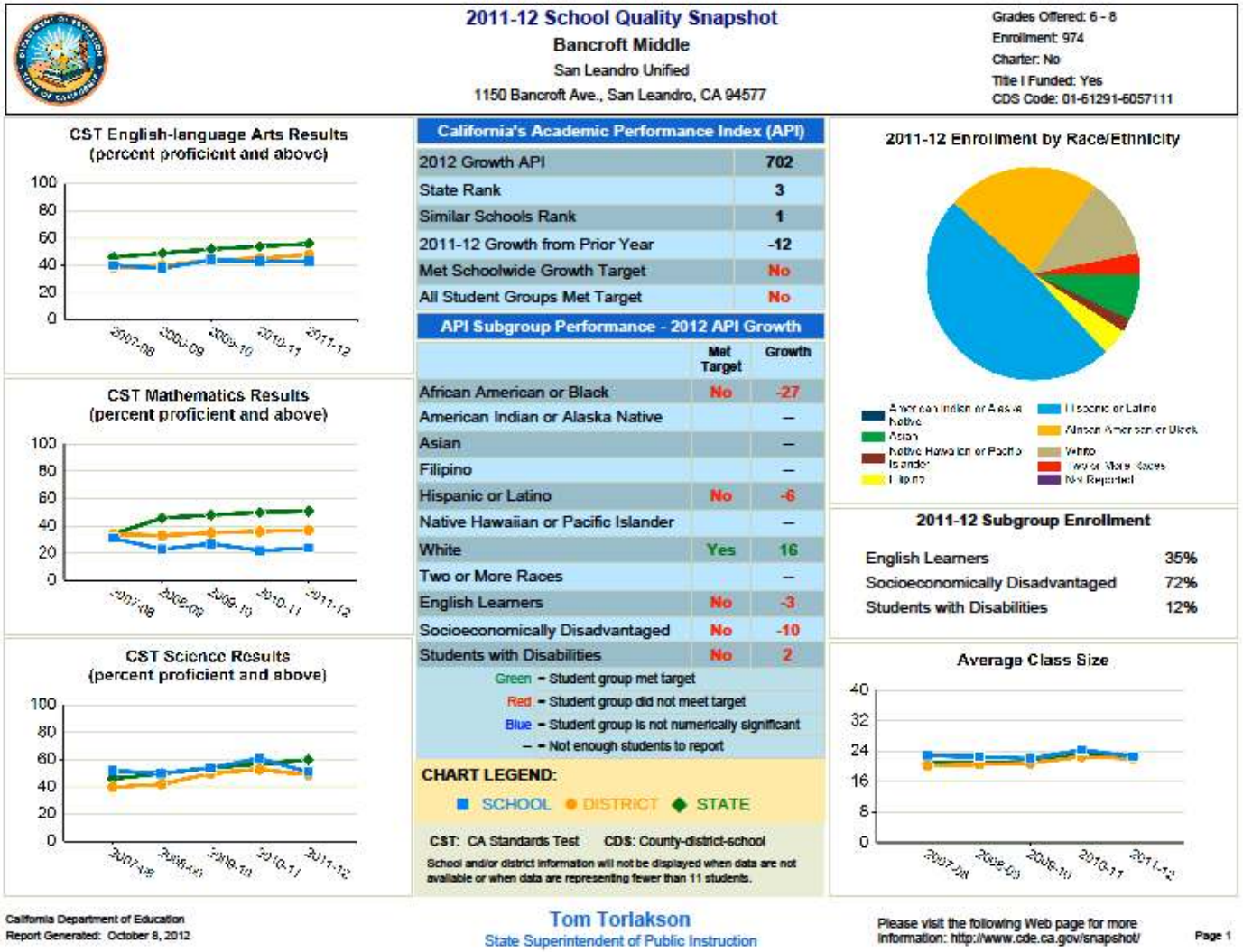
Commitment: PLC School Wide

- Honor and attend scheduled meetings on time.
- Honor the first 5 minutes of class as a common procedure to have students write down their homework in their planner.
- Honor displaying the learning and/or language objective so that students understand expectations.
- Honor at least 1 of the following common instructional practices focused on checking for understanding in every lesson: equity sticks, say it or silence, thumb report, or exit ticket.
- Honor at least 1 of the following common instructional practices focused on academic language in every lesson: sentence frames, word wall, give one get one, or think pair share.
- Honor our tardy definition of students being in their chairs prepared to learn when the bell rings.
- Honor our four step discipline process of: warning, timeout, buddy room, then office referral.

Commitment: PLC Teams

- Honor being provided weekly PLC team meeting time that is uninterrupted or rescheduled.
- Honor each PLC team to submit a monthly summary of PLC team attendance and meeting efforts.
- Honor focusing on the 4 essential questions while participating in a Cycle of Inquiry during PLC team meeting time:
    1. What do students need to know and be able to do? (Essential Curriculum)
    2. How will we know when they have learned it? (Formative/Summative Assessment)
    3. What will we do when they haven't learned it? (Response to Intervention)
    4. What will we do when they already know it? (Response to Intervention)

- **2011-12 Bancroft Middle School Quality Snapshot by CDE**



2011-12 School Quality Snapshot

Bancroft Middle

San Leandro Unified

1150 Bancroft Ave., San Leandro, CA 94577

Grades Offered: 6 - 8
Enrollment: 974
Charter: No
Title I Funded: Yes
CDS Code: 01-61291-6057111

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	702
State Rank	3
Similar Schools Rank	1
2011-12 Growth from Prior Year	-12
Met Schoolwide Growth Target	No
All Student Groups Met Target	No

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black	No	-27
American Indian or Alaska Native		–
Asian		–
Filipino		–
Hispanic or Latino	No	-6
Native Hawaiian or Pacific Islander		–
White	Yes	16
Two or More Races		–
English Learners	No	-3
Socioeconomically Disadvantaged	No	-10
Students with Disabilities	No	2

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

CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

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

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

2011-12 Enrollment by Race/Ethnicity

2011-12 Subgroup Enrollment

English Learners	35%
Socioeconomically Disadvantaged	72%
Students with Disabilities	12%

Average Class Size

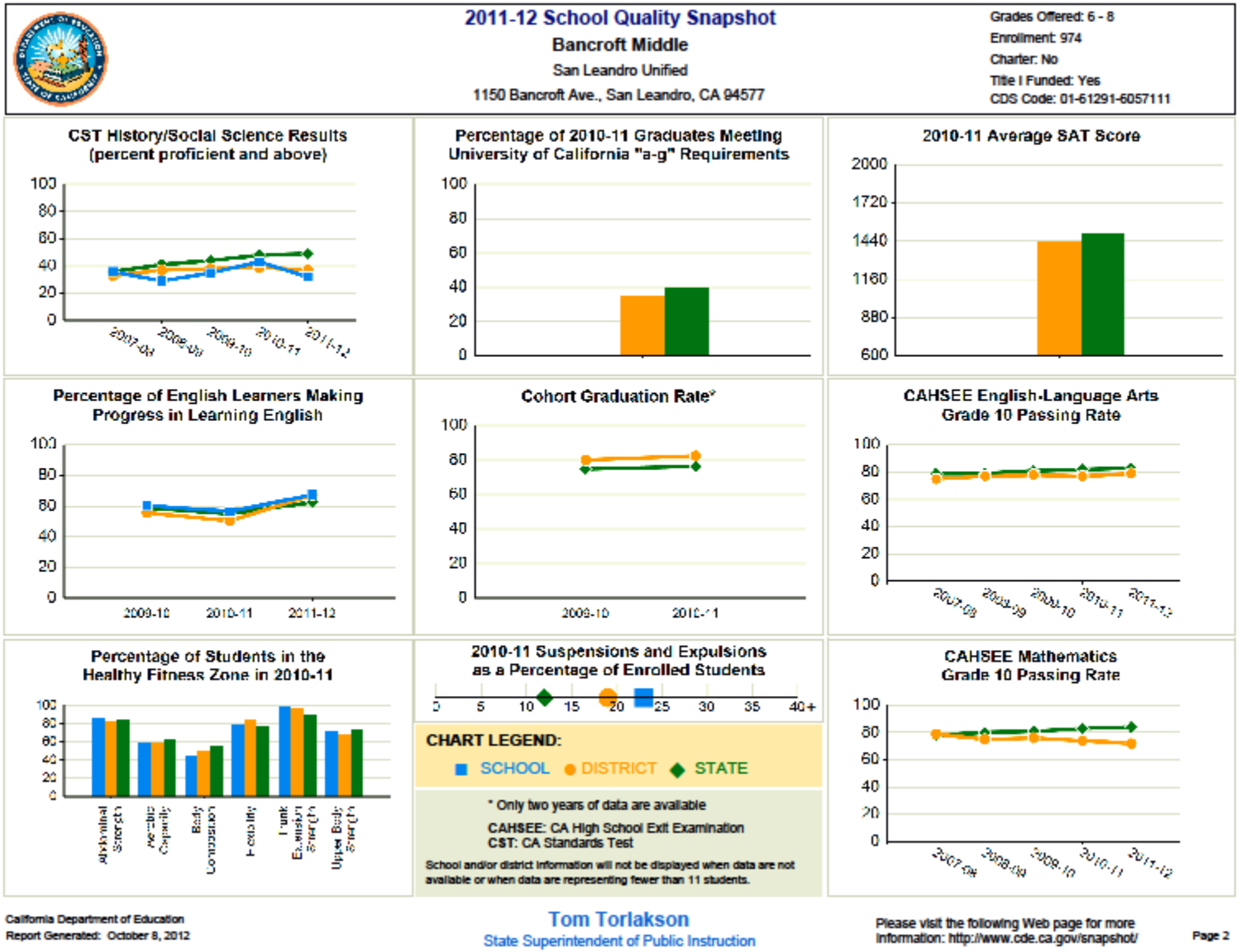
California Department of Education
Report Generated: October 8, 2012

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 Bancroft Middle School Quality Snapshot by CDE (Continued)**



School Profile

Bancroft Middle School is located in the city of San Leandro, a suburban community of approximately 74,000 residents. The city occupies 15 square miles between the cities of Oakland and Hayward, and is bordered on the west by the San Francisco Bay and in the east by the East Bay Foothills.

Bancroft Middle School has just under 1,000 students enrolled in grades sixth through eighth. The academic program is based on the California State Standards and Frameworks which guide middle school curriculum and courses. Students study English, Mathematics, Science, History, Physical Education and choose from among the following electives: Art, Instrumental Music, Computers, School Service, or AVID. Companion courses that supplement core instruction in English and Math are also available.

A full range of support and enrichment opportunities are available to students, including programs for English Learners and Students with Special Needs. Bancroft offers an afterschool program that incorporates both academic and enrichment components.

Our community values opportunities for students to grow and develop their talents outside of the classroom. Bancroft offers a rich athletic program that includes the following sports teams: cross-country, flag football, boy's and girl's basketball, soccer, wrestling, track and volleyball. The instrumental music program at Bancroft includes over 200 student musicians in Band and Orchestra. The Bancroft Musical Theater stages a production each year that involves members of the broader San Leandro community of students, parents and theater enthusiasts.

There are a broad number of school based clubs for students to be involved in including: Chocolate Club, Library Advisory Board, Simpson's Club, Latinos Unidos, Asian-Pacific Islander Club, Black Student Union, Three Stooges Club, Healthy Kids Club, Gay-Straight Alliance, Robotics Club, Friends Club, Chess Club, Anime Club, and Builders Club.

Parents are involved in a variety of formal and informal ways and have been instrumental in supporting students in both academic and extracurricular activities. Parent groups include: PTA, African American & Padres Unidos (School Advisory Committee), English Learner Advisory Committee, Coffee & Conversation parent meetings, and School Site Council.

Our school motto is "Take Care of Yourself, Take Care of One Another, and Take Care of Bancroft."

Step One:
Analyze Student Achievement Data

See Appendix B for

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

- **Non-Academic Data**
  - 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

Bancroft STAR Data Comparison			
Subgroup	**2011**	**2012**	***Change***
	% proficient or advanced		
All Students	**2011**	**2012**	***Change***
ELA 6th Grade	40%	50%	*+10%*
ELA 7th Grade	41%	44%	*+3%*
ELA 8th Grade	51%	41%	*-10%*
Math 6th Grade	26%	38%	*+12%*
Math 7th Grade	19%	11%	*-8%*
Algebra 7th Grade	46%	64%	*+18%*
Algebra 8th Grade	6%	6%	*0*
Geometry	83%	58%	*-25%*
History 8th Grade	43%	31%	*-12%*
Science 8th Grade	61%	51%	*-10%*

African American Students	**2011**	**2012**	***Change***
ELA 6th Grade	39%	38%	*-1%*
ELA 7th Grade	31%	29%	*-2%*
ELA 8th Grade	39%	35%	*-4%*
Math 6th Grade	22%	20%	*-2%*
Math 7th Grade	12%	5%	*-7%*
Algebra 7th Grade	n/a	n/a	*n/a*
Algebra 8th Grade	2%	5%	*+3%*
Geometry	n/a	n/a	*n/a*
History 8th Grade	32%	23%	*-9%*
Science 8th Grade	50%	41%	*-9%*

Latino Students	2011	2012	*Change*
ELA 6th Grade	33%	45%	*+12%*
ELA 7th Grade	38%	42%	*+4%*
ELA 8th Grade	49%	32%	*-17%*
Math 6th Grade	21%	31%	*+10%*
Math 7th Grade	18%	9%	*-9%*
Algebra 7th Grade	41%	44%	*+3%*
Algebra 8th Grade	6%	4%	*-2%*
Geometry	61%	43%	*-18%*
History 8th Grade	37%	25%	*-12%*
Science 8th Grade	56%	44%	*-12%*

RFEP Students	2011	2012	*Change*
ELA 6th Grade	47%	60%	*+13%*
ELA 7th Grade	60%	59%	*-1%*
ELA 8th Grade	62%	54%	*-8%*
Math 6th Grade	24%	49%	*+25%*
Math 7th Grade	39%	12%	*-37%*
Algebra 7th Grade	n/a	40%	*+40%*
Algebra 8th Grade	11%	16%	*+5%*
Geometry	74%	n/a	*+74%*
History 8th Grade	54%	40%	*-14%*
Science 8th Grade	70%	64%	*-6%*

Economically Disadvantaged	2011	2012	*Change*
ELA 6th Grade	32%	41%	*+9%*
ELA 7th Grade	31%	37%	*+6%*
ELA 8th Grade	45%	34%	*-11%*
Math 6th Grade	21%	31%	*+10%*
Math 7th Grade	15%	8%	*-7%*
Algebra 7th Grade	50%	58%	*+8%*
Algebra 8th Grade	7%	6%	*-1%*
Geometry	80%	60%	*-20%*
History 8th Grade	36%	25%	*-11%*

Science 8th Grade	56%	44%	*-12%*

Students w/ Disabilities	2011	2012	*Change*
ELA 6th Grade	n/a	8%	*+8%*
ELA 7th Grade	21%	n/a	*+21%*
ELA 8th Grade	n/a	36%	*+36%*
Math 6th Grade	n/a	13%	*+13%*
Math 7th Grade	33%	n/a	*+33%*
Algebra 7th Grade	n/a	n/a	*n/a*
Algebra 8th Grade	n/a	n/a	*n/a*
Geometry	n/a	n/a	*n/a*
History 8th Grade	10%	14%	*+4%*
Science 8th Grade	n/a	n/a	*n/a*

Bancroft API & AYP Data Comparison

API			
Numerically Significant Subgroups	**2011**	**2012**	***Change***
	API Score		
All Students	**714**	**702**	***-12***
African American	**673**	**646**	***-27***
Hispanic/Latino	**682**	**676**	***-6***
White	**775**	**791**	***+16***
Socioeconomically Disadvantaged	**681**	**671**	***-10***
English Learners	**635**	**632**	***-3***
Students w/ Disabilities	**550**	**552**	***+2***

AYP (16 of 29 AYP Criteria Met)		
Numerically Significant Subgroups	**2012**	***Met AYP***
	Participation Rate (95% Target)	
School-wide	**100%**	***Yes***
African American	**100%**	***Yes***
Hispanic/Latino	**100%**	***Yes***
White	**100%**	***Yes***
Socioeconomically Disadvantaged	**100%**	***Yes***
English Learners	**100%**	***Yes***
Students w/ Disabilities	**100%**	***Yes***
Numerically Significant Subgroups	**2012**	***Met AYP***
	Percent Proficient ELA (78.4% Target)	
School-wide	**44.4% (+1.2%)**	***No***
African American	**34.4% (+.4%)**	***No***
Hispanic/Latino	**39.5% (-.3%)**	***No***
White	**59.5% (+2.9%)**	***Yes***
Socioeconomically Disadvantaged	**37.4% (+13%)**	***No***
English Learners	**28.8% (+4.4%)**	***No***
Students w/ Disabilities	**19.7% (-.1%)**	***No***
Numerically Significant Subgroups	**2012**	***Met AYP***
	Percent Proficient Math (79% Target)	
School-wide	**24.2% (+2.1%)**	***No***
African American	**12.4% (-.7%)**	***No***
Hispanic/Latino	**18.5% (+.3%)**	***No***
White	**40.5% (+11.3%)**	***Yes***
Socioeconomically Disadvantaged	**18.9% (+.3%)**	***No***
English Learners	**16.1% (+3.6%)**	***No***
Students w/ Disabilities	**12% (-4.2%)**	***No***
Numerically Significant Subgroups	**2012**	***Met AYP***
	API	
School-wide	702	***No***

Noticeable gains were made in the following areas:

- API score of White Students
- API score of Students with Disabilities

- AYP of White Students, ELA
- AYP Participation Rate of All Students
- AYP of White Students, Math

- ELA, All Students, 6th & 7th grade
- ELA, Latino Students, 6th & 7th grade
- ELA, RFEP Students, 6th grade
- ELA, Econ. Disadvantaged, 6th & 7th grade
- ELA, Students w/ Disabilities, 6th,7th,8th grade

- Math, All Students, 6th grade
- Math, Latino Students, 6th grade
- Math, RFEP Students, 6th grade
- Math, Econ. Disadvantaged, 6th grade
- Algebra, All Students, 7th grade
- Algebra, African American Students, 8th grade
- Algebra, Latino Students, 7th grade
- Algebra, RFEP Students, 7th & 8th grade
- Algebra, Econ. Disadvantaged, 7th grade

- Geometry, RFEP Students

- History, Students w/ Disabilities, 8th grade

Noticeable declines were made in the following areas:

- API score school-wide
- API score of All Subgroups (besides White & Students w/ Disabilities)

- AYP proficiency of All Subgroups (besides White Students) in ELA
- AYP proficiency of ALL Subgroups (besides White Students) in Math

- STAR, All Students- ELA 8th, Math 7th, Geometry, History 8th, Science 8th
- STAR, African American Students- ELA 6th, 7th, 8th, Math 6th & 7th, History 8th, Science 8th
- STAR, Latino Students- ELA 8th, Math 7th, Algebra 8th, Geometry, History 8th, Science 8th
- STAR, RFEP Students- ELA 7th & 8th, Math 7th, History 8th, Science 8th
- STAR, Economically Disadvantaged Students- ELA 8th, Math 7th, Algebra 8th, Geometry, History 8th, Science 8th

Step Two:
Measure Effectiveness of Current Strategies Using State Tool

Needs Assessment

ESSENTIAL PROGRAM COMPONENTS
(EPCs)
Middle School 6-8
Bancroft Middle School

EPC 1: INSTRUCTIONAL PROGRAM	**F 09**	**W 11**	**Sp 13**
EPC 1.1: Adopted RLA basic and ancillary materials 6-8 **SLUSD =** *Prentice Hall + Reality Central*	**3**	**3**	**3**
EPC 1.2 Adopted ELD Materials K-5 **SLUSD =** *Keystone* (newly adopted)	**3**	**n/a**	**n/a**
EPC 1.3: Adopted RLA Intensive Intervention Materials Gr 6-8 **SLUSD =** Sopris West's *Language*! (newly adopted)	**2**	**2**	**4**
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD =** *Holt*	**3**	**3**	**3**
EPC 1.5: Adopted Math Intensive Intervention Materials Gr 6-7 **SLUSD =** *Holt* or other state-adopted Intervention Materials	**2**	**1**	**2**
EPC 1.6: Adopted Algebra Readiness Program and Materials Gr 8 **SLUSD =** State-adopted Math Intervention Materials TBD	**1**	**1**	**1**
EPC 2: INSTRUCTIONAL TIME			
EPC 2.1: RLA/ELD Basic Core (1-2 Periods) **SLUSD =** Using Prentice Hall, Write Source	**3**	**4**	**4**
EPC 2.2: RLA Strategic Intervention(30-45 minutes or up to 1 per) **SLUSD =** Using *Reality Central* one period during school day	**2**	**3**	**3**
EPC 2.3: ELD (30-60 min in grade 6-8) **SLUSD =** Using *Keystone* in EPL-leveled classes	**3**	**3**	**4**
EPC 2.4: RLA Intensive Intervention (2.5-3 hrs or up to 3 periods) **SLUSD =** Using *Language*! in lieu for 2 periods during the day	**2**	**2**	**4**
EPC 2.5: Math Core (50-60 minutes or 1 period) **SLUSD =** Using *Holt* for 1 period	**4**	**4**	**4**
EPC 2.6: Math Strategic Intervention (30-60 min or up to 1 Period **SLUSD =** Using Adopted Intervention materials TBD 1 Per during school day	**2**	**4**	**4**

EPC 2.7: Math Intensive Intervention (30-60 min or up to 1 period) **SLUSD =** Using Adopted Intervention materials 1 period during school day	**2**	**4**	**4**
EPC 3: LESSON PACING GUIDE			
EPC 3.1: RLA Pacing Guide used daily **SLSUD =** follow current ELA, ELD & Intensive Interv. pacing guide	**3**	**4**	**4**
EPC 3.2: Math Pacing Guide used daily **SLSUD =** follow current Math pacing	**4**	**4**	**4**
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING			
EPC 4.1: RLA/ELD and Math Core and Intervention 40 Hr Training **SLUSD =** AB430 Module 1	**1**	**2**	**2**
EPC 4.2: Ongoing targeted Professional Development **SLUSD =** Admin participates in DAIT Learning Walks, PLC trainings, etc	**2**	**3**	**3**
EPC 5: CREDENTIALED TEACHERS AND PROFFESIONAL DEVELOPMENT OPPORTUNITY			
EPC 5.1: Fully Credentialed, Highly Qualified Teachers **SLUSD =** meets NCLB requirements	**3**	**3**	**4**
EPC 5.2: All teachers attend RLA training **SLUSD =** SB472 Prentice Hall training for all (5 days)	**2**	**3**	**3**
EPC 5.3: All teachers attend Math Training **SLUSD =** SB472 Holt Math Training for all (5 days)	**1**	**3**	**3**
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS	**F 09**	**W 11**	**Sp 13**
EPC 6.1: RLA Support implementing adopted programs **SLUSD =** one-on-one coaching on *Prentice Hall, Keystone, Langauge! & Reality Central* materials	**2**	**3**	**3**
EPC 6.2: Math Support implementing adopted programs **SLUSD =** one-on-one coaching on *Holt* and intervention materials	**2**	**2**	**3**
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM			
EPC 7.1: RLA/ELD and Intensive Intervention Assessments 6-8 wk **SLUSD =** Using *Illuminate* to access Prentice Hall Benchmarks, Formative Assessments and Writing Assessments	**2**	**3**	**4**
EPC 7.2: Math and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access Holt Benchmarks & Topic Tests	**3**	**3**	**3**
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)			
EPC 8.1: Structured Collaboration (2 hrs/mo) on adopted RLA/ELD programs **SLUSD =** 2 hrs meeting time per mo. or part of ½ day release time using *DuFour PLCs* as the framework	**4**	**4**	**4**
EPC 8.2: Structured Collab (2 hrs/mo) on adopted math program **SLUSD =** 2 hrs meeting time per mo. or part of ½ day release time using *DuFour PLCs* as the framework	**4**	**4**	**4**
EPC 9: FISCAL SUPPORT			
EPC 9.1: Categorical Funds used for full implementation of	**2**	**3**	**3**

RLA/ELD EPCs **SLUSD =** site plan funds RLA/ELD EPCs as a priority			
EPC 9.2: Categ. Funds used for full implementation of Math EPCs **SLUSD =** site plan funds Math EPCs as a priority	**2**	**4**	**3**

BEYOND THE EPCs
Supplementary Materials For Opportunity and Equal Access
Science
History/Social Science
Art/Music
CTE
PE
SCHOOL CLIMATE/CULTURE
PARENT INVOLVEMENT
LEADERSHIP AND GOVERNANCE

Needs Assessment

The following areas of school-wide improvement were identified as important by the faculty of Bancroft Middle School:

-Reading Skills
-Writing Skills
-Formative Assessments
-AYP of Major Subgroups
-Use of Illuminate
-API of Major Subgroups
-Arithmetic Skills
-Proficiency of African American Students
-Effectiveness of Companion Courses
-Math Proficiency of all subgroups

Departments have identified the following SMART goals to support meeting the above improvement areas:

English

- Align instruction in at least 3 essential areas of the curriculum over the course of the year.
- Increase proficiency of English Learners by Analyzing benchmark data by language fluency to identify areas needing additional focus and re-teaching strategies.
- Increase percentage of students scoring proficient/advanced on the CST by 5% in each racial subgroup in each grade level.
- Provide four literacy-focused events throughout the year for our school community.

Math

- Implement consistent and varied methods of checking for understanding.
- Reinforce addition and subtraction of integers and fractions.
- Examine the system of student placement into math classes from 5^{th}-12^{th} grade.

Science

- Increase percentage of African-American students scoring proficient/advanced on the CST by 6% by using formative assessment, misconception probes, key vocabulary, and review questions.
- Increase percentage of English Learner students scoring proficient/advanced on the CST by 6% by using formative assessment, misconception probes, key vocabulary, and review questions.
- Increase percentage of remaining subgroups scoring proficient/advanced on the CST by 3% by using formative assessment, misconception probes, key vocabulary, and review questions.

History

- Focus on 8^{th} grade review sessions and explore means to review 8^{th} grade companion students prior to testing.
- Define power standards, assess work and objectives. Utilize Illuminate to review missed questions and content areas that will lead to curricular revision.

- Provide academic experiences for students that include- Mock Election, Anti-Bullying Curriculum, Geography Bee, and 7th grade Civilizations.

Special Education

- Increase percentage of students scoring proficient/advanced on CMA ELA by 5% in each grade level.
- Increase percentage of students scoring proficient/advanced on CMA Algebra by 5% in each grade level.
- Decrease the percentage of students taking CAPA by 50%.

Physical Education

- Develop grade specific & progressive PE units that are built on the PE state standards.
- Increase passing scores for the mile-run from 50% to 70%.
- Identify two alternatives per teacher that will support cardio/aerobic lesson plans.

Electives

- Improve student math skills by providing individualized instruction, technology skill programs, and tutorial support.
- Improve proficiency level of students by providing CST chats, differentiated instruction, and a responsive pyramid of interventions.
- Implement individual interventions such as one-on-one conferencing and goal setting, frequent checking for understanding, and building relationships.

Step Three:
Identify Achievement Goals

SAN LEANDRO UNIFIED SCHOOL DISTRICT

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	44.4%	50.0%	89.2%
African American	34.4%	41.0%	89.2%
Asian	72.3%	75.1%	89.2%
Filipino	56.8%	61.1%	89.2%
Hispanic/Latino	39.5%	45.5%	89.2%
Pacific Islander	27.3%	34.6%	89.2%
White	59.5%	63.6%	89.2%
Two or More Races	69.2%	72.3%	89.2%
SED	37.4%	43.7%	89.2%
EL	28.8%	35.9%	89.2%
SWD	19.7%	27.7%	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%
Bancroft	155	153	98.7%	87	56.9%	63.2%	64.2%

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

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%
Bancroft	29	--	--	21.4%	22.8%	136	67	49.3%	51.6%	52.6%
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
Bancroft	24.4%	28.8%	4.4%	35.9%	89.2%	12.2%	16.1%	3.9%	24.5%	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	24.2%	31.8%	89.5%
African American	12.4%	21.2%	89.5%
Asian	63.1%	66.8%	89.5%
Filipino	29.7%	36.7%	89.5%
Hispanic/Latino	18.5%	26.6%	89.5%
Pacific Islander	4.5%	14.0%	89.5%
White	40.5%	46.4%	89.5%
Two or More Races	53.8%	58.4%	89.5%
SED	18.9%	27.0%	89.5%
EL	16.1%	24.5%	89.5%
SWD	12.0%	20.8%	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 6-8 SLUSD = Prentice Hall + intervention materials to be determined					
Teachers use the Board approved RLA/ELD core and program ancillary materials daily. • Program teacher materials purchased as needed for all teachers • Consumable Intervention materials 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 identify and purchase Strategic Companion Class and Intensive Intervention materials needed annually • RLA Teachers provide differentiated instruction to meet the needs of all students. • The school will implement Tier II and Tier III of *Tiered Intervention* during Companion and *Language!* periods	2013-2015	• Agendas from Task Forces or committees • Sub requests • Prin class visit 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 6-8 **SLUSD = *Keystone* and *Keys to Learning***					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ELs are provided with Board approved instructional materials in ELD. These **materials are implemented as designed and in daily** use. • School will order ELD Board-adopted ELD materials: Reality Central for Companion and ELD text for separate ELD classes to be determined.	2013-2015	• Prin Logs and notes • PO Copy	$District Funds	District	1
EL students at CELDT proficiency levels 1-3 are provided with a separate ELD course, using 2011 adoption ELD materials if in US schools less than 6 years • The master schedule is designed to provide this separate ELD class for CELDT 1-3 less than 6 year students • The master schedule is designed to provide an ELA Companion Class for CELDT 1-3 more than 6 year students, which is the SLUSD Master Plan definition of Long-Term ELs • Administration and EL Coach reviews the placement of EL students annually	2013-2015	• Master Schedule • Query showing EL students schedules, CELDT level and yrs in US schools	$0	NA	2
Students at CELDT proficiency levels 4 & 5, regardless of years in US schools, are placed in an RLA course that has specifically designated materials and/or strategies for building English language skills • The master schedule is designed to provide these classes • Administration reviews the placement of EL students annually	Sept each year	• Master Schedule • Query showing EL students schedules, CELDT level and yrs in US schools			
EPC 1.3: Adopted RLA Intensive Intervention Materials Grades 6-8 **SLUSD = Language!**					
Students identified as Intensive learners (more than 2 yrs. Below grade level) are provided intensive RLA intervention materials. These materials are implemented daily as designed. • Teachers have access and use all components of the *Language*! program • Principal works with district office to ensure new students are assessed for placement annually • Students are monitored for progress to ensure that they advance one level each semester • Scheduling of students is reviewed by the administrator. Principals will work with district to identify materials to be ordered.	Sept each year	• Testing schedule & results • Master Schedule • List of materials to order	$0	NA	1
Intensive Learner progress is accelerated two years for every year of instruction	2013-15	• *Language*! Progress monitoring			

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
• Progress monitoring is reviewed regularly to ensure acceleration of student learning		assessments			
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD = Holt**					
All students, including ELs, SWDs, students with learning difficulties enrolled in Algebra I are provided the board approved Algebra I instructional program materials. These **materials are implemented daily** as designed to support the needs of all students. • The school will identify and inventory program ancillary materials • The school will develop an ancillary materials replacement plan. • The school will purchase ancillary materials as needed • The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness. • Teachers will use program ancillary materials daily.	2013-2015	• Core: Successful Williams visit • Ancil: POs or email to IMC	$0	NA	3
Teachers will begin to differentiate instruction to meet the diverse needs of their students • Teachers use the adopted basic core mathematics program and ancillary materials designed to differentiated instruction to meet the needs of students, including strategic learners, EL students, SWD students and advanced learners • The school will identify strategies to support teachers in differentiating instruction		• Agendas/notes from site mtgs or course alikes • Prin class visit notes with materials seen in use	$0	NA	3
Modifications and/or accommodations are made to the curriculum or programs for SWD (as specified in the IEP) to enable them to participate successfully in a basic Algebra I classroom. • General ed and special ed staff will collaborate to determine modification to materials and/or instruction	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes	$0	NA	3
EPC 1.5: Adopted Math Strategic/Intensive Intervention Materials Gr 6-7 **SLUSD = Holt or other state-adopted Intervention Materials**					
All students identified as needing **strategic/intensive** math intervention in grades six and seven are provided additional time and support using state-adopted intervention math materials. Intensive intervention materials are used in addition to the basic core instructional program. These **materials are implemented daily** as designed in Companion Classes. • The school will work with the district team to identify and inventory	2013-2015	• Agendas/notes from Task Forces or course alikes • Prin class visit notes with materials seen	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
materials to be used with intensive math students (and purchase materials as needed) • The school will work with the district team to continue to develop course content and materials for Companion Math 6-7 Courses • Students are assessed and identified as needing intensive mathematics intervention.		in use in Companion Classes			
EPC 1.6: Adopted Algebra Readiness Program & Materials Gr 8 **SLUSD = Math Intervention Materials TBD**					
Students in grade eight (including EL, SWD, and students with math learning difficulties) are provided with a one period stand-alone, intervention program (Companion Class) to prepare for grade level Algebra I core classroom using the ancillary materials from the core math program. • The school will continue to develop the Algebra Companion course and identify materials to be used.	2013-2015	• Agendas/notes from Task Forces or course alikes • Prin class visit notes with materials seen in use in Companion Classes			
Modifications and/or accommodations are made to the curriculum or programs for SDW (as specified in the IEP) to enable them to participate successfully in an Algebra Companion classroom. • General ed and special ed staff will collaborate to determine modification to materials and/or instruction. • Special education teachers will continue to identify the best materials and course content to be used for Companion	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes			
EPC 2: INSTRUCTIONAL TIME					
• Schools will submit Master Schedule and calendar of all early release days 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	• Master Sched and calendars schedules submitted to C&I • Prin Logs & notes	$0	NA	**1-3**
EPC 2.1: RLA/ELD Basic Core Program (1-2 periods) **SLUSD = Using Prentice Hall, Write Source**					
The schools schedule allocates for all RLA/ELD classrooms the appropriate daily, uninterrupted instructional time for the basic core for 1-2 hours. • The master schedule is reviewed to verify the allocation of time	2013-2015	• Master Schedule submitted to Ed Services	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
The principal will conduct classroom visits to monitor program implementation and effectiveness		• Prin Logs & notes			
The school uses assessments and placement criteria to determine the instructional needs of strategic students in RLA based on district wide flow charts and placement procedures	2013-2015	• Placement lists provided in Spring			
EPC 2.2: RLA Strategic Intervention (30-45 min, or up to 1 per) **SLUSD = Using intervention materials one per during school day**					
Students identified as Strategic learners are provided with instructional time (30-45 minutes, or up to one period) in addition to the basic core program. Instruction is linked to the grade level core RLA course. ➢ The master schedule is reviewed to verify allocation of time as many Companion classes as possible for eligible students	Sept each year	• Master schedule submitted to Ed Services	$0	NA	1
EPC 2.3: ELD (30-60 minutes in grades 6-8) **SLUSD = Using *Keystone/Key to Learning* in EPL-leveled classes**					
All identified EL students are provided with 30-60 (or up to one period) additional minutes of daily ELD instructional time. • The master schedule is verified to ensure allocation of adequate time • The CELDT and ARIES record of time in US Schools are used to appropriately place ELs into ELD • CELDT EPL 1-3 students can be placed in a RLA course that has specifically designated materials and/or strategies for building English language skills **with parent request** according to this criteria from the EL Master Plan: o EPL 1-3 Less than 6 yrs in US Schools: 2 period ELD o EPL 1-3 6 yrs or more in US Schools: Companion ELA CELDT EPL 4-5 students are provided the equivalent of ELD through the use of Language Objectives in the core RLA class	2013-2015	• Placement Lists or queries from C&I. • Course rosters reflect placement criteria	$0	NA	2
EPC 2.4: RLA Intensive Intervention (2.5-3 hrs or up to 3 periods) **SLUSD = Using Language! in lieu for 2-3 periods during the day**					
➢ Students identified as intensive learners in grades 6-8 are given 2.5 – 3.0 hours (or up to 3 periods) of uninterrupted instructional time in RLA using the Board adopted intensive intervention Language! progrram.	Sept each year	➢ Placement Lists or queries from C&I. ➢ Course rosters reflect placement	$0	NA	1
The master schedule complies with implementation of adequate RLA instructional time.		➢ Master Sched			
EPC 2.5: Math Core (50-60 min or 1 period) **SLUSD = Using Holt for 1 period**					
Students are provided with 50-60 minutes of math instructional time	2013-	➢ Master	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
The master schedule complies with implementation of adequate math instruction for those student enrolled	2015	schedule			
EPC 2.6: Math Strategic Intervention 30-60 min or up to one Per SLUSD = Using Adopted Intervention materials selected by the task forces 1 per during school day					
The school uses assessments and placement criteria to determine the instructional needs of strategic students in RLA based on districtwide flow charts and placement procedures	Spring each year	Placement lists provided in Spring	$0	NA	3
High Priority strategic students in grades 6 & 7 receive an additional period of math (companion class) to pre/re-teacher skills taught in the core course.	2013-2015	• Course rosters	$0	NA	3
Teachers provide some strategic grade 6-7 students with additional targeted differentiated instruction using the core ancillary materials.	2013-2015	• Prin notes/logs			
For grade 8 strategic students are provided support in an additional period (companion) to pre/re-teacher concepts and skills taught in the Algebra I course.	2013-2015	• Course rosters			
Teachers provide some strategic grade 8 students with targeted differentiated instruction using the core ancillary materials.	2013-2015	• Prin notes/logs			
The schools master schedule is reviewed to ensure Companion Class is provided to as many eligible students as possible	2013-2015	• Master schedule			
EPC 2.7: Math Intensive Intervention (30-60 min or up to 1 per) SLUSD = Using Adopted Intervention materials 1 per during school day					
Students in grades 6-7 identified as intensive learners (below 2 grade levels) receive additional instructional time (Companion Class) and support using the adopted intervention materials.	2013-2015	• Course rosters	$0	NA	1
Students in grade 8 identified as intensive (below 7th grade math standards) receive one period of Algebra Companion Class daily .	2013-2015	• Course rosters			
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 and intensive core programs • 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. • Principal will conduct classroom visits to make sure daily agendas reflecting the pacing guides are visible in every classroom	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
ELA Teachers will post and explain the lesson's main RLA Content	2013-	Prin logs & notes	$0	NA	*1*

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Objective daily	2015				
ELD 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 **SLSUD = follow current Math pacing**					
Teachers use the district's adopted instructional/pacing guides daily to implement the math core programs • For strategic learners, teachers use the math core program pacing guide and intensify the focus on key standards allowing time for pre/re-teach, and specific skills development. • Principal will conduct classroom visits to make sure daily agendas reflecting the pacing guides are visible in every classroom	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	3
Math 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 and Math 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: 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

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
EPC 5.2: All Language Arts teachers attend RLA training SLUSD = SB472 Prentice Hall level 1 training for all (5 days)					
Teachers are provided with RLA/ELD 40 hour instructional materials professional development for the use of current Board approved RLA/ELD materials. *NOTE: Everyone was trained by 2010 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 2010 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 Holt 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 2011 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 2011 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 Prentice Hall, Keystone, Language! 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	2013-2015	• Contracts/MOUs or POs • PPAFs for	$0	NA	1-2

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
expertise who work primarily in the classroom and assist with full and 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		coaches			
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 Benchmarks, Prentice hall 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* benchmark assessments. • The school will provide representatives to district Math Tiered Intervention task forces/subcommittees as needed to implement	2013-2015	• Assessment result reports • Agenda and calendars of meetings	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
transition to Common Core • Common formative RLA/ELD assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.					
Data from STAR and RLA/ELD assessments is disaggregated by subgroup (race, language, special education, SED) and used to determine placement, diagnosis of readiness for grade level, standards-based instruction, guide school-wide focused work and daily instructional planning.	2013-2015	• Disaggregated data charts and reports	$0	NA	1
Students participating in the RLA/ELD and math intervention programs will be tagged in Aeries and data will be collected to monitor student progress and program effectiveness.	2013-2015	• List generated from AERIES tags	$0	NA	1
Teachers will score at site level one on-demand writing assessments focused on Persuasive Writing annually	2013-2015	• Pacing guide • Scores submitted to site admin	$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
EPC 7.2: Math and Intensive Int. Assessments 6-8 weeks SLUSD = Using Illuminate to access Holt Benchmarks & Chapt 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.	2013-2015	• *Illuminate* training agendas and Sign ins • Collaboration agendas and notes • Sub requests for Task Force reps • Assessments in *Illuminate*	$0	NA	3
Data from STAR and district math assessments is disaggregated and used to determine placement, diagnosis of readiness for grade level,	2013-2015	• Data reports	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
standards-based instruction, guide school-wide focused work and daily instructional planning.					
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
EPC 8.1: Structured Collaboration (2 hrs/month) on adopted RLA/ELD programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all RLA/ELD, strategic, intensive, special education, and ELD) are provided with a two hours (preferably 1 hr weekly) 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	2013-	• Logs and	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
and effectiveness.	2015	notes			
BEYOND THE EPCs					
Other content area teachers will post and explain the lesson's main Content Objective daily	2013-2015	• Prin logs & notes			
Supplementary Materials For Opportunity and Equal Access					
ELA and Math					
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 RLA/ELD and Math	2013-2015	• Copy of POs	See site section below		1
TARI program participants will develop projects integrated art into RLA time and writing into Art classes (or the equivalent for Science)	2013-2015	• Prin logs and notes	$0	NA	1
SCIENCE		•			
Science teachers will participate in cross school collaboration and in common core planning activities	2013-2015	• Agendas] • Sign in			
HISTORY/SOCIAL SCIENCE		•			
History teachers will participate in cross school collaboration and in common core planning activities	2013-2015	• Agendas • Sign in			
ART		•			
Art teachers will participate in cross school collaboration	2013-2015	• Agendas • Sign in			
Music		•			
Music teachers will participate in cross school collaboration	2013-2015	• Agendas • Sign in			
PE		•			
PE teachers will participate in cross school collaboration	2013-2015	• Agendas • Sign in			
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-	• Prin logs and	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
	2015	notes			
Classroom and school wide rules are posted in every classroom along with positive rewards and consequences	2013-2015	• Seen on visits & walkthroughs	$0	NA	1-3
The halls and walls reflect the race and culture of the students and families	2013-2015	• Seen on visits & walkthroughs	$0	NA	1-3
Culture of the school reflects an inclusive environment that encourages all students to be academically successful and respects multicultural and multilingual differences.	2013-2015	Seen on visits & walkthroughs	$0	NA	1-3
The school will review the Healthy Kids Survey results and incorporate action steps in the School Safety Plan to address areas of need.	2013-2015	• Mtg or collab agendas	$0	NA	1-3
Schools will utilize COST referral system for academic and social-emotional support	2013-2015	• COST Forms	$0	NA	1-3
The school will monitor student referrals and suspension and provide intervention services as appropriate. • The school will continue to enter student suspension and referral data into the Aeries system • 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	2013-2015	• Suspension and referral summaries from DO • Site meeting agendas	$0	NA	1-3
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	• Blackboard log	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
LEADERSHIP AND GOVERNANCE					
The School Site Council elections are held and the SSC membership reflects the diversity of the students/families, as well as all requirements for its composition.	2013-2015	• Flyers • Agendas • Newsletter announcements	$0	NA	1-3
The school has an articulated plan to increase the participation of parents of color into school governance and decision making.	2013-2015	• Prin notes	$0	NA	1-3
Additions and modifications to the school plan will be approved by the SSC when they exceed more than 10% of the school's budget	2013-2015	• Meeting notes and Site Plan Addendum	$0	NA	1-3
School Site Council will be trained in their role and responsibilities, SSC agendas will be posted 72 hours prior to the meeting, minutes will be provided following each meeting, by-laws will be established as appropriate.	2013-2015	• SSC flyer • SSC Agenda • SSC minutes	$0	NA	1-3
An ELAC will be trained in their role and responsibilities and the committee will provide input to the SSC regarding school programs and student needs. If delegating to the SSC, an ELAC meeting is held and minutes reflect documentation of this process	2013-2015	• ELAC flyer, agenda and minutes	$0	NA	1-3

STRATEGIC PROGRAM ACTION STEPS

School Specific Action Steps

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
• Instructional Specialist .4 FTE	2013/15	Meetings	$41,260	EIA-SCE	1-3
• EL Coordinator .2 FTE	2013/15	Meetings	$20,630	EIA-LEP	1-3
• PLC Coordinator .2 FTE	2013/15	Meetings	$20,630	Title I	1-3
• Title I Coordinator .2 FTE	2013/15	Meetings	$20,630	Title I	1-3
• Academic Intervention (EDY, EL, Title I)	2013/15	Admin/SSC	$10,500	EIA & Title I	1-3
• Instructional Materials/Classroom Supplies (EDY, EL, Title I)	2013/15	Site/SSC	$10,750	EIA & Title I	1-3
EPC 2: INSTRUCTIONAL TIME					
• Instructional Minutes Review	2013/15	District	$0	N/A	1-3

• Master Schedule Review	2013/15	Admin	$0	N/A	1-3
EPC 3: LESSON PACING GUIDE					
• Pacing Calendar Development	2013/15	Departments	$0	N/A	1-3
• Assessment Development	2013/15	Departments	$0	N/A	1-3
• Posting/Articulating Learning/Language Objective	2013/15	Admin	$0	N/A	1-3
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
• Administrator Training: PLC	2013/15	District	$0	N/A	1-3
• Administrator Training: Equity	2013/15	District	$0	N/A	1-3
• Administrator Training: Coaching	2013/15	District	$0	N/A	1-3
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
• Professional Development (EDY, Title I)	2013-15	Admin/Site	$4,000	EIA & Title I	1-3
• Racial Equity Consulting	2013-15	Admin/Site	$5,000	EIA & Title I	1-3
• E3 (Equity) Training	2013-15	Participants	$3,500	Title I	1-3
• PLC Consulting & Programs	2013-15	Admin/Site	$9,000	Title I	1-3
• Release Periods (best practice walkthroughs, programming)	2013-15	Admin/Site	$7,920	EIA & Title I	1-3
• TARI (Teacher Action Research Initiative) Training	2013/15	Site	$0	N/A	1-3
• IMSS (Integrated Middle School Science) Training	2013/15	Dist/Dept	$0	N/A	1-3
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
• Instructional Specialist .4 FTE	2013/15	Meetings	$41,260	EIA-SCE	1-3
• EL Coordinator .2 FTE	2013/15	Meetings	$20,630	EIA-LEP	1-3
• PLC Coordinator .2 FTE	2013/15	Meetings	$20,630	Title I	1-3
• Title I Coordinator .2 FTE	2013/15	Meetings	$20,630	Title I	1-3
• Academic Intervention (EDY, EL, Title I)	2013/15	Admin/SSC	$10,500	EIA & Title I	1-3
• Instructional Materials/Classroom Supplies (EDY, EL, Title I)	2013/15	Site/SSC	$10,750	EIA & Title I	1-3
• Professional Development (EDY, Title I)	2013/15	Admin/Site	$4,000	EIA & Title I	1-3
• Racial Equity Consulting	2013/15	Admin/Site	$5,000	EIA & Title I	1-3
• E3 (Equity) Training	2013/15	Participants	$3,500	Title I	1-3
• PLC Consulting & Programs	2013/15	Admin/Site	$9,000	Title I	1-3
• Release Periods (best practice walkthroughs, programming)	2013/15	Admin/Site	$7,920	EIA & Title I	1-3
• Illuminate Training	2013/15	Departments	$0	N/A	1-3
• TARI (Teacher Action Research Initiative) Training	2013/15	Site	$0	N/A	1-3
• IMSS (Integrated Middle School Science) Training	2013/15	Dist/Dept	$0	N/A	1-3
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
• Illuminate Training	2013/15	Departments	$0	N/A	1-3
• Smarter Balanced Assessment Exploration	2013/15	Departments	$0	N/A	1-3
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
• PLC Webinar (Solution Tree)	2013/15	District	$0	N/A	1-3
• Monthly Staff Meeting (90 minutes)	2013/15	Admin	$0	N/A	1-3
• Monthly Department Meetings (75 minutes)	2013/15	Departments	$0	N/A	1-3
	2013/15	Site	$0	N/A	1-3

• Twice Monthly Staff Development (Equity, Instruction, CCSS) • Weekly PLC Collaboration	2013/15	Site	$0	N/A	1-3
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
ELA, MATH, SPED					
• Culturally Relevant ELA Materials • Math Multiple Methods Training • Spelling Bee • Portfolio Night • PI Day • TARI (Teacher Action Research Initiative) Training • Job Alike Release Time (SPED)	2013/15 2013/15 2013/15 2013/15 2013/15 2013/15 2013/15	Department Department Department Department Department Site District	Embedded $0 Embedded Embedded Embedded $0 $0		1-3 1-3 1-3 1-3 1-3 1-3
SCIENCE					
• IMSS (Integrated Middle School Science) Training • Family Science Night • TARI (Teacher Action Research Initiative) Training	2013/15 2013/15 2013/15	Dist/Dept Department Site	$0 Embedded $0		1-3 1-3 1-3
HISTORY/SOCIAL SCIENCE					
• Culturally Relevant History/Social Science Materials • Let's Get Real Curriculum • Civilizations World Faire • TARI (Teacher Action Research Initiative) Training • Geography Bee	2013/15 2013/15 2013/15 2013/15 2013/15	Department Department Department Site Department	Embedded Embedded Embedded $0 Embedded		1-3 1-3 1-3 1-3 1-3
ELECTIVES (Music, Art, Spanish, Computers)					
• Culturally Relevant Electives Materials • TARI (Teacher Action Research Initiative) Training	2013/15 2013/15	Department Site	Embedded $0		1-3 1-3
PE					
• Equipment • Par Course	2013/15 2013/15	Department Dist/Dept	Embedded $0		1-3 1-3
School Wide					
• Technology (upgrades only) • AVID (site fee, tutors, training, materials) • Library Materials • Office/School Wide Supplies • Twice Monthly Tutoring & Outreach • Achievement Nights (EL, African-American, Latino) • Supplemental Counseling Services (GRIP & COST)	2013/15 2013/15 2013/15 2013/15 2013/15 2013/15 2013/15	Admin/Site Admin Site Admin/Site Site Site/Dist District	$8,500 $10,000 $3,750 $5,000 $0 $0 $0	EIA & Title I Title I EIA & Title I Title I N/A N/A N/A	1-3 1-3 1-3 1-3 1-3 1-3 1-3
SCHOOL CLIMATE/CULTURE					
• Student Incentives • Behavior Intervention Consultant • Student Project Supplies (Civilizations, Ally Week, etc.)	2013/15 2013/15 2013/15 2013/15	Admin Admin Site Admin	$200 $2,500 $1,000 $9,848	EIA-SCE Title I Title I Title I	1-3 1-3 1-3 1-3

• Behavior Intervention (detention, supervision, Saturday School)					
• Student Debt Waivers	2013/15	Admin	$1,500	Title I	1-3
• Academic Data Review (Equity Focus)	2013/15	Site	$0	N/A	1-3
• Discipline & Attendance Data Review (Equity Focus)	2013/15	Admin	$0	N/A	1-3
• Safe Schools Initiatives	2013/15	Site	Embedded	Title I	1-3
PARENT INVOLVEMENT					
• Parent Facilitator (30hr/week)	2013/15	Admin	$18,000	Title I	1-3
• Parent Workshops	2013/15	Admin	$750	EIA-SCE	1-3
• Parent Hospitality	2013/15	Admin	$500	EIA-SCE	1-3
LEADERSHIP AND GOVERNANCE					
• Monthly Leadership Team Meeting	2013/15	Leadership	$0	N/A	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

- .4 FTE Instructional Specialist
  Provides professional development of faculty that will improve instruction of all students, specifically EL and non-proficient students.

- .2 FTE EL Coordinator
  Provides coordination of EL program and provides professional development of faculty that will improve literacy instruction of EL students.

- .2 FTE PLC Coordinator
  Provides coordination of school wide PLC initiative and guides professional development of faculty that will improve instructional practices.

- .2 FTE Title I Coordinator
  Provides experiences and opportunities for socioeconomically disadvantaged students and parents.

2. Site-funded Parent Involvement Activities

- 30 hour per week Parent Facilitator
  Provides support, outreach, and involvement opportunities for all parents.

- Parent Workshops
  Provides education to parents about the importance of student learning.

- School Site Council, ELAC, PTA, African-American & Padres Unidos (School Advisory Council), Coffee & Conversation
  Provides events throughout the year that promote parent participation and school improvement.

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

SPECIAL EDUCATION PLAN AND CHECKLIST

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

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

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

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: Use of mediation tool

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: Administrative walkthroughs of classrooms

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

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

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

- ☒ RSP and DIS specialists may observe student in the general education setting and provide feedback to staff
- ☒ RSP and DIS specialists may model lessons to general education staff upon request
- ☒ RSP and DIS specialists may consult with general education teachers informally
- ☒ Sharing of materials, ideas and strategies between general education and special education staff
- ☐ Other

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

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

Budgeting

Centralized Services (district provides)

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

Title I

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

EIA-LEP

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

EIA-SCE

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

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

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

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

*Title I includes the required 30% reservations listed above

Budgeting

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

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

State Programs	Allocation
☐ *California School Age Families Education* *Purpose: Assist expectant and parenting students succeed in school.*	$NA
☒ **Economic Impact Aid/ State Compensatory Education** **Purpose: Help educationally disadvantaged students succeed in the regular program.**	$55,633
☒ **Economic Impact Aid/ English Learner Program** **Purpose: Develop fluency in English and academic proficiency of English learners**	$23,912
☐ *High Priority Schools Grant Program* *Purpose: Assist schools in meeting academic growth targets.*	$NA
☐ *Instructional Time and Staff Development Reform* *Purpose: Train classroom personnel to improve student performance in core curriculum areas.*	$NA
☐ *Peer Assistance and Review* *Purpose: Assist teachers through coaching and mentoring.*	$NA
☐ *Pupil Retention Block Grant* *Purpose: Prevent students from dropping out of school.*	$NA
☐ *School and Library Improvement Program Block Grant* Purpose: Improve library and other school programs.	$NA
☐ *School Safety and Violence Prevention Act* *Purpose: Increase school safety.*	$NA
☐ *Tobacco-Use Prevention Education* *Purpose: Eliminate tobacco use among students.*	$NA
☐ List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	$
Total amount of state categorical funds allocated to this school	$79,545

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: School Wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas**	$138,356
☐	*Title I, Part A: School wide 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	$138,356
	Total amount of state and federal categorical funds allocated to this school	$217,901

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

Budgeting

- **Site Plan Budgeting Chart**

Budget Planning Charts ***May 2013***

School: Bancroft Year: 2013/2014

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
Instructional Specialist .4 FTE^	$41,260
EDY classroom supplies (pencils, papers, general teacher supplies)	$2,500
EDY racial equity consulting (multi-funded)	$2,000
Teacher release periods (EL & Below Proficiency work only, $33 x 50 hours)	$1,650
EDY academic intervention/tutorial/programs/expenses	$1,500
EDY instructional materials/supplies	$1,500
EDY technology/supplies	$1,500
EDY professional development opportunities	$1,000
Library materials (targeted towards EL & Below Proficiency literacy)	$750
Parent workshops	$750
EDY parent hospitality & refreshments	$500
EDY student incentives & rewards	$200
Total in budget	$55,110
Total allocation	$55,633
Balance	$523

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
EL Coordinator .2 FTE^	$20,630
EL instructional materials/supplies	$1,000
EL academic intervention/tutorial/programs/expenses	$1,000
EL classroom supplies (pencils, papers, general teacher supplies)	$750
Total in budget	$23,380
Total allocation	$23,912
Balance	$532

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 school wide activities.

Action Step Items	Est Cost
Title I Coordinator .2 FTE^	$20,630
PLC Coordinator .2 FTE^	$20,630
Parent Facilitator 30hr/week	$18,000
AVID (site fee, tutors, training, supplies)	$10,000
PLC support/training/consultant/planning/programs	$9,000
Academic intervention tutorial/programs/supplies/expenses	$8,000
Technology upgrades school-wide	$7,000
Instructional/classroom supplies (pencils, papers, general teacher supplies)	$5,000
Office/school supplies (main office and general school-wide school supplies)	$5,000
Behavior intervention/supervision (lunch 2 people, 180 days)	$4,824
E3 (Engaging Equity Everyday) 5 teachers x 5 days x $140	$3,500
Racial equity consulting (multi-funded)	$3,000
Teacher professional development opportunities	$3,000
Library materials	$3,000
Behavior intervention/detention (lunch 3 days a week)	$2,500
Behavior intervention consultant	$2,500
Walkthrough release periods ($33 x 70 hours)	$2,310
Teacher planning release periods ($33 x 70 hours)	$2,310
Student project supplies (Civilizations, Ally Week, Let's Get Real, etc.)	$1,000
Equity planning time ($33 x 50 hours)	$1,650
Behavior intervention/Saturday School (2x's a month, 2.5 hours)	$1,500
Title I student debt waivers	$1,500
Behavior intervention/detention (after school 1 day a week)	$1,024
Total in budget	$136,878
Total allocation	$138,356
Balance	$1,478

Hourly Intervention (Should Be SSC approved and in School Plan)

This budget is for action steps (personnel & materials) related to Ext Day Intervention

Examples are Before or After School, Lunch, Saturday School.

Cannot be used for During the Day programs without explicit approval

Action Step Items	
Hourly intervention	$0
Total in budget	$0
Total allocation	$0
Balance	$0

Site Discretionary (not SSC approved)

Action Step Items	Est Cost
Technology support contract (IT & on-site coordinator)	$9,000
Postage/mailing	$6,500
Student supplies (locks, stools, tables/chairs, furniture)	$5,000
Instructional/classroom supplies (pencils, papers, general teacher supplies)	$4,000
Office/school supplies (main office and general school-wide school supplies)	$3,000
Classroom technology supplies (ink/repair)	$3,000
Classroom technology (doc cameras, projectors, replacement parts, etc.)	$2,500
Office technology (printers, computers, laptops, etc.)	$1,500
School safety supplies/training/planning	$1,500
Translation services (verbal)	$1,000
Computer lab software	$500
Teacher appreciation & incentives	$500
Student incentives/rewards (STAR, attendance, Bronco Stars)	$500
Health supplies	$500
Total in budget	$39,000
Total allocation	$39,406
Balance	$406

Other Site Funds (not SSC approved)

Action Step Items	Est Cost
General Student Body Funds	$35,000
Total in budget	N/A
Total allocation	N/A
Balance	N/A

^Certificated staffing positions calculated at maximum salary schedule column with benefits.

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
Jonathan Ferrer	X				
Rebecca Padilla		X			
Lisa Wong		X			
Carrie Ann Carter		X			
Magaly Ulloa					X
Magdalena Ulloa					X
Janae Horton					X
Joanna Garcia			X		
Maya Taylor			X		
Geraldine Sonobe				X	
Sarah Marxer				X	
Teresa Silva				X	
Numbers of members of each category	**1**	**3**	**2**	**3**	**3**

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

San Leandro Unified School District

ELAC Recommendations to SSC on Single Plan for Student Achievement 2013-2014

School Site: Bancroft Middle School

PARA/TO: **X** Concilio Escolar/SSC **X** Director y Personal Escolar/ Principal and Staff	**ELAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ **RECOMMENDATION(S)**	**RECOMENDACION(ES)/** **RECOMMENDATION(S)** • **Parent Facilitator** • **Parent Workshops** • **EL Staffing**
PROPOSITO PARA ESTA RECOMENDACION/ **PURPOSE FOR RECOMMENDATION:**	**RESPUESTA AL COMITE ELAC/** **RESPONSE TO ELAC*:** • **Hours need to be increased, 20 hours a week is not enough to support parents.** • **Needed to educate Spanish speaking parents. These workshops can be internal or from outside, anything that can educate parents about the school system.** • **Provide staff/faculty that will help EL students directly.**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **X Jonathan I. Ferrer** **X Valentin del Rio** **X Martina Martinez** **X Juan Martinez** **FECHA/DATE: 4/16/13**

San Leandro Unified School District

SAC Recommendations to SSC on Single Plan for Student Achievement 2013-2014

School Site: Bancroft Middle School

PARA/TO: **X** Concilio Escolar/SSC **X** Director y Personal Escolar/ Principal and Staff	**ELAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ **RECOMMENDATION(S)**	**RECOMENDACION(ES)/** **RECOMMENDATION(S)** • **Tutoring** • **Anti-Bullying Programs** • **College Focus** • **Counseling Support** • **Parent Workshops**
PROPOSITO PARA ESTA RECOMENDACION/ **PURPOSE FOR RECOMMENDATION:**	**RESPUESTA AL COMITE ELAC/** **RESPONSE TO SAC*:** • **Tutoring time will be built into CPT time.** • **We will continue to support the Let's Get Real curriculum.** • **Additional funding will support AVID and we will continue to promote a college-going culture.** • **Middle School Counselors may be cut for next school year. Outside counseling services will still be available for next year.** • **PIQE will be contacted to see if they can provide workshops. If not, internal workshops may be provided to parents.**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **X Jonathan Ferrer** **X Fabiola Fernandez** **X Stephanie Davenport** **X Shana Williams** **FECHA/DATE: 4/10/13**

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:

   X AANPU: School Advisory Committee for State Compensatory Education Programs

   X English Learner Advisory Committee

   X Parent Teacher Association

   X Coffee & Conversation Parent Group

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

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

6. This school plan was adopted by the school site council at a public meeting on: **May 30, 2013**.

Attested:

_____	_____	_____
Jonathan Ferrer Principal	Signature	Date
_____	_____	_____
Rebecca Padilla SSC Chairperson	Signature	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**
      - *School wide 2-Year Change* in STAR CST
      - *School wide 4-Year Trends in ELA* CST by Grade
      - *School wide 4-Year Trends in Math* CST by Grade
      - *School wide 4-Year Trends in Science* CST by Grade
    - **API Data 2012 (District Provides)**
      - *District wide API Chart* with:
        - School wide API
        - Statewide Rank
        - Similar Schools Rank
      - *Student Subgroup API ---2 years*
      - *School wide 4-Year Trends in API*
    - **AMAO Data-CELDT 2013 (District Provides)**
      - *AMAO 1 District wide chart*
      - *AMAO 2 District wide Chart*
  - **Non-Academic Data (District Provides)**
    - 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
    - 2011-12 and 2012-13 Average Monthly Attendance
    - 2011-12 and 2012-13 Suspensions by Race

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

APPENDIX A

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

Bancroft Middle School

1150 Bancroft Ave. • San Leandro, CA 94577 • (510) 618-4380 • Grades 6-8
Jonathan I. Ferrer, Principal
jferrer@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) 618-4380.

School Description

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. Bancroft Middle School is part of the San Leandro Unified School District.

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

It is our mission at Bancroft Middle School to provide all students with the opportunity to develop academically, socially, and emotionally as they move through the middle grades. Every student will have the opportunity to express and expand their talents, their skills and their interests both in the classroom and through a wide range of extracurricular activities. Further, it is our mission to assure that every student is prepared for successful transition to high school and college.

School Motto

Take Care of Yourself, Take Care of One Another, Take Care of Bancroft.

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Bancroft Middle School. Parents may participate in the School Site Council, the PTA, the African-American and Padres Unidos Parent Group, the Coffee & Conversation Parent Group, and the English Learner Advisory Committee (ELAC.)

There are also ample volunteer opportunities for parents to be involved within the athletics and music programs as well as with the school play and in the classroom. Parents also are able to volunteer their time with supervision of students.

Parents who wish to participate in Bancroft Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the Parent Facilitator at the main office at (510) 618-4380 ext. 3612.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 5	1
Gr. 6	342
Gr. 7	309
Gr. 8	322
Total	974

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	23.1
American Indian or Alaska Native	0.4
Asian	6.9
Filipino	3.8
Hispanic or Latino	48.3
Native Hawaiian/Pacific Islander	2.3
White	11.9
Two or More Races	3.2
Socioeconomically Disadvantaged	72.4
English Learners	34.7
Students with Disabilities	11.7

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
English	28	28	22.7	1	4	17	15	11	3	1	7	14
Math	28	24.6	22.5	1	10	14	24	16	15	6	3	5
Science	27	23.2	28.2	1	5	0	30	21	20		0	0
SS	29	27.9	33.3	2	3	1	26	11	0	4	5	17

* 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	24.72	21.62	23.34
Expulsions Rate	0.92	0.94	0.21
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 Bancroft Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is updated every year in the fall. The key elements of the School Site Safety Plan include communication, preparation and safety. Fire, earthquake, stay in place, and intruder drills are conducted on a monthly basis throughout the school year.

The School Site Safety Plan was last thoroughly reviewed in the 2009/2010 school year. The 2012/2013 Bancroft administration is in the process of revising the School Safety Plan for recommendation to the School Site Council for approval.

To ensure student safety, staff members supervise students at all times before and after school, and during all breaks. 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.

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

Age & Condition of Facilities

Bancroft Middle School was originally constructed in 1955 and is currently comprised of 33 permanent classrooms, a library, a staff lounge, a multipurpose/ cafeteria room, two playgrounds, two computer labs, and a gymnasium. Recent renovations to Bancroft Middle School include the installation of new roofing and ventilation systems in 2009, and classroom paint and lights in 2011.

Cleaning Process

The principal works daily with four full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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 that the highest priority is given to emergency repairs. At the time of publication 100% of the school's restrooms were in good working order.

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

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]	[ ]	Service ceiling tiles are loose-Multipurpose Room, 210. Several floor tiles are chipped-Rooms G4, 205. Ceiling diffuser is missing-Room 214. Several wall tiles missing-Rooms G4, 210.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Wiremold is missing (wires exposed)-Library, Room 205.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Exit is chained at night (snack bar S8). Stage has clutter.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	1 back door sticks open, S1, cove base torn.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	43	43	42
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
District wide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	416
Without Full Credential	♦	♦	6

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

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

Professional Development

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

To work towards improving student achievement, Bancroft faculty members participate in Professional Learning Communities (PLC) and common instructional practices training, twice a month for each. Department meetings and staff meeting also provide opportunities for professional development.

Teachers may also receive assistance through the Peer Assistance and Review (PAR) Program. The PAR program uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies. Staff development is also supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District & Site Instructional 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	90.75	9.25
District wide		
All Schools	96.52	3.48
High-Poverty Schools	96.44	3.56
Low-Poverty Schools	0	0

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Social/Behavioral or Career Development Counselor	1
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	4
Other	2
Average Number of Students per Staff Member	
Academic Counselor	634

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,571	$347	$4,224	$71,088
District	♦	♦	$5,389	$74,037
State	♦	♦	$5,455	$66,336
Percent Difference: School Site/District				-12.89%
Percent Difference: School Site/ State			-1.21%	-5.36%

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

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

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

Types of Services Funded (Fiscal Year 2011-12)

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

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

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

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

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

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

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

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

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2012 are illustrated in the chart.

The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0.0%

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Longman, Adopted 2011 Prentice Hall, Adopted 2002 Sopris West, Adopted 2011
Mathematics	Holt, Rinehart & Winston, Adopted 2008 McDougal Littell, Adopted 2008
Science	Holt, Rinehart & Winston, Adopted 2007
History-Social Science	Holt, Rinehart & Winston, 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	44	43	43	44	45	48	52	54	56
Math	27	22	24	35	36	37	48	50	51
Science	54	61	51	50	53	49	54	57	60
H-SS	35	43	32	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	43	24	51	32
Male	37	25	46	30
Female	50	22	57	34
Black or African American	34	13	41	23
American Indian or Alaska Native				
Asian	69	62	78	58
Filipino	54	28		45
Hispanic or Latino	38	18	44	25
Native Hawaiian/Pacific Islander	25	4		
White	58	41	75	59
Two or More Races	62	48		
Socioeconomically Disadvantaged	36	19	44	25
English Learners	7	8	13	3
Students with Disabilities	22	14		14
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
7	19.4	20.3	21

DataQuest

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

Academic Performance Index

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

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	12	13	-12
Black or African American	-7	36	-27
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	16	-6
Native Hawaiian/Pacific Islander			
White	41	-32	16
Two or More Races			
Socioeconomically Disadvantaged	7	26	-10
English Learners	14	-5	-3
Students with Disabilities			2

Academic Performance Index Ranks - Three-Year Comparison

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

Academic Performance Index Ranks - Three-Year Comparison

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

Federal Intervention Program (School Year 2012-13)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		58.3

API Growth by Student Group - 2012 Growth API Comparison

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

Group		School	District	State
All Students at the School	Students	923	6,356	4,664,264
	API-G	702	743	788
Black or African American	Students	209	1,049	313,201
	API-G	646	673	710
American Indian or Alaska Native	Students	4	20	31,606
	API-G		694	742
Asian	Students	65	960	404,670
	API-G	852	855	905
Filipino	Students	37	516	124,824
	API-G	764	812	869
Hispanic or Latino	Students	448	2,871	2,425,230
	API-G	676	703	740
Native Hawaiian/ Pacific Islander	Students	22	79	26,563
	API-G	634	670	775
White	Students	111	704	1,221,860
	API-G	791	793	853
Two or More Races	Students	26	140	88,428
	API-G	809	829	849
Socioeconomically Disadvantaged	Students	615	4,059	2,779,680
	API-G	671	712	737
English Learners	Students	323	2,564	1,530,297
	API-G	632	710	716
Students with Disabilities	Students	117	833	530,935
	API-G	552	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/.

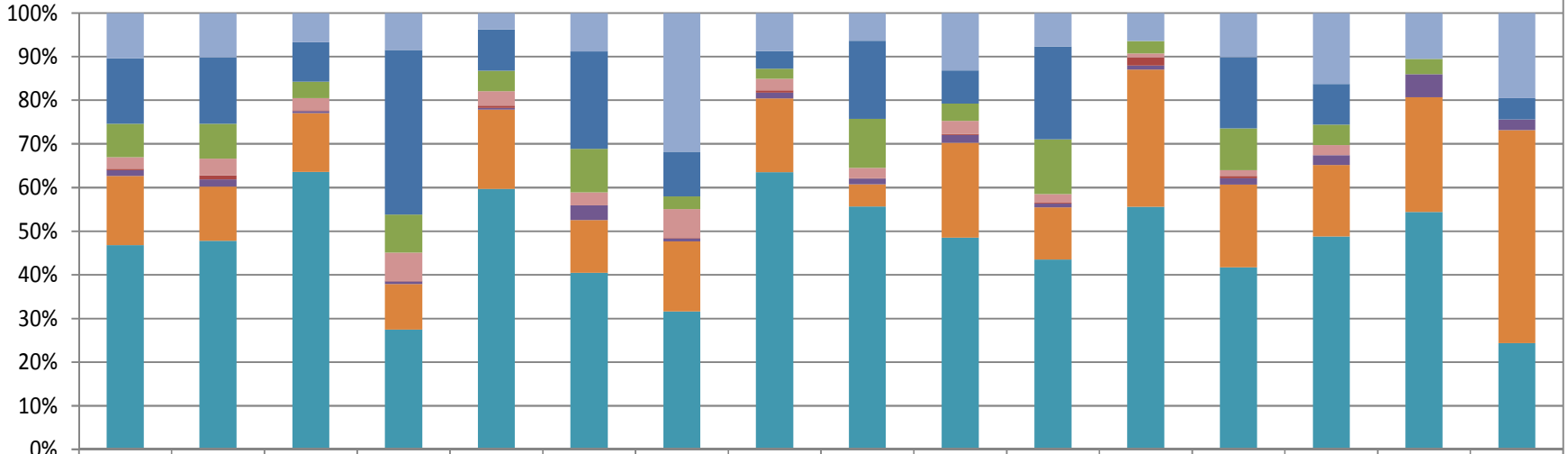
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)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



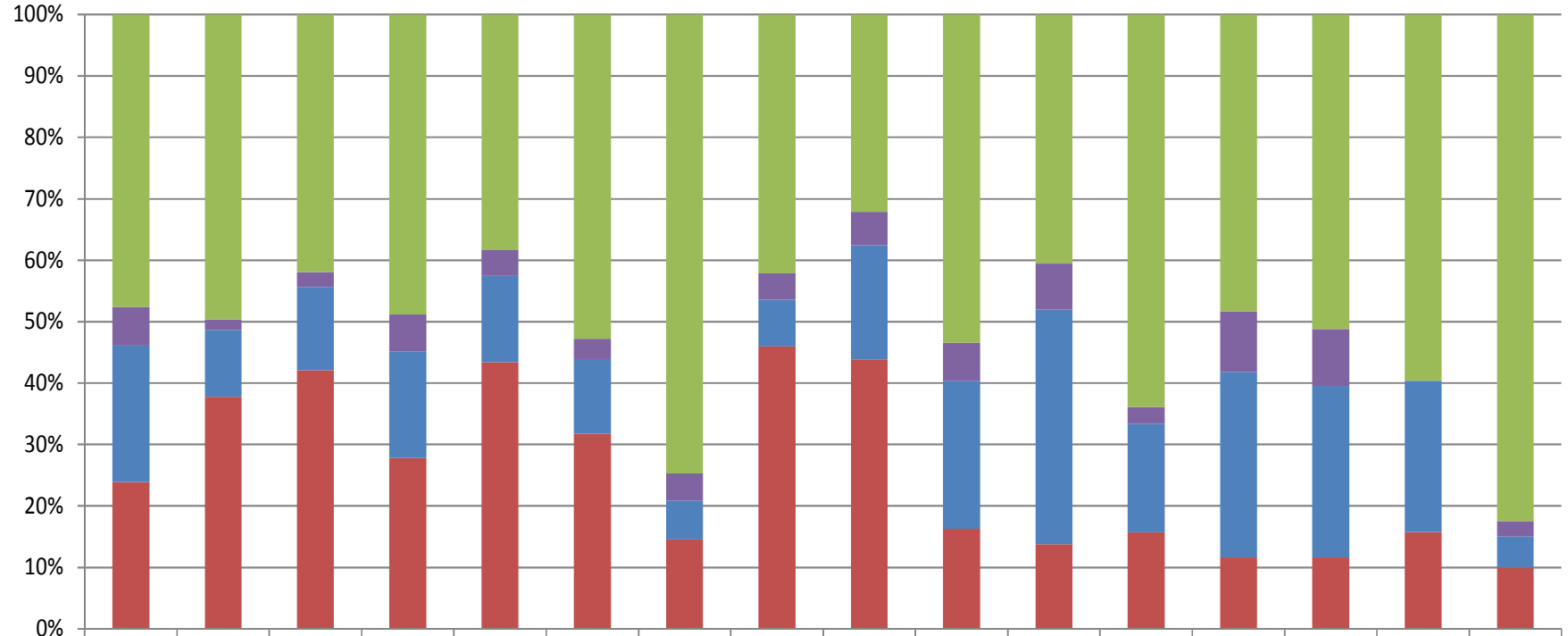
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
White	10.5%	10.2%	6.7%	8.5%	3.8%	8.8%	31.8%	8.8%	6.4%	13.2%	7.7%	6.5%	10.2%	16.3%	10.5%	19.5%
Asian	14.9%	15.2%	9.1%	37.7%	9.4%	22.3%	10.2%	4.1%	17.8%	7.6%	21.2%	0.0%	16.2%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

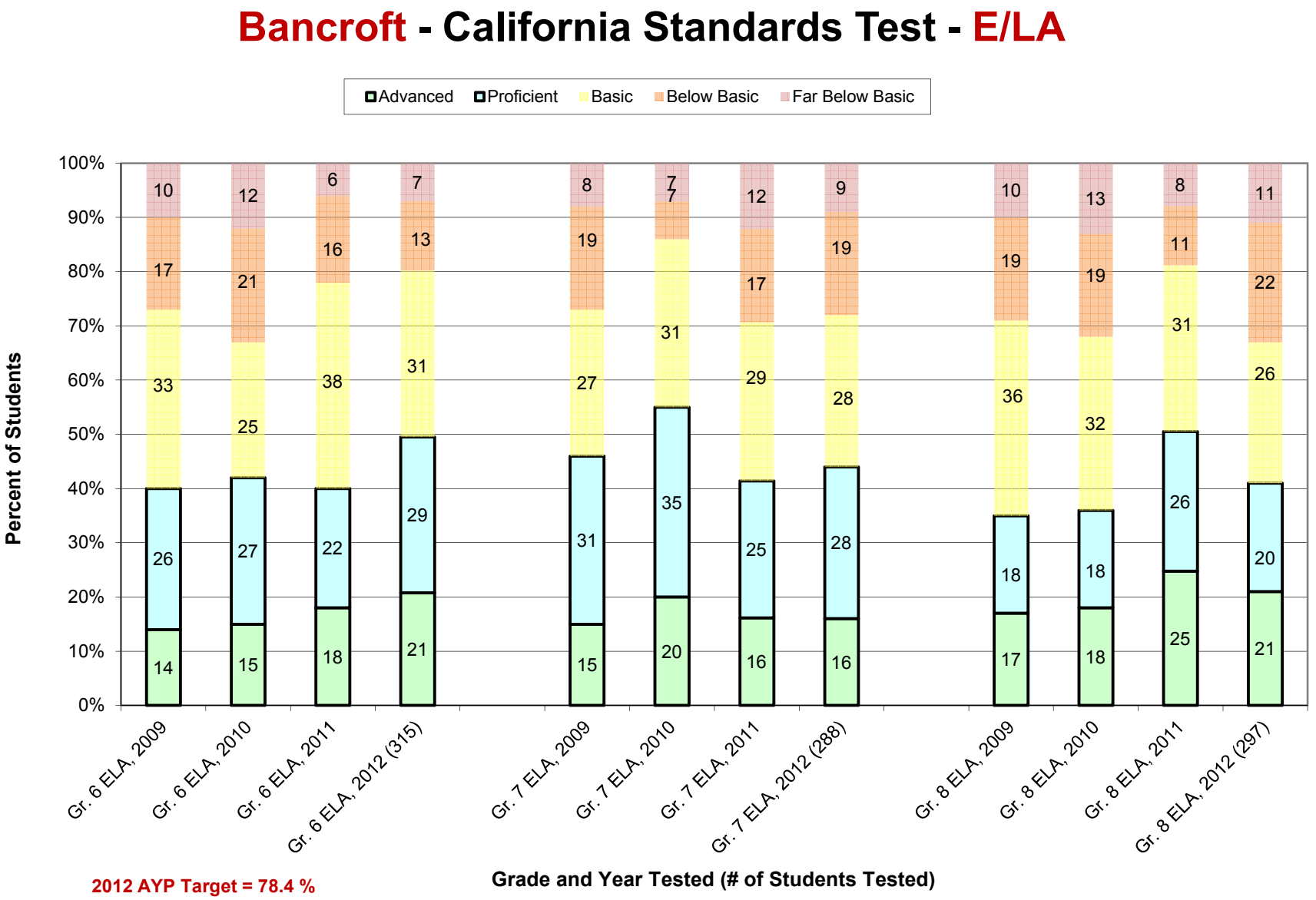
APPENDIX B: Academic Achievement Data

- **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

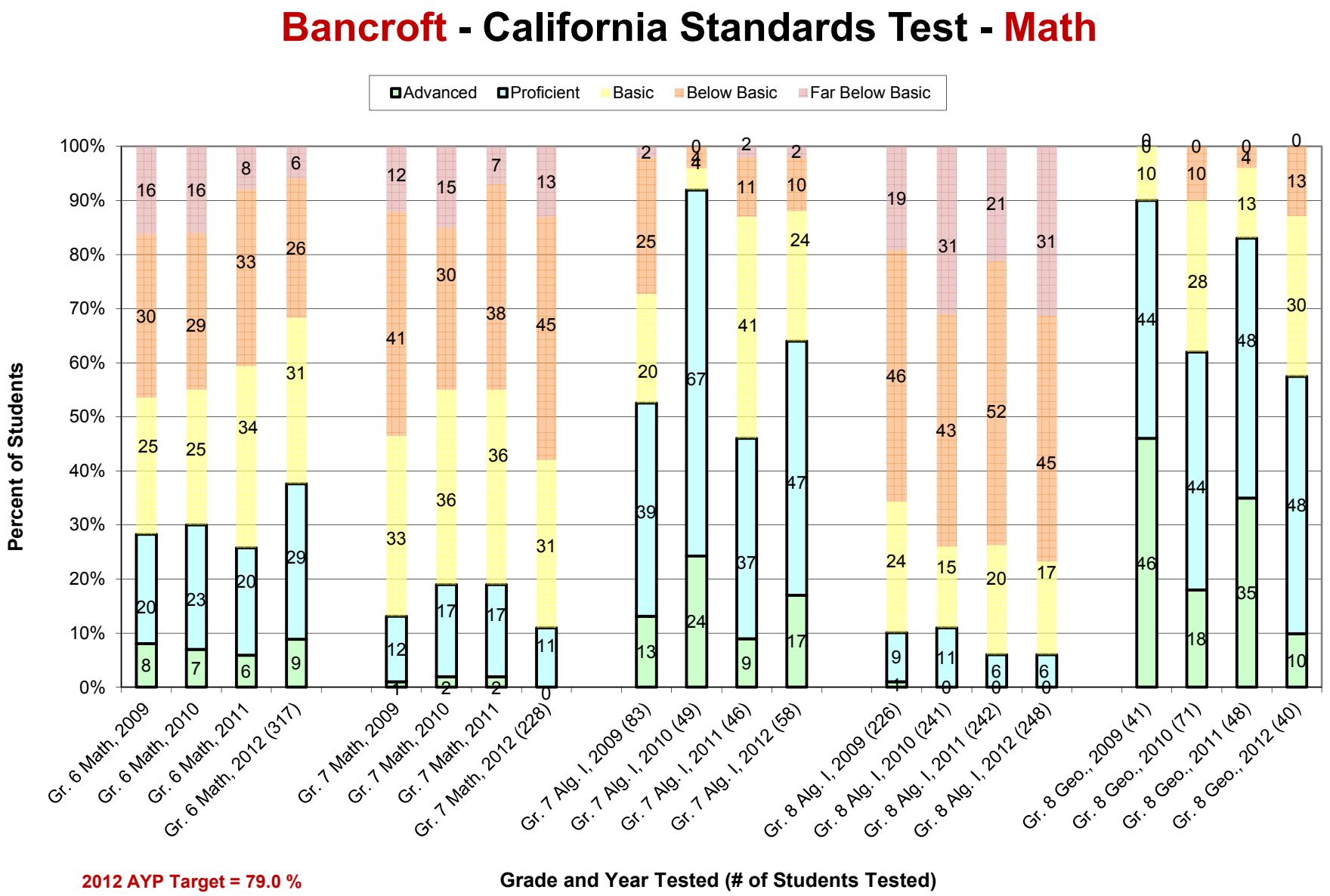
APPENDIX B: Academic Achievement Data

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



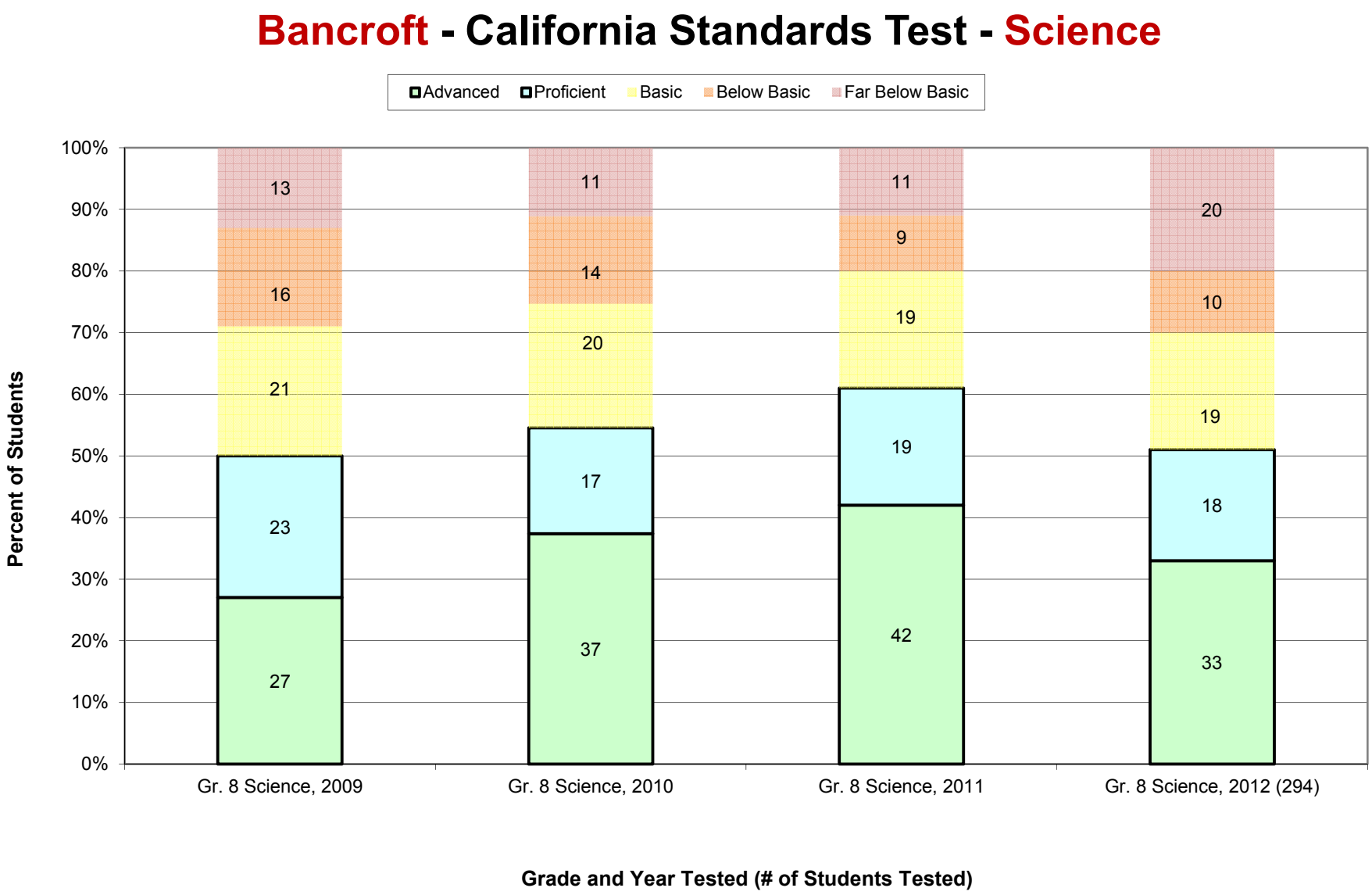
APPENDIX B: Academic Achievement Data

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



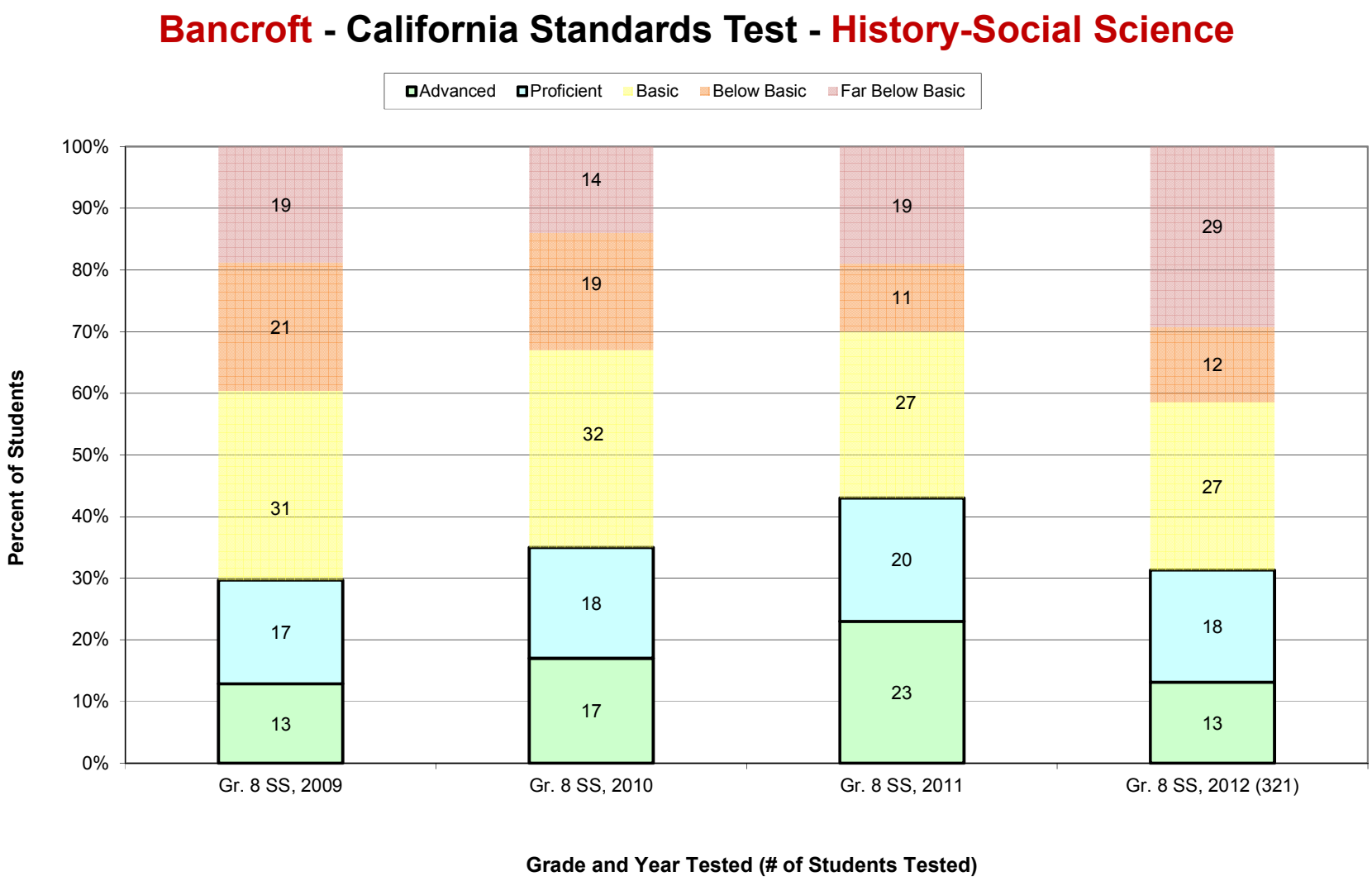
APPENDIX B: Academic Achievement Data

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



APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in History-Social 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

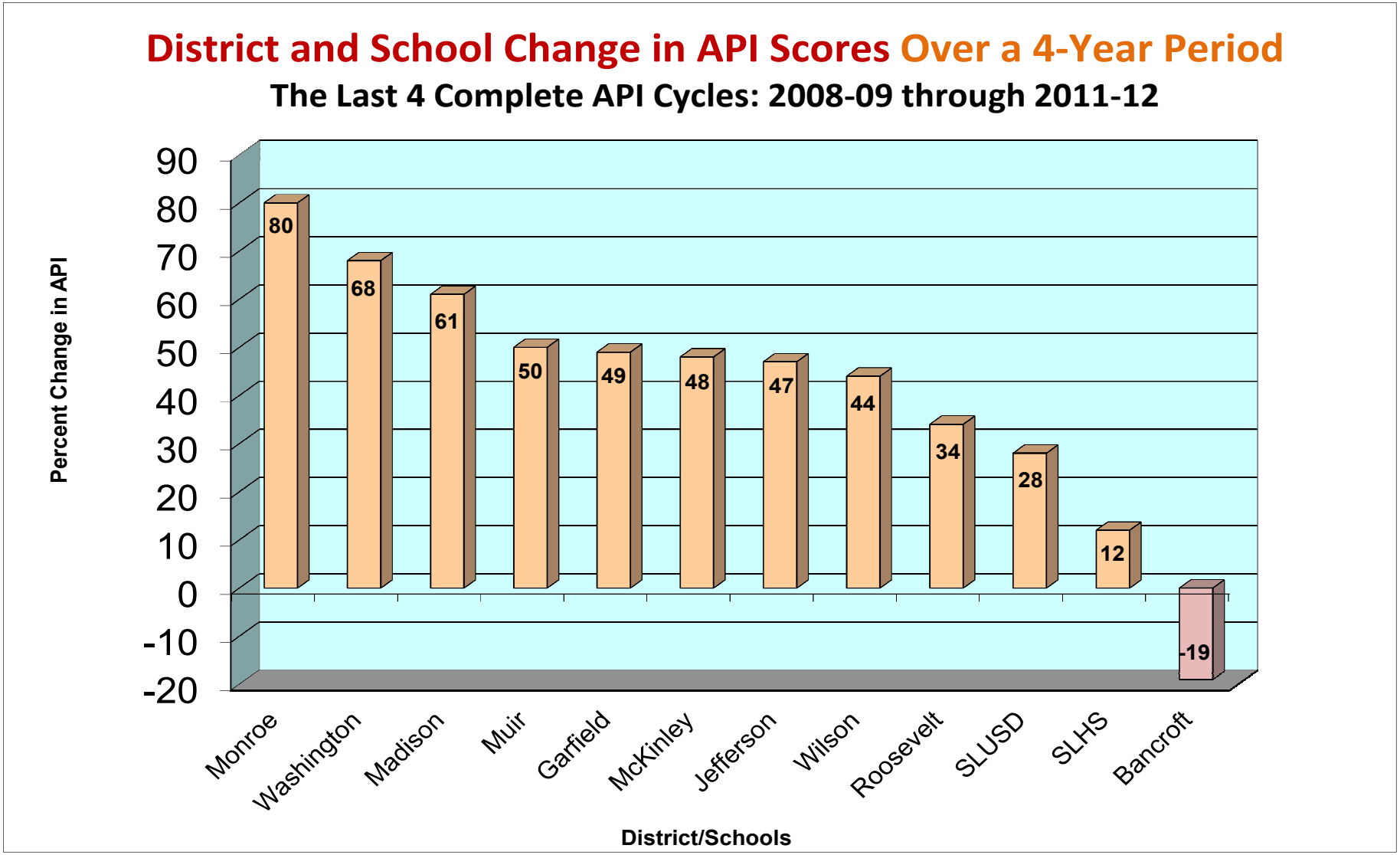
- **API Data 2012**
  - **Student Subgroup Academic Performance Index**

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; follows number of students in current year
= No Growth API Targets for LEAs
= Target not met
= New Numerically Significant Subgroup
= Targets set by CDE

APPENDIX B: Academic Achievement Data

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

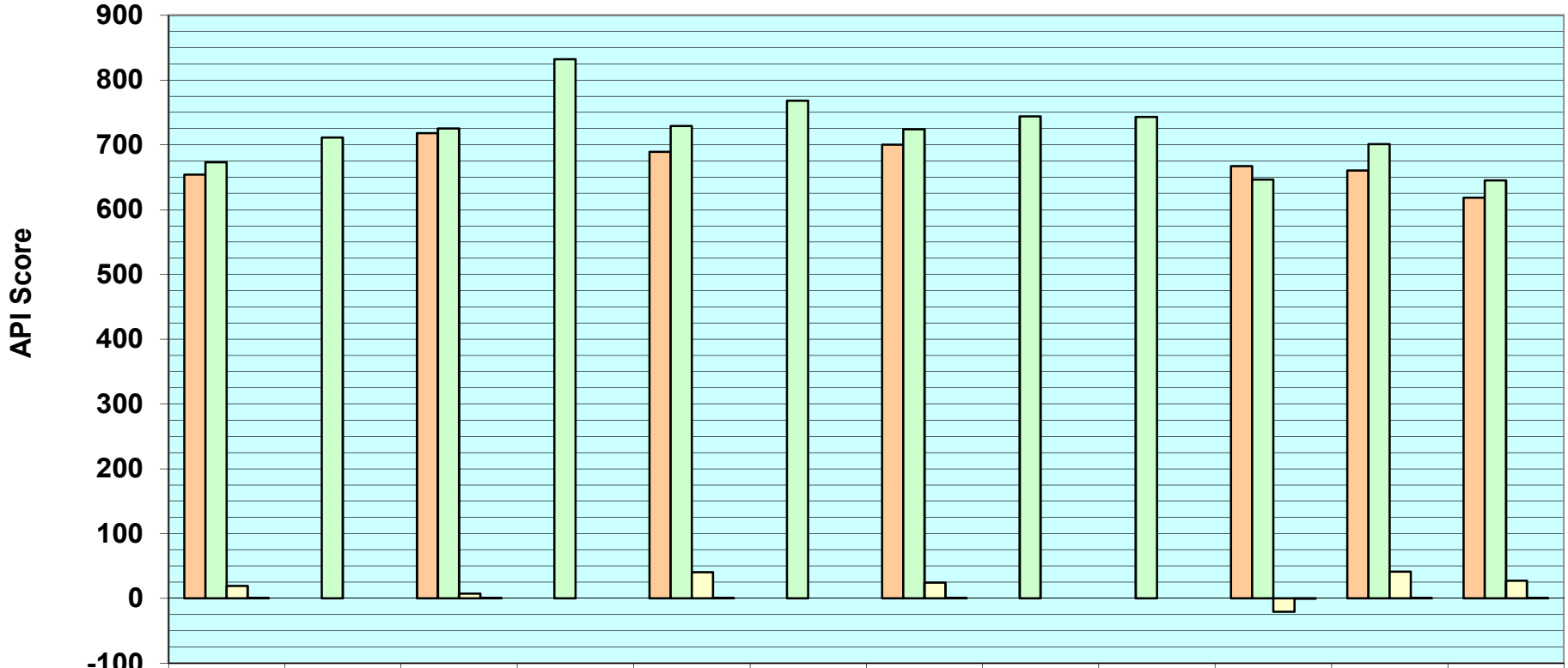


APPENDIX B: Academic Achievement Data

- **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%

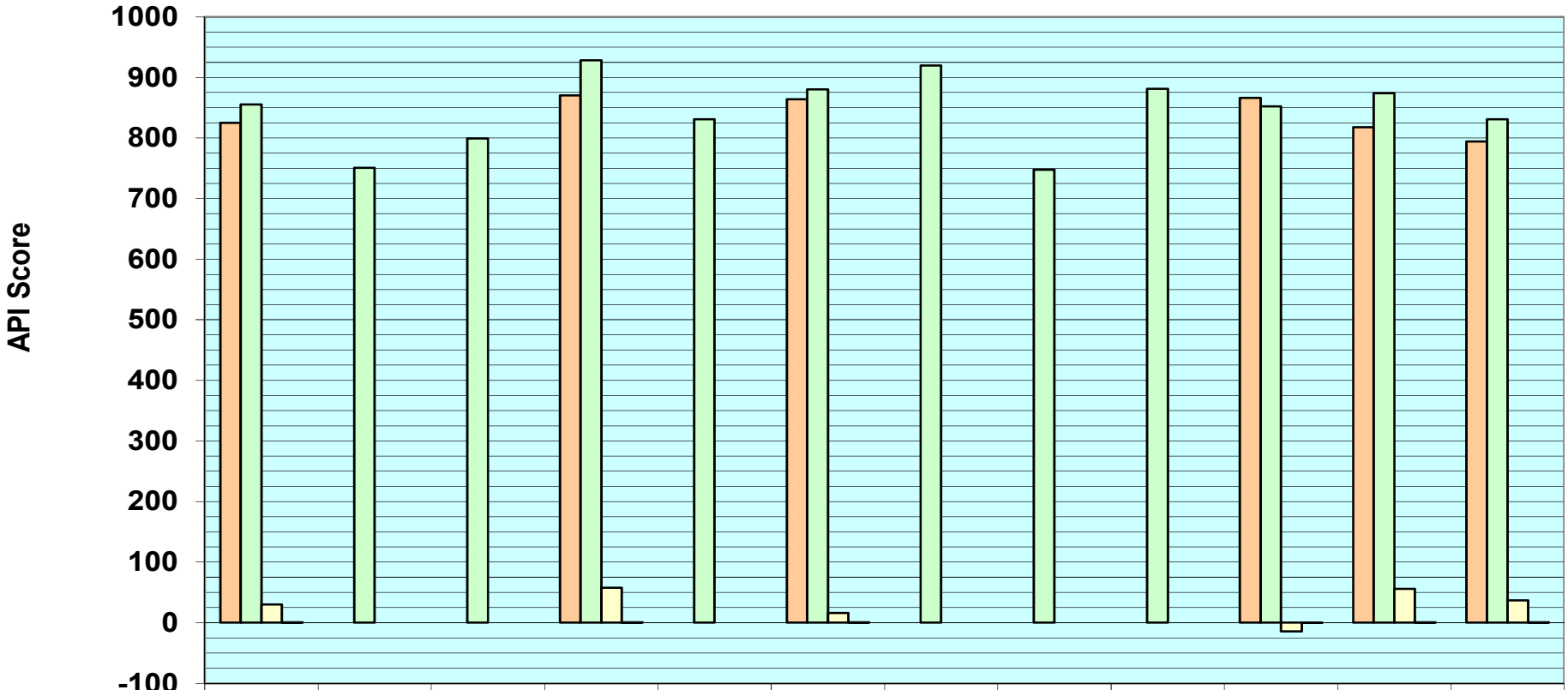
District/School

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%

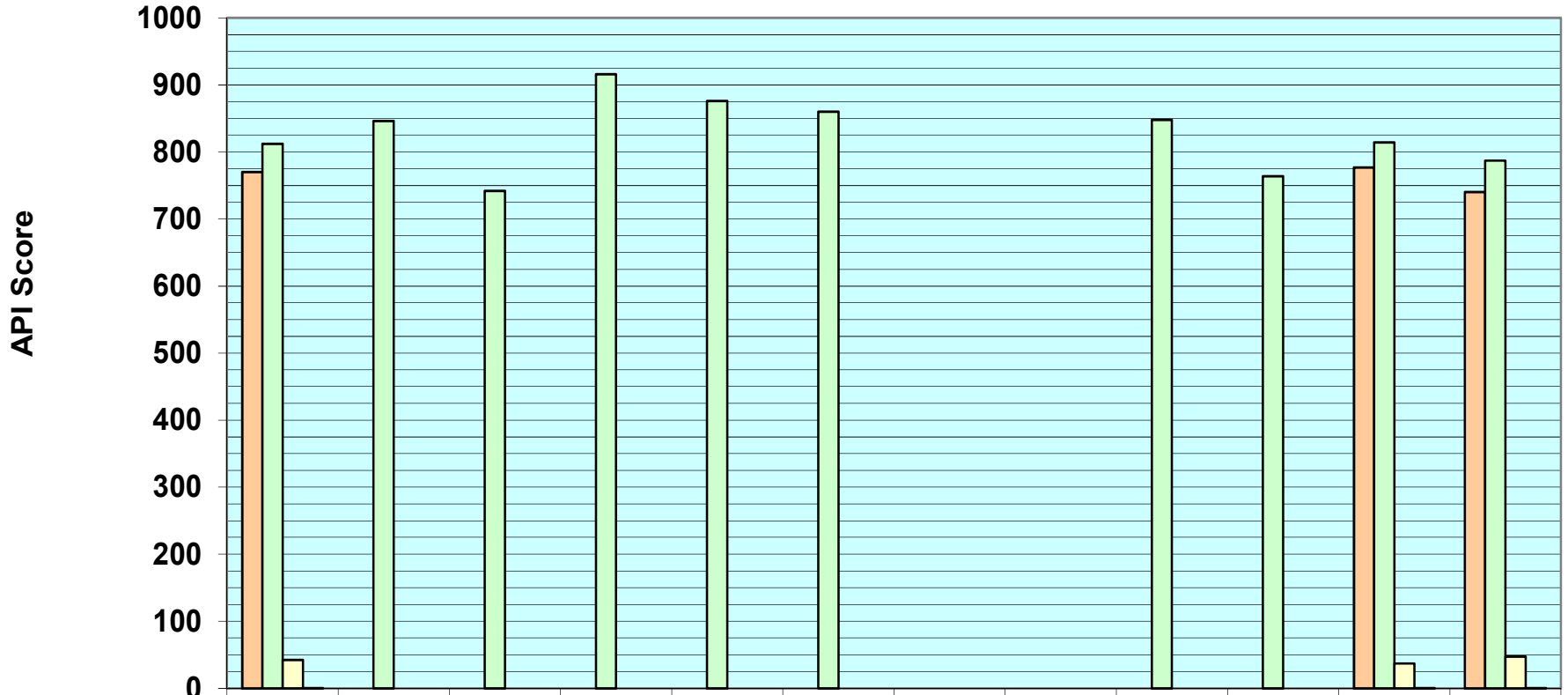
District/School

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%

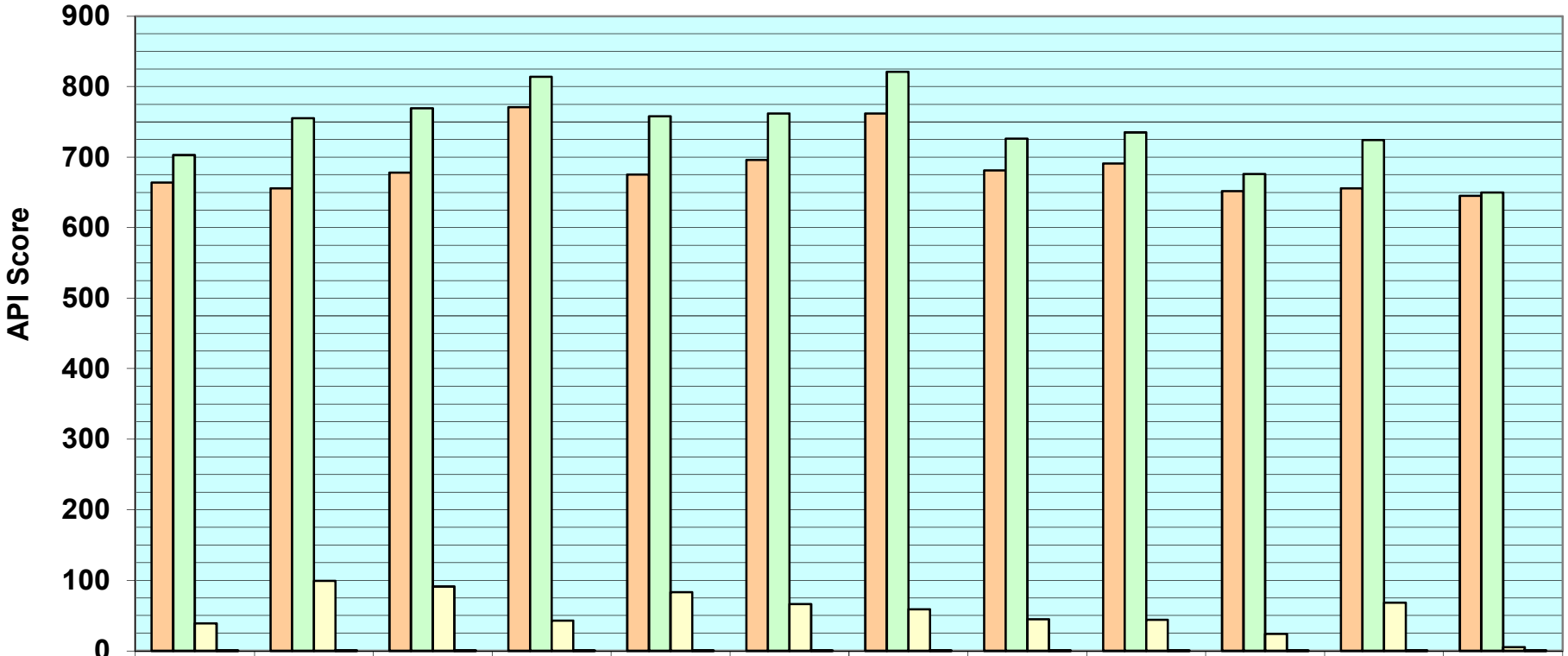
District/School

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%

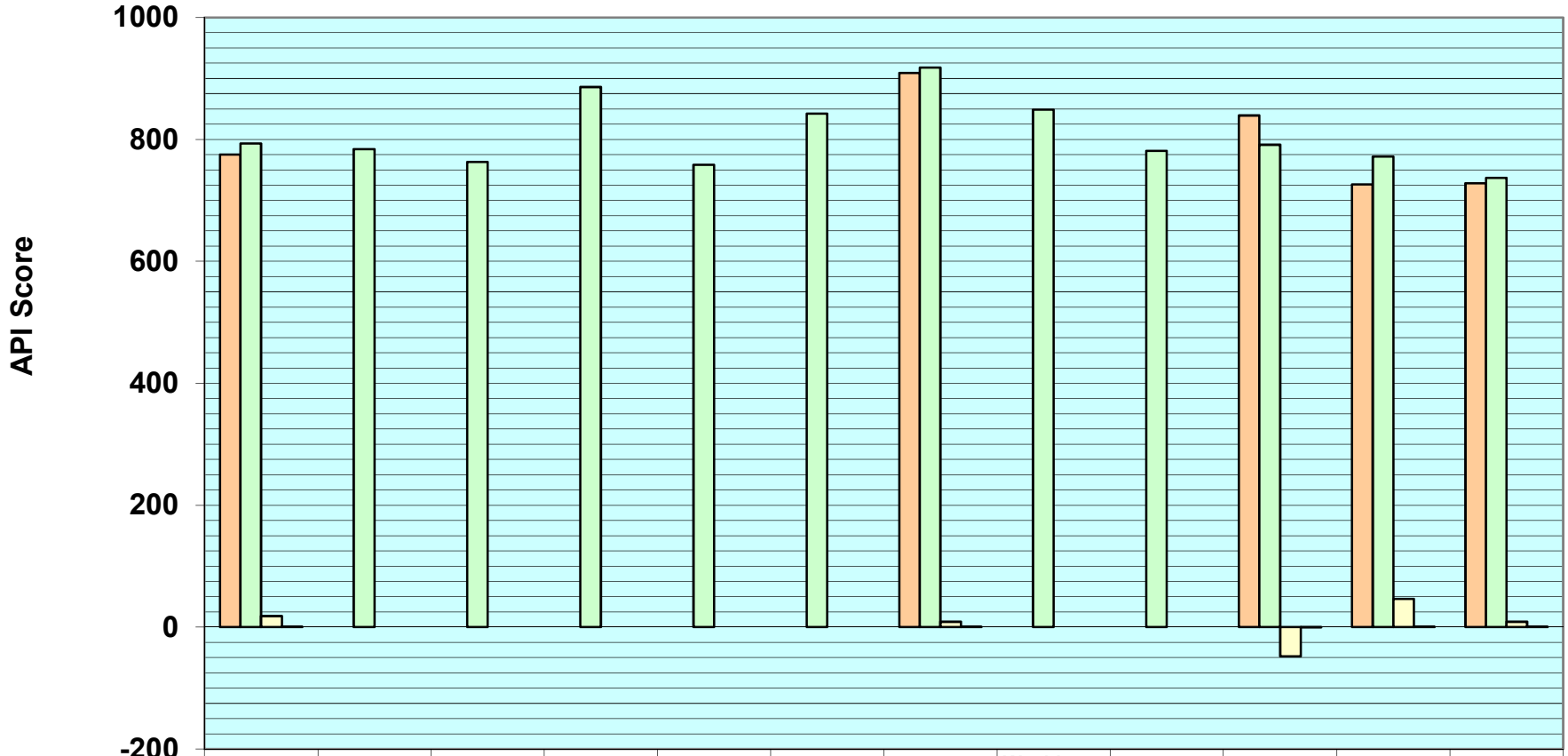
District/School

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



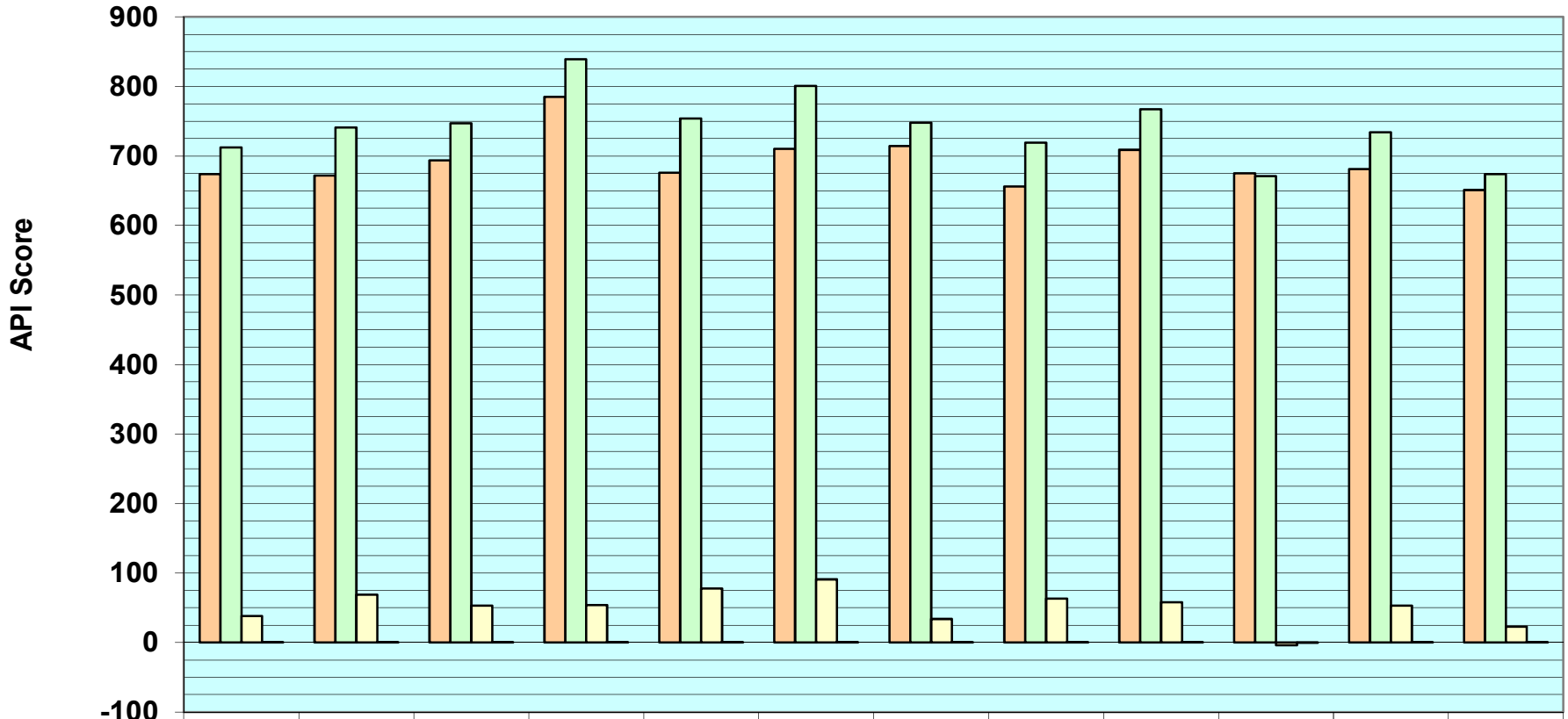
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Two or More Races 2008 Base API	748											
Two or More Races 2012 Growth API	829			897			945			809	806	725
API Difference	81											
% API Difference	10.83%											

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%

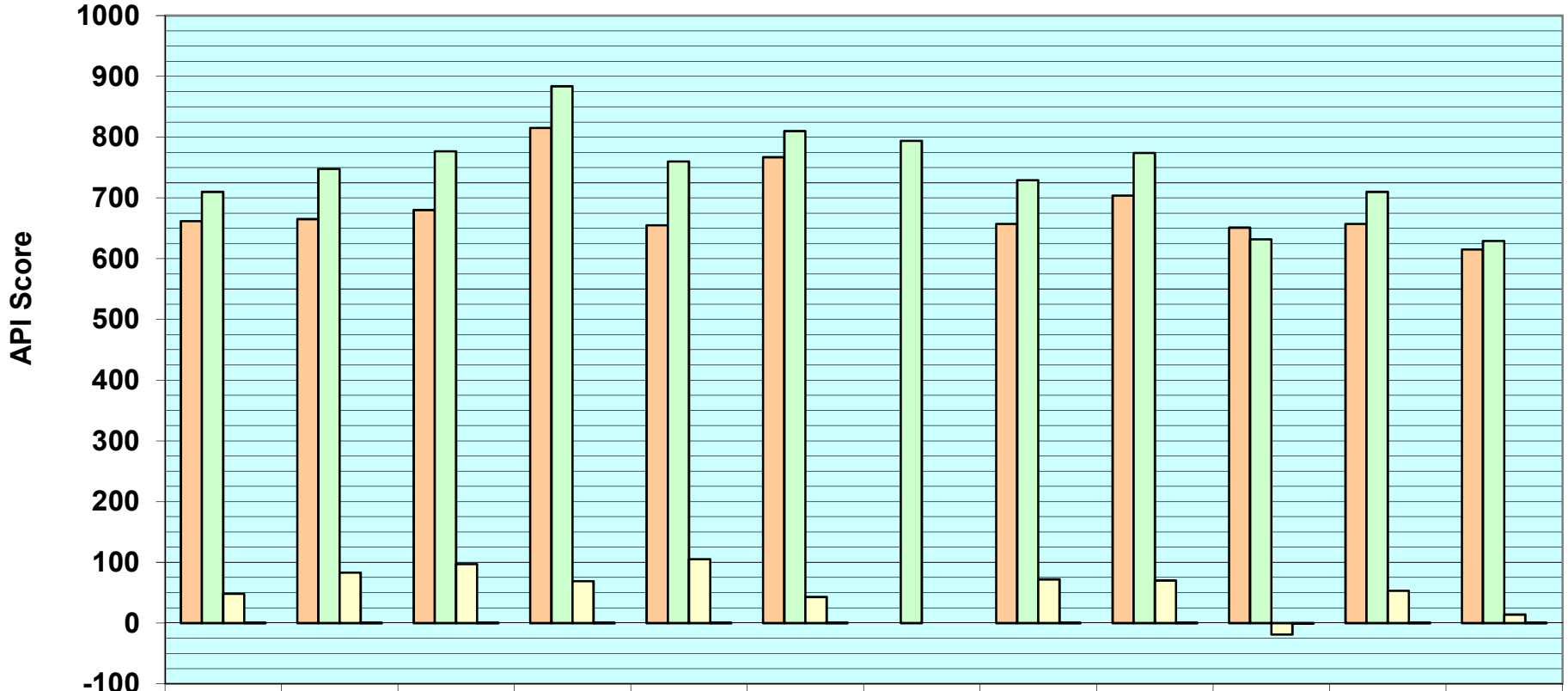
District/School

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%

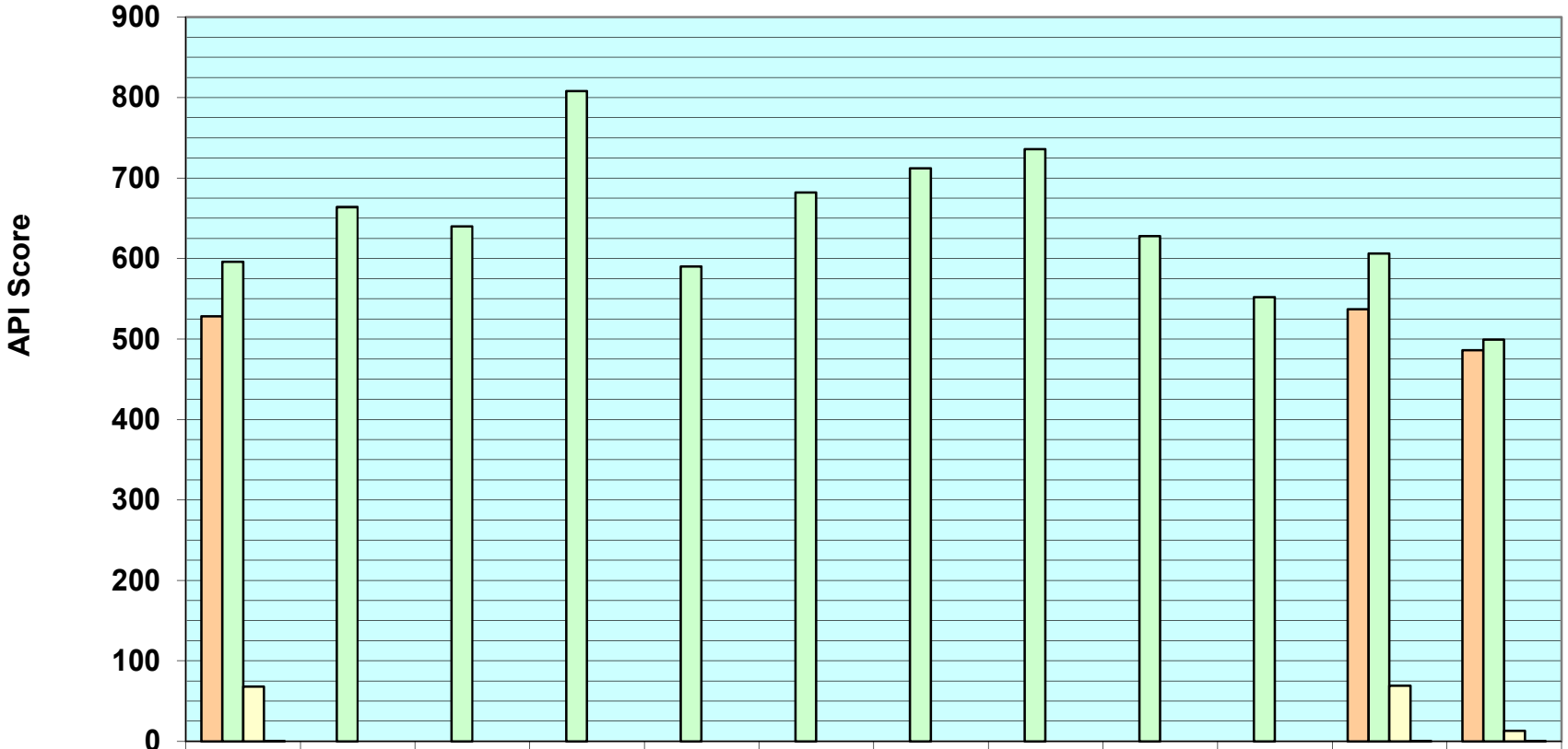
District/School

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

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total	21			22			25
Caring Adult Relationships	18			22			23
High Expectations	38			46			40
Opportunities for Meaningful Participation	12			13			9
Community Environment							
Total	59			54			71
Caring Adult Relationships	54			54			62
High Expectations	62			57			71
Opportunities for Meaningful Participation	42			45			52
School Connectedness Scale	34			24			29

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

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

- **Bancroft Middle School Worksheet**

Bancroft Middle School Worksheet for 2013 NCLB AYP Targets and 2013 Safe Harbor Targets

			2012 AYP Results							2013 NCLB AYP Targets				2013 Safe Harbor Targets			
Bancroft Middle School 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	923	44.4%	No	410	724	-314	823	413	44.8%	89.2%	513	51	5.6%	50.0%
		Math		923	24.2%	No	223	729	-506	826	603	65.3%	89.5%	700	70	7.6%	31.8%
African American	% Proficient	ELA	Yes	209	34.4%	No	72	164	-92	186	114	54.8%	89.2%	137	14	6.6%	41.0%
		Math		209	12.4%	No	26	165	-139	187	161	77.1%	89.5%	183	18	8.8%	21.2%
Asian	% Proficient	ELA	No	65	72.3%	--	47	51	-4	58	11	16.9%	89.2%	18	2	2.8%	75.1%
		Math		65	63.1%	--	41	51	-10	58	17	26.4%	89.5%	24	2	3.7%	66.8%
Filipino	% Proficient	ELA	No	37	56.8%	--	21	29	-8	33	12	32.4%	89.2%	16	2	4.3%	61.1%
		Math		37	29.7%	--	11	29	-18	33	22	59.8%	89.5%	26	3	7.0%	36.7%
Hispanic / Latino	% Proficient	ELA	Yes	448	39.5%	No	177	351	-174	400	223	49.7%	89.2%	271	27	6.0%	45.5%
		Math		448	18.5%	No	83	354	-271	401	318	71.0%	89.5%	365	37	8.1%	26.6%
Pacific Islander	% Proficient	ELA	No	22	27.3%	--	6	17	-11	20	14	61.9%	89.2%	16	2	7.3%	34.6%
		Math		22	4.5%	--	1	17	-16	20	19	85.0%	89.5%	21	2	9.5%	14.0%
White	% Proficient	ELA	Yes	111	59.5%	Yes	66	87	-21	99	33	29.7%	89.2%	45	5	4.1%	63.6%
		Math		111	40.5%	Yes	45	88	-43	99	54	49.0%	89.5%	66	7	5.9%	46.4%
Two or More Races	% Proficient	ELA	No	26	69.2%	--	18	20	-2	23	5	20.0%	89.2%	8	1	3.1%	72.3%
		Math		26	53.8%	--	14	21	-7	23	9	35.7%	89.5%	12	1	4.6%	58.4%
Socio-economically Disadvantaged	% Proficient	ELA	Yes	615	37.4%	No	230	482	-252	549	319	51.8%	89.2%	385	39	6.3%	43.7%
		Math		615	18.9%	No	116	486	-370	550	434	70.6%	89.5%	499	50	8.1%	27.0%
English Learners	% Proficient	ELA	Yes	323	28.8%	No	93	253	-160	288	195	60.4%	89.2%	230	23	7.1%	35.9%
		Math		323	16.1%	No	52	255	-203	289	237	73.4%	89.5%	271	27	8.4%	24.5%
Students with Disabilitites	% Proficient	ELA	Yes	117	19.7%	No	23	92	-69	104	81	69.5%	89.2%	94	9	8.0%	27.7%
		Math		117	12.0%	No	14	92	-78	105	91	77.5%	89.5%	103	10	8.8%	20.8%

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

- **Bancroft Middle School 2013 Safe Harbor Goals**

Bancroft Middle School for 2013 NCLB AYP Targets and 2013 Safe Harbor Targets

				2012 AYP NCLB Results				2013 AYP NCLB Targets			2013 AYP Safe Harbor Targets	
Bancroft Middle School 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	923	44.4%		44.8%	89.2%		5.6%	50.0%
		Math			923	24.2%		65.3%	89.5%		7.6%	31.8%
African American	% Proficient	ELA		Yes	209	34.4%		54.8%	89.2%		6.6%	41.0%
		Math			209	12.4%		77.1%	89.5%		8.8%	21.2%
Asian	% Proficient	ELA		No	65	72.3%		16.9%	89.2%		2.8%	75.1%
		Math			65	63.1%		26.4%	89.5%		3.7%	66.8%
Filipino	% Proficient	ELA		No	37	56.8%		32.4%	89.2%		4.3%	61.1%
		Math			37	29.7%		59.8%	89.5%		7.0%	36.7%
Hispanic / Latino	% Proficient	ELA		Yes	448	39.5%		49.7%	89.2%		6.0%	45.5%
		Math			448	18.5%		71.0%	89.5%		8.1%	26.6%
Pacific Islander	% Proficient	ELA		No	22	27.3%		61.9%	89.2%		7.3%	34.6%
		Math			22	4.5%		85.0%	89.5%		9.5%	14.0%
White	% Proficient	ELA		Yes	111	59.5%		29.7%	89.2%		4.1%	63.6%
		Math			111	40.5%		49.0%	89.5%		5.9%	46.4%
Two or More Races	% Proficient	ELA		No	26	69.2%		20.0%	89.2%		3.1%	72.3%
		Math			26	53.8%		35.7%	89.5%		4.6%	58.4%
Socio-economically Disadvantaged	% Proficient	ELA		Yes	615	37.4%		51.8%	89.2%		6.3%	43.7%
		Math			615	18.9%		70.6%	89.5%		8.1%	27.0%
English Learners	% Proficient	ELA		Yes	323	28.8%		60.4%	89.2%		7.1%	35.9%
		Math			323	16.1%		73.4%	89.5%		8.4%	24.5%
Students with Disabilitites	% Proficient	ELA		Yes	117	19.7%		69.5%	89.2%		8.0%	27.7%
		Math			117	12.0%		77.5%	89.5%		8.8%	20.8%

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