The Single Plan for Student Achievement

Muir Middle School

01-61291-6066518
CDS Code

Date of this revision: ____June 7, 2013

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

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

Contact Person: **Belen Magers**

Position: **Principal**

Telephone Number: **510-618-4400**

Address: **1444 Williams Street, San Leandro, CA 94577**

E-mail Address: **bmagers@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.

GOAL

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

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

Vital Signs of Student Progress

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





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

Student Demographics and 2010 API Results

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

source: http://www.sanleandro.k12.ca.us/2077103261933594901site/default.asp

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

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

Vital signs & look-fors

What gets measured and reinforced, gets done!

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

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

Student Learning



CARING AND RESPECT

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

GROWTH ON ASSESSMENT

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

Teaching Practices



RIGOROUS LEARNING ACTIVITIES

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

COLLABORATIVE ANALYSIS OF WORK

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

Leadership Practices



INSTRUCTIONAL MONITORING

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

FAMILY-FRIENDLY SCHOOL CULTURE

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

Organizational Practices



RESOURCES ALIGNED TO PRIORITIES

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

CULTURE OF ACHIEVEMENT

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

Facilitated, compiled and designed by Performance Fact, Inc.

School Vision & Mission

VISION:

JMMS is a safe and inclusive community where everyone is actively engaged in learning.

MISSION:

To prepare each student for academic, emotional, and social success

STAFF COMMITMENTS TO STUDENTS:

- **We will teach with the belief that all students can learn.**
- **We will model and teach skills necessary for academic, social, and emotional success.**
- **We will ensure that all students will participate and be given opportunities to demonstrate what they have learned.**
- **We will make class/school guidelines and expectations clear and fair.**

School Instructional Focus Plan (if you have one)

School Profile

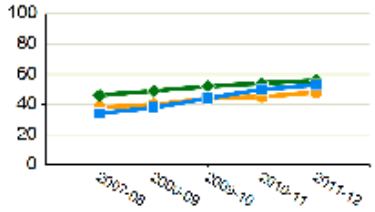
- **2011-12 Muir Middle School Quality Snapshot by CDE**

2011-12 School Quality Snapshot

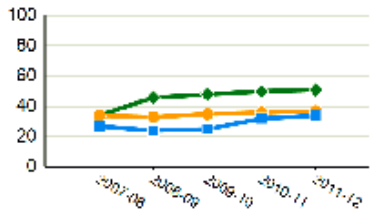
John Muir Middle
San Leandro Unified
1444 Williams St., San Leandro, CA 94577

Grades Offered: 6 - 8
Enrollment: 1,007
Charter: No
Title I Funded: Yes
CDS Code: 01-61291-6066518

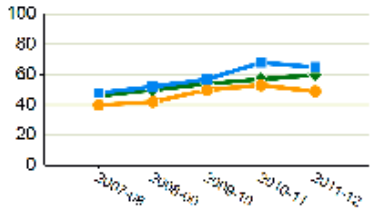
CST English-language Arts Results (percent proficient and above)



CST Mathematics Results (percent proficient and above)



CST Science Results (percent proficient and above)



California's Academic Performance Index (API)

2012 Growth API	766
State Rank	4
Similar Schools Rank	3
2011-12 Growth from Prior Year	16
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	No

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black	Yes	38
American Indian or Alaska Native		–
Asian	Yes	9
Filipino	Yes	-17
Hispanic or Latino	Yes	26
Native Hawaiian or Pacific Islander		–
White		–
Two or More Races		–
English Learners	No	3
Socioeconomically Disadvantaged	Yes	14
Students with Disabilities	No	-4

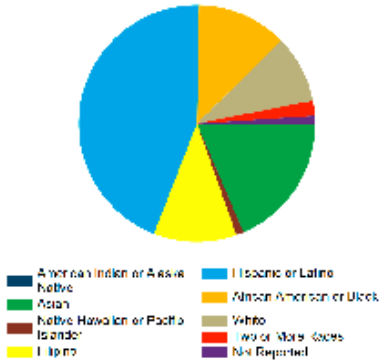
Green – Student group met target
Red – Student group did not meet target
Blue – Student group is not numerically significant
– – Not enough students to report

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.

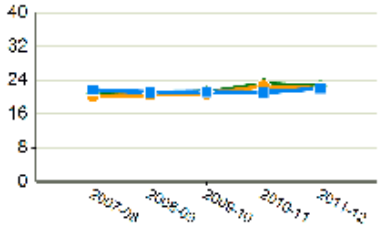
2011-12 Enrollment by Race/Ethnicity



2011-12 Subgroup Enrollment

English Learners	40%
Socioeconomically Disadvantaged	72%
Students with Disabilities	15%

Average Class Size



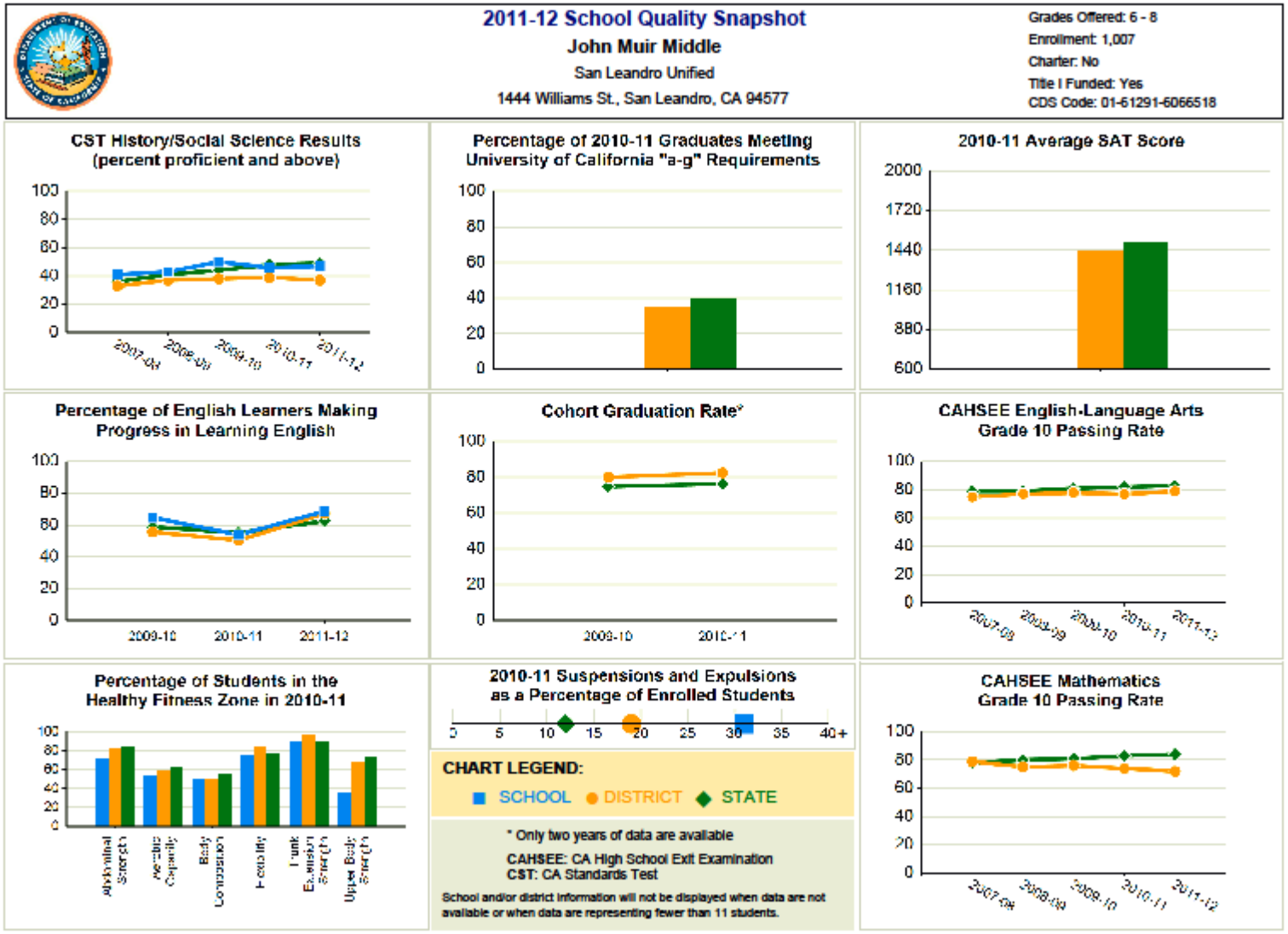
California Department of Education
Report Generated: October 8, 2012

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


2011-12 School Quality Snapshot
John Muir Middle
San Leandro Unified
1444 Williams St., San Leandro, CA 94577
Grades Offered: 6 - 8
Enrollment: 1,007
Charter: No
Title I Funded: Yes
CDS Code: 01-61291-6066518
CST History/Social Science Results (percent proficient and above)
Percentage of 2010-11 Graduates Meeting University of California "a-g" Requirements
2010-11 Average SAT Score
Percentage of English Learners Making Progress in Learning English
Cohort Graduation Rate*
CAHSEE English-Language Arts Grade 10 Passing Rate
Percentage of Students in the Healthy Fitness Zone in 2010-11
2010-11 Suspensions and Expulsions as a Percentage of Enrolled Students
CHART LEGEND:
SCHOOL
DISTRICT
STATE
* Only two years of data are available
CAHSEE: CA High School Exit Examination
CST: CA Standards Test
School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.
CAHSEE Mathematics Grade 10 Passing Rate
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 2

School Profile

John Muir Middle School is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. The city of San Leandro is 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. 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.

The school district has an enrollment of 8,725, with 12 schools (eight elementary schools, two middle schools, one comprehensive high school, and one continuation high school). For the 2012-2013 school year, approximately 1000 students in 6th through 8th grade were enrolled at John Muir Middle School. Student body demographics are shown in the chart.

Our school vision and mission are founded on beliefs stating that ALL students are capable of learning and deserve a safe and supportive environment. At Muir, teachers provide ALL students with a learning environment that encourages higher-level thinking skills, independent and reflective work, meaning-centered- learning, and collaborative exploration and discovery. The whole Muir School community shares our progress in meeting the needs of our diverse students.

John Muir Middle School is an AVID National Demonstration School; a college preparatory school. Our John Muir Middle School staff promote a college-going culture among students and their families. 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, Spanish, Journalism/Yearbook, Leadership, Independent Work Education, Drama. Supplemental or companion classes in Math and ELA are available to students that need additional support in these subject areas. John Muir has a variety of Special Education programs for students with IEPs: Resource Support Program, Special Day Classes for Mild Moderate and Moderate Severe disabilities, and a Counseling Enriched class. Our Special Education Program offers push-in and inclusion models of support for our students with special needs. Likewise, as a school wide Title 1 school, John Muir has a full range of support and programs for our English learners and for our students who are educationally disadvantaged. We also offer an after school Tutoring program in Math and ELA funded by Title 1 and the hourly state intervention program. For the last 8 years our Saturday Academy intervention has successfully supported our long-term English learners and other students needing academic support, offering a web-based assessment program. After school enrichment is available to our students through our after school sports and athletic program offering cross-country, flag football,
boys' and girls' basketball, soccer, softball, track and volleyball. Our state-funded ASES (After School Education Support) is run by the Boys and Girls Club of San Leandro.

John Muir has a Performing Arts Program that includes our Concert Band, String Orchestra, and Drama that includes approximately 200 students. Our student musicians have participated in Disneyland's Music Workshops with famous national musicians and has recently performed their first solo performances at the Disney Magic Music Days at the Park. Our Dram Club presents two main productions: one in the Fall and one Spring Musical.

John Muir Middle School houses a full service library media center and four computer labs with thirty-five computers each.

Our students participate in various social, civic, and student empowerment clubs at the school which include Rainbow Club, Black Student Union, Latinos Unidos, Asian-Pacific Islander Club, Ukulele Club, Anime Club, Sponge Bob Club, Character Matters Club, Improving John Muir, and K-Pop.

Parent involvement is a strong component of our school. Parents are involved in a variety of ways to support our staff and the academic and extra-curricular activities of our students. Our parent empowerment groups include: Padres Unidos (Charla group), Latinos Unidos Padres, Black Parent Union, PTSO, School Site Council/School Advisory Council, ELAC(English Learner Advisory Committee), Title 1 Parent Committee.

The community and parent partnerships we have developed and the sincerity of our purpose to provide our students with equal access to all opportunities, enable us to employ a variety of programs to promote academic excellence, positive student behavior, and a positive climate for learning. The collaboration within the Muir community to help our students attain positive experiences that will help them succeed in school is evident in the classrooms and in school wide activities.

John Muir Middle School is a better place to be; to learn, to be challenged, to excel!

Step One: Analyze Student Achievement Data

See Appendix B for

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

Data Analysis

- Although two year data shows growth in ELA, Math, History, and Science, sixth grade Math showed a decrease.

History/Language Arts

- Writing Strategies and Literary Response continue to be an area of need for English Language Arts.
- Academic vocabulary still remains a barrier for success on the CST.
  Academic Vocabulary still remains a barrier for success on CST's. Explicit teaching of academic vocabulary should continue

Math/Science

- Percents, , and powers. rational numbers continues to be an area of focus.
  More eighth grade students are passing the Algebra, but many students need Algebra readiness.

English Language Learners

- While our less than six year English Learners are making significant progress, our long term English Learners are not showing as much academic growth as expected.

Intervention Program Data

- 165 students Safe Harbor Math and ELA students were invited to attend Title 1 Tutoring after school. About 25 students attended regularly. Of those students, 15 showed improvement on their ELA benchmarks, scoring proficient or advanced,and 17 showed improvement (proficient/advanced) on the Math benchmarks.
- 55 students Safe Harbor RFEP students were invited to attend Saturday Academy in the Fall of 2012. About 30 students attended Fall Saturday Academy. Of those students, 8 made improvements on the ELA benchmarks, testing proficient or advanced, while 7 showed proficiency/advanced on their Math benchmarks.
- 60 Safe Harbor students were invited to Attend Saturday Academy in the Spring, but we did not have enough responses to run a Spring Saturday Academy.

The action steps in this school plan recommend the curricular and extra-curricular programs and strategies that John Muir needs:

- to maintain, and/or strengthen to continue positive, steady and upward student achievement progress
- to provide intervention in curricular and extra-curricular areas to support student progress
- to prepare staff through outstanding professional development and training to support student achievement

Data Analysis

Non-Academic Data

Suspensions and referrals are decreasing, but Latino and African-American students continue to be getting suspended more than our other subgroups. This shows the need to further implement PBIS.

Tardies continue to be a concern. This needs to be addressed with Leadership to find ways to cut down the number of tardies to both school and classes throughout the day.

Step Two: Measure Effectiveness of Current Strategies Using State Tool

Needs Assessment

ESSENTIAL PROGRAM COMPONENTS
(EPCs)
Middle School 6-8
MUIR 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*	**4**	**4**	**4**
EPC 1.2 Adopted ELD Materials K-5 **SLUSD =** *Keystone* (newly adopted)	**4**	**4**	**4**
EPC 1.3: Adopted RLA Intensive Intervention Materials Gr 6-8 **SLUSD =** Sopris West's *Language*! (newly adopted)	**3**	**4**	**4**
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD =** *Holt*	**4**	**4**	**4**
EPC 1.5: Adopted Math Intensive Intervention Materials Gr 6-7 **SLUSD =** *Holt* or other state-adopted Intervention Materials	**3**	**NA**	**NA**
EPC 1.6: Adopted Algebra Readiness Program and Materials Gr 8 **SLUSD =** State-adopted Math Intervention Materials TBD	**1**	**1**	**NA**
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	**3**	**4**	**4**
EPC 2.3: ELD (30-60 min in grade 6-8) **SLUSD =** Using *Keystone* in EPL-leveled classes	**4**	**4**	**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	**3**	**4**	**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	**3**	**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	**3**	**3**	**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**	**3**	**4**
EPC 4.2: Ongoing targeted Professional Development **SLUSD =** Admin participates in DAIT Learning Walks, PLC trainings, etc	**2**	**4**	**4**
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)	**1**	**4**	**4**
EPC 5.3: All teachers attend Math Training **SLUSD =** SB472 Holt Math Training for all (5 days)	**2**	**4**	**4**
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, Language! & Reality Central* materials	**3**	**4**	**4**
EPC 6.2: Math Support implementing adopted programs **SLUSD =** one-on-one coaching on *Holt* and intervention materials	**2**	**4**	**4**
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	**3**	**4**	**4**
EPC 7.2: Math and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access Holt Benchmarks & Topic Tests	**4**	**4**	**4**
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	**3**	**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	**3**	**4**	**4**
EPC 9: FISCAL SUPPORT			
EPC 9.1: Categorical Funds used for full implementation of RLA/ELD EPCs **SLUSD =** site plan funds RLA/ELD EPCs as a priority	**3**	**4**	**4**
EPC 9.2: Categ. Funds used for full implementation of Math EPCs **SLUSD =** site plan funds Math EPCs as a priority	**3**	**4**	**4**

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

- From the APS data and Needs Assessments, the following areas will continue to be a priority: School Safety and Climate, Parent Education and Training, Student Support/Intervention and Classroom Materials/Supplies, and Professional Development Training and Collaboration for Teachers.

Step Three: Identify Achievement Goals

The focus of our staff has been Pillar #2: Culturally Responsive Teaching and Learning and Pillar #3: Data-Driven Continuous Improvement. We will continue to focus on these two pillars though our Professional Learning Communities and subject-area departments, but we plan to also bring Pillar #1: Standards-Aligned Differentiated Instruction and Pillar #4: Safe Climate, Strong Relationships into focus through our work with Common Core Standards (Pillar #1) and PBIS (Pillar #4).

STUDENT ACADEMIC LEARNING GOALS

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

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

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

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

Group (2012-13 NCLB District ELA Target = 89.2%)	2011-12 % Proficient	2012-13 Minimum Goal	2012-13 Stretch Goal
All	53.2%	57.9%	89.2%
African American	46.4%	51.8%	89.2%
Asian	71.2%	74.1%	89.2%
Filipino	68.5%	71.6%	89.2%
Hispanic/Latino	41.5%	47.4%	89.2%
Pacific Islander	36.4%	42.8%	89.2%
White	58.1%	62.3%	89.2%
Two or More Races	71.4%	74.3%	89.2%
SED	45.5%	51.0%	89.2%
EL	37.5%	43.7%	89.2%
SWD	33.5%	40.1%	89.2%

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

See Appendix C for Worksheets that derive this data.

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

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

for progress monitoring

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

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

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

Growth targets for EL subgroup

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

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
Muir	131	131	100.0%	51	38.9%	68.3%	69.3%
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 Goa
SLUSD	1,565	398	25.4%	27.3%	28.3%	615	246	40.0%	47.0%	49.0%
Muir	32	9	28.1%	33.4%	34.4%	109	30	27.5%	52.5%	53.5%
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
Muir	35.8%	37.5%	1.7%	43.7%	89.2%	27.8%	29.9%	2.1%	36.9%	89.5%

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

= CDE Target Met or Surpassed

= CDE Target Not Met

= Safe Harbor **(Y2)**

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

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

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

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

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

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

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

Group (2012-13 NCLB District Math Target = 89.5%)	2011-12 % Proficient	2012-13 Minimum Goal	2012-13 Stretch Goal
All	34.3%	40.9%	89.5%
African American	17.1%	25.4%	89.5%
Asian	63.8%	67.4%	89.5%
Filipino	40.7%	46.6%	89.5%
Hispanic/Latino	25.9%	33.3%	89.5%
Pacific Islander	9.1%	18.2%	89.5%
White	27.9%	35.1%	89.5%
Two or More Races	52.4%	57.2%	89.5%
SED	30.7%	37.6%	89.5%
EL	29.9%	36.9%	89.5%
SWD	25.6%	33.0%	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					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
SLUSD = *Keystone* and *Keys to Learning*					
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

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Intensive Learner progress is accelerated two years for every year of instruction • Progress monitoring is reviewed regularly to ensure acceleration of student learning	2013-15	• *Language*! Progress monitoring 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	2013-2015	• Agendas/notes from Task Forces or course alikes	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
instructional program. These **materials are implemented daily** as designed in Companion Classes. • The school will work with the district team to identify and inventory 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.		• Prin class visit notes with materials seen 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)					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
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 The principal will conduct classroom visits to monitor program implementation and effectiveness	2013-2015	• Master Schedule submitted to Ed Services • Prin Logs & notes	$0	NA	1
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	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	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
		placement			
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 The master schedule complies with implementation of adequate math instruction for those student enrolled	2013-2015	➢ Master schedule	$0	NA	3
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	2013-	• Pacing Guide	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
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	2015	• Prin logs & notes			
ELA Teachers will post and explain the lesson's main RLA Content Objective daily	2013-2015	• Prin logs & notes	$0	NA	*1*
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

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
EPC 5.1: Fully Credentialed, Highly Qualified Teachers SLUSD = meets NCLB requirements					
Classrooms have highly qualified teachers appropriately credentialed for their assignments • The school, in collaboration with HR has a plan when teachers do not meet NCLB requirements.	2013-2015	• Documentation provided by HR	$0	NA	1-3
EPC 5.2: All 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	2013-2015	• Sign ins and agenda	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
subgroups as well as student working above grade level.					
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 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 districtwide 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 followup trainings • Site sends team to Common Core Transition Planning Team • Site sends teachers to E3 Racial Equity training	2013-2015	• Contracts/MOUs or POs • PPAFs for coaches	$0	NA	1-2
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,	2013-2015	• Assessment result reports	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
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 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.		• Agenda and calendars of meetings			
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	2013-2015	• *Illuminate* training agendas and	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
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.		Sign ins • Collaboration agendas and notes • Sub requests for Task Force reps • Assessments in *Illuminate*			
Data from STAR and district math assessments is disaggregated 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	• Data reports	$0	NA	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/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	$0	NA	1-2

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
		• Sub requests			
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	• Logs & notes	$0	NA	1-2
EPC 8. 2: Structured Collaboration (2 hrs/month) on adopted math programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all math, strategic, intensive, special education, and ELD) are provided with a one hour (preferably twice a month) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification) • Same as 8.1 above.	2013-2015	See 8.1	$0	NA	3
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	• Logs and notes	$0	NA	3
BEYOND THE EPCs					
Other content area teachers will post and explain the lesson's main Content Objective and language objetive daily	2013-2015	• P 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	• Print 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			

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

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
		ne calls			
All notices, reports, statements, or records sent to the parent or guardian of any pupil by the school or school district are, in addition to being written in English, written in the primary language(s) (at the same time), when 15 percent or more of the student population at the school site speak a single primary language other than English	2013-2015	• Copies of flyers, newsletter in Eng and Span	$0	NA	1-3
Title I schools will hold one Title I parent meeting in the fall and provide flexible meeting opportunities and parent education workshops throughout the year.	2013-2015	• Flyers • Agendas • Newsletter announcements	$0	NA	1-3
The vision of the *Parent Equity* team (inclusion, respect, accountability) is visible throughout the school	2013-2015				1-3
The school will use *Blackboard* to inform parents of critical events and information	2013-2015	• Teleparent log	$0	NA	1-3
LEADERSHIP AND GOVERNANCE					
The School Site Council elections are held and the SSC membership reflects the diversity of the students/families, as well as all requirements for its composition.	2013-2015	• Flyers • Agendas • Newsletter announcements	$0	NA	1-3
The school has an articulated plan to increase the participation of parents of color into school governance and decision making.	2013-2015	• Prin notes	$0	NA	1-3
Additions and modifications to the school plan will be approved by the SSC when they exceed more than 10% of the school's budget	2013-2015	• Meeting notes and Site Plan Addendum	$0	NA	1-3
School Site Council will be trained in their role and responsibilities, SSC agendas will be posted 72 hours prior to the meeting, minutes will be provided following each meeting, by-laws will be established as appropriate.	2013-2015	• SSC flyer • SSC Agenda • SSC minutes	$0	NA	1-3
An ELAC will be trained in their role and responsibilities and the committee will provide input to the SSC regarding school programs and student needs. 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					
Principal, vice-principals, program specialists, and the leadership team will visit classrooms on learning walks to monitor program implementation and effectiveness.	2013-2015	Learning walk notes	**NA**	**NA**	**1-3**
Departments and PLCs will continue to focus on our instructional initiatives of language objectives and sheltered instruction, student engagement and non-voluntary participation (no opt out), structured partnering and student to student interaction using sentence frames, checking for understanding, positive behavior support, Cornell note taking and AVID tools, and making learning meaningful with culturally responsive teaching and learning.	2013-2015	PLC notes Dept. notes Learning walk notes	**NA**	**NA**	**1**
Teachers will explore and evaluate current bridge materials appropriate for common core.	2013-2015	PLC record Purchase Order	**As available**	**EIA/EDY SCE EIA/EDY LEP Title 1**	**1**
Literacy Specialist/EL Coach works with principal and counselors on the appropriate placement of EL students based on multiple measures including CELDT and CST scores.	2013-2015	Master Schedule Query showing EL student placement CELDT/CST scores	**Part of Literacy Specialist**	**EIA/EDY SCE EIA-EDY LEP**	**1**
Purchase materials to differentiate instruction for EL students in RLA ELD, and other content areas.	2013-2015	Purchase orders inventory	**As available**	**EIA-LEP**	**1**
Approximately 80 students will participate in the AVID program.	2013-2015	Master schedule AVID team notes	**$3,500**	**Title 1**	**1**
Technology staff to provide technology education and support.	2013-2015	Emails Logs	**As available**	**Title 1 EIA-EDY SCE**	**1**
EPC 1.5: Math Teachers will be trained in Adopted Math Intensive Intervention Materials Gr 6-7 **SLUSD =** *Holt* or other state-adopted Intervention Materials	2013-2015	Sign Ins	**TBA**	**Title 1 EIA/EDY SCE EIA/EDY LEP**	**1**
EPC 1.6: Math Teachesr will be trained in Adopted Algebra	**2013-**	**Sign Ins**	**TBA**	**Title1**	**1**

Readiness Program and Materials Gr 8 **SLUSD =** State-adopted Math Intervention Materials TBD	**2015**			**EIA/EDY SCE EIA/EDY LEP**	
Supplemental Bilingual Paraeducators (Spanish and Chinese) support classes with EL Clusters.	2013-2015	Time Sheets Class Rosters	**$12,238**	**EIA-LEP**	**1**
The Literacy Specialist/EL Coach works provides teachers and administration with information on CELDT results for appropriate placement and instructional support.	2013-2015	PD presentation slides, Staff/Dept. Meeting Minutes	**Part of Literacy Specialst**	**EIA-LEP**	**1**
Long Term EL students in Companion ELA will receive program support and materials	2013-2015	Purchase orders Meeting minutes	**$460.80 (materials LEP) Part of $200 (materials SCE) Part of Literacy Specialist**	**IEA-LEP EIA-SCE**	**1**
Support in math and English skills will be provided for AVID students, including use of tutors in AVID classes.	2013-2015	Times sheets Attendance Math/ELA data	**Part of Intervention Tutoring**	**Title 1 EIA-SCE**	**1**
EPC 3: LESSON PACING GUIDE					
Teachers will post and explain the lesson's main content and language objective daily.	2013-2015	Learning Walk notes	***N/A***	***N/A***	***1***
Teachers will review essential standards throughout the year via PLCs to align with common core.	2013-2014	PLC Record Pacing Guide	*n/a*	*n/a*	*1*
Teachers will participate in updating pacing guides to reflect CCSS emphasis.	2013-2014	PLC Record Pacing Guide	*n/a*	*n/a*	*1*

EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
School Administrators will attend workshops/conferences that support the current core and intervention math and ELA programs, ELs, and other instructional initiatives.	2013-2015	Sign Ins Report to Leadership	Part of Conferences	Title 1 EIA/EDY LEP EIA/EDY	1
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
Teachers will receive professional development in effective practices for using texts and reading comprehension and academic literacy in content areas, including vocabulary development strategies, on site and at conferences/workshops.	2013-2015	Sign-Ins Presentation Slides Report to SSC	Part of Conferences	Title 1 EIA/EDY LEP EIA/EDY	1
English teachers will attend the Northern California Conference for California Association for Bilingual Educators.	2014	Sign-Ins PLC Record SSC Report	$2,750	Title 1 EIA/EDY LEP EIA/EDY SCE	1
Site will purchase materials needed for professional development.	2013-2015	Purchase orders	As needed and available	Title 1	1
Seven teacher leaders and administrators will attend the National Title 1 Conference	2013-2015	• Sign-Ins • PD Report SSC Report	$11,500	Title 1	1
Participate in 1 follow up session end of September for the **PLC Academy** participants and 1 customized **interactive webinar** per school site based on site needs (70 minutes) • Principal & PLC Leadership to pre-plan with Solution Tree for your customized webinar(s) • Provide 70-minute PLC staff development time through four noon release days.	2013-2015	Webinar Presentation Notes	NA	NA	1 & 3
Teachers and departments, along with administrators to attend workshops and conferences, and site based collaboration time to support the common core transition, planning and implementation.	2013-2015	Sign-Ins Dept. and PLC minutes	Part of $13,000	Title 1	1 & 3
Two additional noon release days will be scheduled from banked minutes for common core transition, planning and implementation.	2013-2015	Sign-Ins Minutes	NA	NA	1 & 3
Send 6 to **E3-New Cohort**: Engaging Equity Everyday-teacher equity training	2013-2015	Attendance Report to SSC	Teacher Collaboration and Release	Title 1 EIA/EDY SCE	1
Literacy Specialist provides coaching, professional development,	2013-	PPAF	Literacy	EIA/EDY	1

coordination of the EL/EIA/EDY program.	2015		Specialist	SCE EIA/EDY LEP	
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
Teachers will have extra release time for collaboration and development/analysis of PLC CFAs as available.	2013-2015	PLC minutes Data analysis Lesson Plans	Teacher Collaboration and Release, as available.	EIA/EDY SCE EIA/EDY LEP Title 1	1
Language Teachers will use DIEBELS to monitor students in the program.	2013-2015	DIEBELS data	NA	NA	
Teachers will be provided with further training on the use of technology, including but not limited to Illuminate, for transition and implementation of the common core.	2013-2015	Meting Notes Data analysis	Part of $13,000 PD	Title 1 EIA/EDY SCE	1
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
Departments will have release time to collaborate with Bancroft.	2013-2015	Sign-Ins Minutes	Teacher Collaboration and Release	Title 1 EIA/EDY SCE	1
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
Acquire hardware and software to increase use of technology in each department to support common core and smarter balance assessment, revision and process writing, electronic research, alternative ways for students to present information, and mastery of standards through subject specific software, presentation hardware and software for other instructional strategies.		• Purchase Orders • Lesson Plans • Pacing Guides • PLC records	As needed/ available	Title 1 EIA/EDY SCE EIA/EDY LEP	
Support for library/media center will be provided, including technology and appropriate learning resources, including culturally relevant literature, hardware, software-intervention materials, and books that reflect students' needs, interests, and families.		• Purchase Orders •	As needed/ available	Title 1 EIA/EDY SCE EIA/EDY LEP	

Provide supplemental materials that are culturally reflective of the student population and that are inclusive and respectful of differences will be used to bridge gaps in core materials.		• Purchase Orders • Lesson Plans • Pacing Guides • PLC records	As needed/ available	Title 1 EIA/EDY SCE EIA/EDY LEP	
ELA and Math		•			
Math will conduct activities to celebrate school PI day.		• PLC minutes Student Involvement measures	$300	Title 1	
English teachers will spend release time scoring writing assessments and creative units (TARI)		• Rubrics Data	As needed/ As available	Title 1 EDY/EIA	
English dept. chair will spend a release day maintaining ELA materials and benchmark materials in the core office		Inventory	$125	Dept. funds Title 1	
The Title 1 Coordinator will oversee the Title 1 program, including documentation of program compliance, providing quarterly parent meetings, overseeing budget, and identifying and tracking progress of students.		• Student Records • Budget Reports, • Minutes of meetings	$38,402 for release periods	Title 1	
SCIENCE		•			
All science teachers will attend a science conference every 3-5 years.	2013-2015	• Sign-Ins • PLC Record • SSC Report	$1,500	Title 1 EIA/EDY	
All science classes will have access to enough materials to complete an inquiry activity weekly.	2013-2015	• Participation data in inquiry labs	As available	Dept. Funds Donations Title 1	
Science teachers will participate in IMMS grant professional development.	2013-2015	• Sign-Ins •	As needed for subs	Title 1 EIAEDY SCE and LEP	
Science will plan and implement a community event once a year	2013-2015	• Parent Sign-Ins • Presentation notes/slides	$500 for materials	Title 1 EIA/EDY SCE and LEP Dept. Funds Donations	
Science teachers will develop and implement lessons linked to NGSS	2013-2015	• Lesson Plans • PLC Record • CFA data and analysis	Release time as needed	Title 1 EIA/EDY SCE and LEP	

Science Teachers will develop labs/lessons that incorporate CER to address the CC writing standards.	2013-2015	• PLC Record • CFA data and analysis Lesson Plans	Release time as needed	Title 1 EIA/EDY and LEP	
HISTORY/SOCIAL SCIENCE		•			
History Teachers will develop common formative assessments for grade level history standards, as well as one common formative assessment to measure reading comprehension.	2013-2015	• PLC Record • Lesson Plans • CFA data and analysis	Release time as needed/ available	Title 1 EIA/EDY SCE and LEP	
History teachers will develop units of instruction which lead to common assessments of students' argumentative writing, using multiple primary sources	2013-2015	• PLC Record • Lesson Plans • CFA data and analysis •	Release time as needed/ available	Title 1 EIA/EDY SCE and LEP	
History teachers will collaborate to develop instruction and formative assessments that will build writing and reading comprehension skills emphasized in the common core standards.	2013-2015	• 2 Days per teacher = 12 days	$1,440	Title 1 EIA/EDY SCE and LEP	
The history department will acquire teaching resources and content area reading materials at different levels that can be used to teach writing and reading comprehension skills emphasized in the common core standards.	2013-2015	• Purchase order • Lesson Plans • PLC Record • CFA data and analysis	As available	Dept. funds Title 1 EIA/EDY SCE and LEP	
ART					
Art and other staff (TARI teachers) will provide for classroom and schoolwide involvement in art activities, including galleries and showings of student work.	2013-2015	• Work produced	Dept. funds	Dept. funds	
Drama teacher and club will provide full fall and spring theater productions.	2013-2015	• Announcement • Flyers	Middle School Production stipend	General Fund	
Drama department will purchase materials needed for stage set, props and rehearals.	2013-2015	• Purchase Orders	Middle School Production Stipend	General Fund	
Music		•			
Music teachers will purchase and replace instruments, uniforms, and other support as needed to prepare band and orchestra for performances.	2013-2015	• Purchase orders	Dept. funds	Dept. funds	
PE		•			

P.E. teachers will teach and assess fitness in all units. Students will keep record of their progress.	2013-2015	• Log of individual student mile times and fitness scores	N/A	N/A	
P.E. teachers will collaborate with all levels of P.E. teachers in PLC grade level meetings and department meetings to work on standards, units, and procedures for effective implementation of physical education.	2013-2015	• Units developed • Lesson Plans • PLC Record • CFA data and analysis •			
		•			
SCHOOL CLIMATE/CULTURE		•			
Offer multi-cultural materials, assemblies, student clubs, events, signs, and decorations to increase student subgroup' involvement in school.	2013-2015	Purchase Orders List of Events	Part of School Cultures, Assemblies	EIA/EDY SCE	
Teachers and administrators will focus on PBIS to maintain consistent schoolwide practices, classroom management and expectations.	2013-2015	Discipline data	Part of PD materials, workshops, conferences	Title 1	
Conflict managers will be trained and utilized.	2013-2015	List of student conflict managers, Log of conflicts resolved.	School safety materials	Title 1	
PARENT INVOLVEMENT					
The school will provide PIQE training for families, including childcare and refreshments.	2013-2015	• Invitation Flyer • Calendar of meetings • Parent attendance list	$5,000 $250 child care	Title 1 EIA/EDY SCE EIA/EDY LEP	
Continue outreach and regular meetings for Latinos Unidos Padres, Black Parents Union, Principals chats, and other group activities to	2013-2015	Calendar of meetings, agendas,and parent	$1,000	Title 1 EIA/EDY SCE	

engage families of various cultures in the school.		attendance lists		EIA/EDY LEP	
Quarterly Title 1 meetings will be held, which shall include family suggested topics and Title 1 program components.	2013-2015	Invitations, sign ins, Agendas, newsletters, minutes	Part of materials/refreshments, child care.	Title 1	
Title 1 parent liaison will help with outreach to parents, and relay parent concerns in Spanish and English	2013-2015	Log	$2,000 annually	Title 1	
The School PTSO meetings will proved general parent orientation, including topics such as binder reminders, ABI, discipline, etc.	2013-2015	Calendar of meetings, Sign Ins Minutes	Part of materials/refreshments, child care.	Title 1	
School conducts parent training for ABI as needed and requested.	2013-2015	Schedule of trainings, parent attendance list.	NA	NA	
Teleparent will be used by teachers to communicate with parents about academic progress and behavior.	2013-2015	Teleparent log	$1,500 annually	Title 1	
Parents will be trained on Common Core and assessments.	2013-2015	Parent sign ins Presentation slides			
Parents sessions will be held on bullying and gang awareness.	2013-	Parent sign ins Presentation slides			
LEADERSHIP AND GOVERNANCE					
.	2015	•			
The Leadership team will meet in the summer for planning the coming school year in the areas of professional development, student and school management. Leadership team will meet monthly to monitor and address issues related to the four areas of need identified in this plan.	2013-2015	Leadership minutes Sign-ins	As needed	Title 1	

Other Required Elements

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

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

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

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

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

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

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

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

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

1. ***Site-funded Professional Development and Coaching Plans.***
   - *Teachers will receive professional development in effective practices for using texts and reading comprehension and academic literacy in content areas, including vocabulary development strategies, on site and at conferences/workshops.*
   - *English teachers will attend the Northern California Conference for California Association for Bilingual Educators.*
   - *Site will purchase materials needed for professional development.*
   - *Seven teacher leaders and administrators will attend the National Title 1 Conference*
   - *Participate in 1 follow up session end of September for the PLC Academy participants and 1 customized interactive webinar per school site based on site needs (70 minutes)*
   - *Principal & PLC Leadership to pre-plan with Solution Tree for your customized webinar(s)*
   - *Provide 70-minute PLC staff development time through four noon release days.*
   -
   - *Teachers and departments, along with administrators to attend workshops and conferences, and site based collaboration time to support the common core transition, planning and implementation.*
   - *Two additional noon release days will be scheduled from banked minutes for common core transition, planning and implementation.*
   - *Send 6 to E3-New Cohort: Engaging Equity Everyday-teacher equity training*
   - *Literacy Specialist provides coaching, professional development, coordination of the EL/EIA/EDY program.*
   - *Science Teachers to attend national science conference every 3-5 years.*
   - *Teachers and Administrators will receive training and attend conferences in AVID strategies.*

2. ***Site-funded Parent Involvement Activities***
   - *The school will provide PIQE training for new families.*
   - *Continue outreach and regular meetings for Latinos Unidos Padres, Black Parents Union, Principals chats, and other group activities to engage families of various cultures in the school.*
   - *Quarterly Title 1 meetings will be held, which shall include family suggested topics and Title 1 program components.*
   - *Title 1 parent liaison will help with outreach to parents, and relay parent concerns in Spanish and English*
   - *The School PTSO meetings will provide general parent orientation, including topics such as binder reminders, ABI, discipline, etc.*
   - *School will conduct parent training for ABI as needed and requested.*
   - *Teleparent will be used by teachers to communicate with parents about academic progress and behavior.*
   - *Parents will be trained on Common Core and assessments.*
   - *Parents sessions will be held on bullying and gang awareness.*

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:
   - X Resource Program Specialist (RSP)
   - X Special Day Class-mild to moderate (SDC-mm)
   - X Special Day Class-moderate to severe (SDC-ms)
   - X Speech/Language Specialist (S/L)
   - X Adaptive PE Teacher (APE)
   - X Specialized Health Care Nurse (SPHC)
   - ☐ Itinerant Specialist for Physically Handicapped (ISPH)
   - X Behavioral Specialist
   - X Vision Handicapped Specialist (VH)
   - ☐ Itinerant Specialist DHOH
   - X 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?

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

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

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

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

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

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

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

X RSP and DIS specialists may observe student in the general education setting and provide feedback to staff
X RSP and DIS specialists may model lessons to general education staff upon request
X RSP and DIS specialists may consult with general education teachers informally
X Sharing of materials, ideas and strategies between general education and special education staff
X Other Full inclusion of M/S students. Inclusion specialist in the general ed classroom.

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

X Report cards on a trimester or quarterly schedule
X Daily or weekly progress reports as needed
X Annual IEP reviews with updated assessments and objectives
X Parent initiated conferences include update on attainment of graduation requirements
X IEP meetings include update on graduation requirements
X Students meet with counselors to discuss graduation requirements (parent may also attend)
X The principal ensures that accommodations are occurring as per the IEP
X Students who appear or may be failing meet with site counselor who provide options and directions for the students/parents
X 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
X	**Economic Impact Aid/ State Compensatory Education** **Purpose: Help educationally disadvantaged students succeed in the regular program.**	$53,158
X	**Economic Impact Aid/ English Learner Program** **Purpose: Develop fluency in English and academic proficiency of English learners**	$20,540
☐	*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	$73,698

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*
X	**Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas**	$133,823
☐	*Title I, Part A: Schoolwide Program* *Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency*	$NA
☐	*Title I, Part A: Program Improvement* *Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups*	$NA
☐	*Title II, Part A: Teacher and Principal Training and Recruiting* *Purpose: Improve and increase the number of highly qualified teachers and principals*	$NA
☐	*Title II, Part D: Enhancing Education Through Technology* *Purpose: Support professional development and the use of technology*	$NA
☐	*Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students* *Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards*	$NA
☐	*Title IV, Part A: Safe and Drug-Free Schools and Communities* *Purpose: Support learning environments that promote academic achievement*	$NA
☐	*Title V: Innovative Programs* *Purpose: Support educational improvement, library, media, and at-risk students*	$NA
☐	*Title VI, Part B: Rural Education Achievement* *Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs*	$NA
☐	Other Federal Funds (list and describe[1])	$NA
	Total amount of federal categorical funds allocated to this school	$133,823
	Total amount of state and federal categorical funds allocated to this school	$207,521

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

Budgeting

- **Site Plan Budgeting Chart**

Charts are for Sharing proposed expenditures with staff and parents

Budget Planning Charts

School: John Muir Middle Sch **Year:** 6/7/2013

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

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

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

EIA-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
Primary Language Support Spanish	$8,640.0
Primary Language Support Chinese	$3,598.0
ELAC Materials and refreshments	$200.0
Childcare for ELAC meeting	$200.0
Translator Languages other than Spanish, Interpretor for Spanish and other Languages	$1,000.0
EL Achievement	$100.00
After/ school and Sat. Academy EL tutoring (hourly compensation)	$3,841.20
Materials for EL Intervention	$1,000.00
Classroom Materials and Supplies for EL classrooms	$460.80
Teacher of EL's Extra Hourly	$1,000.00
Paper for EL's	$500.00
Total in budget	$20,540
Total allocation	$20,540
Balance	$0

EIA-SCE

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
EIA/EDY Coordinator	$38,402.0
PIQE and Parent Ed	$5,000.0
After School tutoring Safe Harbor, Saturday Academy RFEP, ZAP lunch program, AVID tutoring, personnel	$4,500.0
Materials for Intervention for FBB/BB/Safe Harbor/RFEP Students	$500.00
Classroom Materials and Supplies for Safe Harbor, Companion, and Language Students	$200.00
Technology and support for classrooms/labs for Safe Harbor, FBB/BB, EL students	$500.00
Professional Development	$1,000.0
Materials for Staff Development on School Culture/Intervention/PLCs	$ 500.00
Teacher Extra Hourly for Collaboration/Learning Walks	$556.0
Workshops Conferences for Teachers of Safe Harbor, FBB/BB , EL students	$1,200.0
Paper for classrooms of Safe Harbor Students/FBB/BB students	$400
Academic and school culture assemblies (Uncle Toisan, rally speakers, season of service)	$400
Total in budget	$53,158
Total allocation	$53,158
Balance	PSAs -- $0

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

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

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

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

Action Step Items	Est Cost
Title 1 Coordinator	$38,402.00
Parent Coordinator	$2,000.00
Data Monitoring Clerk	$2,000.00
PIQE/Parent Workshops	$5,000.00
Materials and Refreshments for Title 1 Meetings/PIQE	$250.00
Other Parent/Family Events	$500.00
Childcare for Title 1 Meetings/PIQE	$250.00
After/ school and Sat. Academy tutoring programs/personnel (hourly compensation) AVID, Chavez Club, Girls' Inc. and ZAP lunchtime program	$29,000
Materials for Intervention for FBB/BB/Safe Harbor/RFEP students	$5,000.0
Classroom Materials and Supplies for Safe Harbor, Companion, and Language Students	$5,000.0
Technology and support for classrooms/labs for Safe Harbor Students/FBB/BB/Students	$5,000.0
Mandatory PI Professional Development Site Based: Common Core/Intervention/PLCs	$13,000.00
Teacher release for PLC collaboration/peer observation/Learning Walks	$1,000
Teacher Extra Hourly for additional PLC time	$1,821
Workshops and Conferences for AVID teachers/English/Depts (Common Core)	$8,000
Materials for PD: PLCs/Intervention/School Culture	$1,500
Safety Support for students/teachers under Title 1 area of need: School Safety, Climate and Culture	$16,100
Total in budget	$133,823
Total allocation	$133,823
Balance	$0

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
Belen Magers	X				
Bill Shepard		X			
Debbie Takagawa		X			
Russ Tomlin			X		
Kellie Morris		X			
Maria Sac				X	
Charlotte Theis			X		
Adonna Ross				X	
Lilian Nguyen					X
Wen Ma					X
Diane Nguyen					X
Cindy Ly					X
Numbers of members of each category	1	3	2	2	4

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

San Leandro Unified School District

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

School Site: MUIR

PARA/TO: ❑ Concilio Escolar/SSC ❑ Director y Personal Escolar/ Principal and Staff	**ELAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S) <u>Student Intervention and Support</u> English classes in the summer for second language learners Saturday Academy for EL students After school programs for below basic students Longer hours for tutoring <u>School Safety/Climate</u> More Parent Volunteers Volunteer Training Classes Cafeteria Staff/Manager more receptive to having volunteer parent help in cafeteria Involve more students to become school safety patrol officers (both boys and girls) Red Cross Safety classes for students <u>Professional Development for Teachers</u> Language and culture training One on one English or Math teaching with the student Teachers need to be considerate with students who do not speak English	**RECOMENDACION(ES)/ RECOMMENDATION(S)** <u>Materials and School Supplies</u> Electronic translators for second language students Free second language dictionaries Free binders and binder paper for students Once a month have a school raffle for supplies for best attendance <u>Parent Education and Training</u> PIQE English classes How to train parents to come to important meetings Weekly activities for parents (such as art)

PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION:	RESPUESTA AL COMITE ELAC/ RESPONSE TO ELAC*:
The purpose for the recommendation is to give input on the areas of need in the school plan: Student Intervention and Support School Safety/Climate Professional Development for Teachers Materials and School Supplies Parent Education and Training	<u>Student Intervention and Support</u> The intervention team will explore the possibility of offering more tutoring/academic support to English Learners and struggling students. <u>School Safety/Climate</u> Parent volunteer training and increasing number of parent volunteers will be brought up to leadership. Parent volunteer concerns with cafeteria staff will be brought up to food services. <u>Professional Development for Teachers</u> Language classes, English learner concerns, and culture training will be brought up to leadership. <u>Materials and School Supplies</u> Student materials will continue to be made available to identified students, as needed. English Learner staff will explore the possibility of purchasing language dictionaries for school use. <u>Parent Education and Training</u>

	PIQE will be scheduled. EL Specialist and designated VP will present the adult school schedule for English classes Additional training for parents will be brought up to leadership.
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/ PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE:**

PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION:	RESPUESTA AL COMITE ELAC/ RESPONSE TO ELAC*:
The purpose for the recommendation is to give input on the areas of need in the school plan: Student Intervention and Support School Safety/Climate Professional Development for Teachers Materials and School Supplies Parent Education and Training	Student Intervention and Support The intervention team will explore the possibility of offering more tutoring/academic support to English Learners and struggling students. School Safety/Climate Parent volunteer training and increasing number of parent volunteers will be brought up to leadership. Parent volunteer concerns with cafeteria staff will be brought up to food services. Professional Development for Teachers Language classes, English learner concerns, and culture training will be brought up to leadership. Materials and School Supplies Student materials will continue to be made available to identified students, as needed. English Learner staff will explore the possibility of purchasing language dictionaries for school use. Parent Education and Training PIQE will be scheduled. EL Specialist and designated VP will present the adult school schedule for English classes Additional training for parents will be brought up to leadership.
Maria Sac FIRMACIONES/SIGNATURES ELAC MEMBER: Maria Sac FECHA/ DATE: 6/7/2013	FIRMACIONES/SIGNATURES DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/ PRINCIPAL or SSC CHAIRPERSON FECHA/DATE:

C:\Documents and Settings\kmorris\My Documents\Title I\12 Muir 2013-15 Single School Plan draft.doc
61

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

School Site: MUIR

PARA/TO: ❑ Concilio Escolar/SSC ❑ Director y Personal Escolar/ Principal and Staff	**SAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S) <u>Student Intervention and Support</u> Tutoring and Saturday Academy for students who commit/need it. Support for the Common Core standards and new testing system. Increase student use of computers <u>School Safety/Climate</u> Surveillance Cameras around the school Computer Locks Safety for children a priority More campus supervisors <u>Professional Development for Teachers</u> Language and culture training	**RECOMENDACION(ES)/ RECOMMENDATION(S)** <u>Materials and School Supplies</u> Explore the idea of tablets for classroom usage. More copy paper Free binders, materials, pencils and binder paper for students <u>Parent Education and Training</u> PIQE English classes How to train parents to come to important meetings Weekly activities for parents (such as art)

The purpose for the recommendation is to give input on the areas of need in the school plan: Student Intervention and Support School Safety/Climate Professional Development for Teachers Materials and School Supplies Parent Education and Training	possibility of offering more tutoring/academic support to d struggling students. Teachers will receive professional development in common core and assessment. Increasing student computer use will be brought up to staff/leadership. <u>School Safety/Climate</u> Computer locks will be recommended to Technology committee Safety/Disaster Committee will be informed that Title I parents feel the safety of our children is a priority District will be informed that parents recommend an increase in campus supervisors. Professional Development for Teachers Language classes and culture training will be brought up to leadership. <u>Materials and School Supplies</u> Student materials will continue to be made available to identified students, as needed. Recommendations to increase technology usage will be relayed to the Technology committee and leadership. Copy paper orders will be increased. <u>Parent Education and Training</u> PIQE will be scheduled. Curriculum nights will be brought up to leadership.
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:** 6-6-2013	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE:**

PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION:	RESPUESTA AL COMITE SAC/ RESPONSE TO SAC*:
The purpose for the recommendation is to give input on the areas of need in the school plan: Student Intervention and Support School Safety/Climate Professional Development for Teachers Materials and School Supplies Parent Education and Training	<u>Student Intervention and Support</u> The intervention team will explore the possibility of offering more tutoring/academic support to d struggling students. Teachers will receive professional development in common core and assessment. Increasing student computer use will be brought up to staff/leadership. <u>School Safety/Climate</u> Computer locks will be recommended to Technology committee Safety/Disaster Committee will be informed that Title 1 parents feel the safety of our children is a priority District will be informed that parents recommend an increase in campus supervisors. <u>Professional Development for Teachers</u> Language classes and culture training will be brought up to leadership. <u>Materials and School Supplies</u>

	Student materials will continue to be made available to identified students, as needed. Recommendations to increase technology usage will be relayed to the Technology committee and leadership. Copy paper orders will be increased. <u>Parent Education and Training</u> PIQE will be scheduled. Curriculum nights will be brought up to leadership.
FIRMACIONES/SIGNATURES **SAC MEMBER** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/ PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE:**

Recommendations and Assurances

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

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

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

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

   ✓ School Advisory Committee for State Compensatory Education Programs

   ✓ English Learner Advisory Committee

   ___ Community Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   ✓ Other ***(list)*** Title 1 Parent Advisory

4. The school site council reviewed the content requirements for school plans of programs includ *Plan for Student Achievement* and believes all such content requirements have been met, incl 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 actio herein form a sound, comprehensive, coordinated plan to reach stated school goals to improv academic performance.

6. This school plan was adopted by the school site council at a public meeting on: 6/3/13

Attested:

Helen C Magers		
Typed name of school principal	Signature of school principal	Date
William C. Shepard	William C. Shepard	6/3/13
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Recommendations and Assurances

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

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

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

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

   ___ School Advisory Committee for State Compensatory Education Programs

   ___ English Learner Advisory Committee

   ___ Community Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   ___ Other ***(list)***

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

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

6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

_____	_____	_____
Typed name of school principal	Signature of school principal	Date
_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendices:

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

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

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

- **APPENDIX D: Other Data, Charts, etc.**

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

John Muir Middle School

1444 Williams Street • San Leandro, CA 94577 • (510) 667-3571 • Grades 6-8
Belen Magers, Principal
bmagers@slusd.us

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

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

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

District Administration
Cindy M. Cathey
Superintendent

Debbie Wong **Assistant Superintendent Educational Services**

Song Chin-Bendib
Assistant Superintendent Business & Operations

John Thompson
Senior Director II Human Resources

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (510) 667-3571.

School Description

John Muir Middle School is a National AVID Demonstration School; a college preparatory school. John Muir Middle School staff promote a college-going culture among students and their families. It is our vision at John Muir Middle School to have a school community that promotes shared decision-making, professional development and continuous learning for all staff, parent/community involvement, and opportunities for ALL students to succeed. This vision is founded on beliefs stating that ALL students are capable of learning and deserve a safe and supportive environment. At Muir, teachers provide ALL students with a learning environment that encourages higher-level thinking skills, independent and reflective work, meaning-centered-learning, and collaborative exploration and discovery. The whole Muir School community shares our progress in meeting the needs of our diverse students. We continue our commitment to improving student learning and the Muir tradition of close collaboration between and among students, staff, parents, and community to achieve our school mission. It is always an exciting, enriching, and challenging time as we continue to gain the support of the whole school community in meeting our goals.

At John Muir Middle School, we have a caring community of learners--students, teachers, and families. We believe that close cooperation between home and school is essential to promote the best interests of the child. We encourage parents to visit the school and to attend scheduled meetings of parents and teachers. We all benefit when there is a meaningful exchange of information between home and school.

The community and parent partnerships we have developed and the sincerity of our purpose to provide our students with equal access to all opportunities, enable us to employ a variety of programs to promote academic excellence, positive student behavior, and a positive climate for learning. The collaboration within the Muir community to help our students attain positive experiences that will help them succeed in school is evident in the classrooms as well as in extra-curricular and schoolwide activities.

John Muir Middle School is a better place to be; to learn, to be challenged, to excel!

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
John Muir Middle School is an inclusive community where all students are actively engaged in learning. Our mission is to educate all students to achieve excellence and become competent and confident citizens in a global society.

The following have emerged from the program quality self-study process as goals to which the entire John Muir community is committed:

- Create an emotionally and physically safe environment.
- Celebrate and promote individual and cultural pride throughout the school.
- Increase active learning in the core curriculum through the use of a variety of instructional strategies and technologies.
- Improve reading abilities of all students and engage students in reading and writing across the curriculum.
- Create an environment that promotes student involvement and connection to the school through a variety of activities which provide a balance in their intellectual, social, emotional, and physical development.
- Provide a balanced, integrated curriculum within a heterogeneous setting through the organization of instructional time and student groupings.
- Align curriculum to standards.
- Provide all students with access to the core curriculum.

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

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at John Muir Middle School. Parents may participate in the Parent Teacher Student Organization (PTSO), the School Site Council, weekly Principal Chat, the Title 1 Parent groups, the English Language Advisory Committee (ELAC), Latino Unidos (Padres), and Black Parents' Union.

John Muir Middle School has several partnerships with local community organizations and businesses, including Target, Wal*Mart, Starbucks, and Wells Fargo.

Contact Information
Parents who wish to participate in John Muir Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4400.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 5	2
Gr. 6	349
Gr. 7	316
Gr. 8	340
Total	1,007

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	0.4
Asian	18.4
Filipino	11.4
Hispanic or Latino	43.5
Native Hawaiian/Pacific Islander	1.1
White	9.4
Two or More Races	2.1
Socioeconomically Disadvantaged	72.3
English Learners	40.1
Students with Disabilities	15.3

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
Gr. 6			19			5			0			0
English	28	26.3	23.8	4	8	11	20	16	7	8	4	11
Math	29	23.4	24.5	2	14	11	20	21	7	11	2	13
Science	28	27.3	26.5		0	2	35	23	22		0	0
SS	32	32.4	31.1		0	1	15	6	6	15	11	13

* 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	45.12	28.66	20.29
Expulsions Rate	1.8	2.02	0.31
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 John Muir 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 annually by the John Muir Middle School Safe Schools Team. The key elements of the School Site Safety Plan entail disaster preparedness and assignment of responsibilities. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in and check out at the school's office and wear the proper identification badge at all times.

The designated area for student dropoff and pickup is at the front of the school and the West side of the building.

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: 10/26/2011

Age & Condition of Facilities

John Muir Middle School was originally constructed in 1950 and is currently comprised of 58 permanent classrooms, a library, a staff lounge, a multipurpose/ cafeteria room, a computer lab, a gymnasium, and a playfield with soccer and baseball fields.

Cleaning Process

The principal works daily with five custodial staff members (three full-time and two part-time) 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 highest priority to emergency repairs. At the time of publication 100% of John Muir Middle School's restrooms were in good working order. The chart below displays the results of the most recent school facilities inspection collected. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

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]	[ ]	[ ]	Exhaust fan not working-Kitchen, H Bldg, Boys Restroom.
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	Missing ceiling tile-Room B5. Missing wall tiles in showers-Boys Locker Room.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	Mole hills-Field, soccer field.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Noisy ballast-H Bldg Restroom. Outlet plate missing-Room E3. Broken light diffuser-Room E6. Missing G box plate-Staff Lounge, Girls Locker Room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Fountain drain plugged-Room A4. Plugged sink-Staff Cafeteria. Water heater not working, Bldg A, Staff Restroom. 2 toilet seats loose, floor dirty-H Bldg. ADA partition loose-H Bldg, Boys Restroom.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Hazardous material-Room A2. Old extinguisher under sink-Room D3.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Broken fence-Field. Window latch (door side) broken-Room E7. Window latch-Room 117.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	48	48	47
Without Full Credential	1	0	1
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	416
Without Full Credential	♦	♦	6

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

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

Professional Development

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

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

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

At John Muir, funds from Title I and EIA support on-site, yearlong professional development on Professional Learning Communities from Total School Solutions. The district supports staff development through three Professional Growth Days each year.

Core Academic Classes Taught by Highly Qualified Teachers

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

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

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.18	4.82
Districtwide		
All Schools	96.52	3.48
High-Poverty Schools	96.44	3.56
Low-Poverty Schools	0	0

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,826	$427	$4,399	$74,386
District	♦	♦	$5,389	$74,037
State	♦	♦	$5,455	$66,336
Percent Difference: School Site/District				-2.02%
Percent Difference: School Site/ State			-1.21%	6.45%

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

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

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	3
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

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 are illustrated in the chart.

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Longman Adopted 2011 Prentice Hall Adopted 2002 Sopris West Adopted 2011
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Holt, Rinehart & Winston Adopted 2008 McDougal Littell Adopted 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Holt, Rinehart & Winston Adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	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	50	53	44	45	48	52	54	56
Math	25	32	34	35	36	37	48	50	51
Science	57	68	65	50	53	49	54	57	60
H-SS	50	46	47	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	53	34	65	47
Male	47	34	70	47
Female	58	34	61	47
Black or African American	44	17	47	31
American Indian or Alaska Native				
Asian	70	62	80	76
Filipino	67	41	74	60
Hispanic or Latino	42	26	58	40
Native Hawaiian/Pacific Islander	38	8		
White	59	29	77	46
Two or More Races	68	45	91	23
Socioeconomically Disadvantaged	45	30	58	36
English Learners	14	15	28	12
Students with Disabilities	35	27	50	16
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	20.2	24.8	16.2

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	18	29	16
Black or African American			38
American Indian or Alaska Native			
Asian	18	33	9
Filipino	26	44	-17
Hispanic or Latino	8	37	26
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	13	31	14
English Learners	10	39	3
Students with Disabilities	42	34	-4

Academic Performance Index Ranks - Three-Year Comparison

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

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	4	3	4
Similar Schools	2	1	3

Federal Intervention Program (School Year 2012-13)

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

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	943	6,356	4,664,264
	API-G	766	743	788
Black or African American	Students	111	1,049	313,201
	API-G	701	673	710
American Indian or Alaska Native	Students	4	20	31,606
	API-G		694	742
Asian	Students	177	960	404,670
	API-G	874	855	905
Filipino	Students	108	516	124,824
	API-G	814	812	869
Hispanic or Latino	Students	410	2,871	2,425,230
	API-G	724	703	740
Native Hawaiian/ Pacific Islander	Students	11	79	26,563
	API-G	649	670	775
White	Students	86	704	1,221,860
	API-G	772	793	853
Two or More Races	Students	21	140	88,428
	API-G	806	829	849
Socioeconomically Disadvantaged	Students	623	4,059	2,779,680
	API-G	734	712	737
English Learners	Students	381	2,564	1,530,297
	API-G	710	710	716
Students with Disabilities	Students	156	833	530,935
	API-G	606	596	607

Adequate Yearly Progress

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

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

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

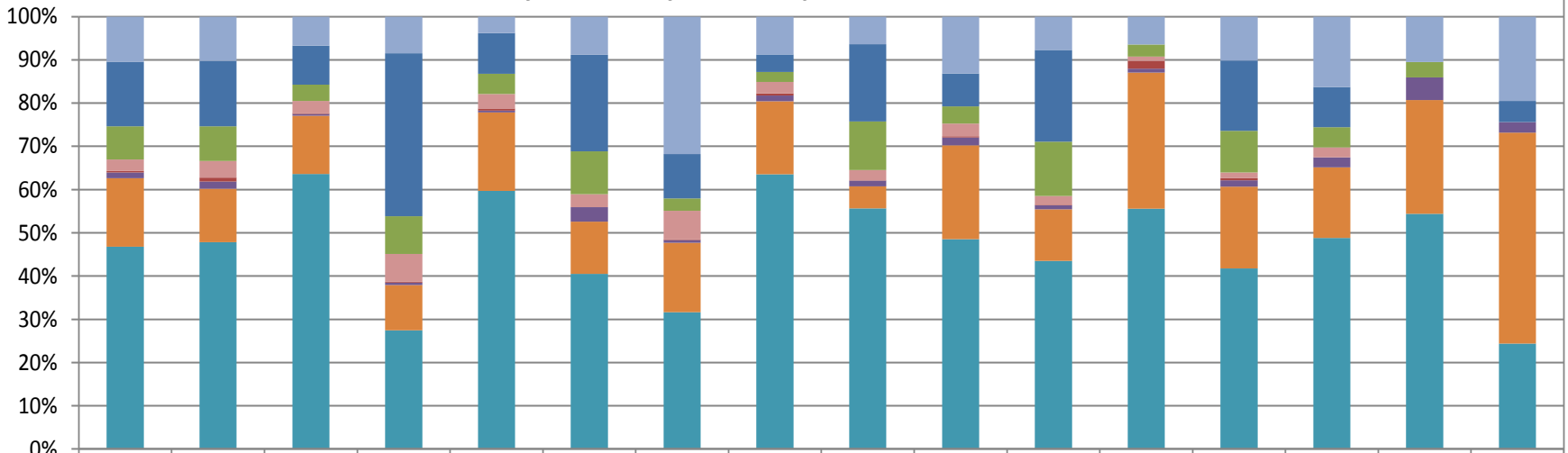
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)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

APPENDIX B: Demographic Data

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

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

By District by School April 2013



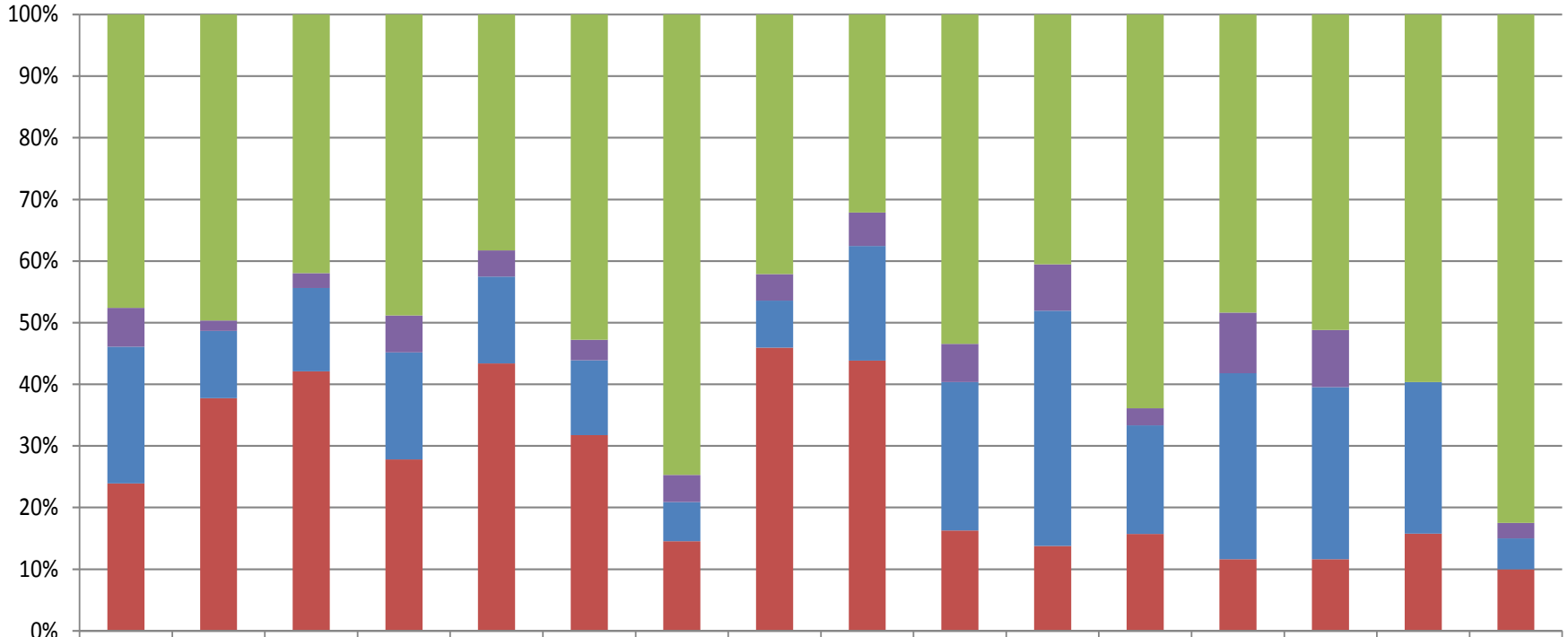
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
White	10.5%	10.2%	6.7%	8.5%	3.8%	8.8%	31.8%	8.8%	6.4%	13.2%	7.7%	6.5%	10.2%	16.3%	10.5%	19.5%
Asian	14.9%	15.2%	9.1%	37.7%	9.4%	22.3%	10.2%	4.1%	17.8%	7.6%	21.2%	0.0%	16.2%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

APPENDIX B: Demographic Data

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

San Leandro Unified School District: Percent of Student Language Fluency

By District by School April 2013



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

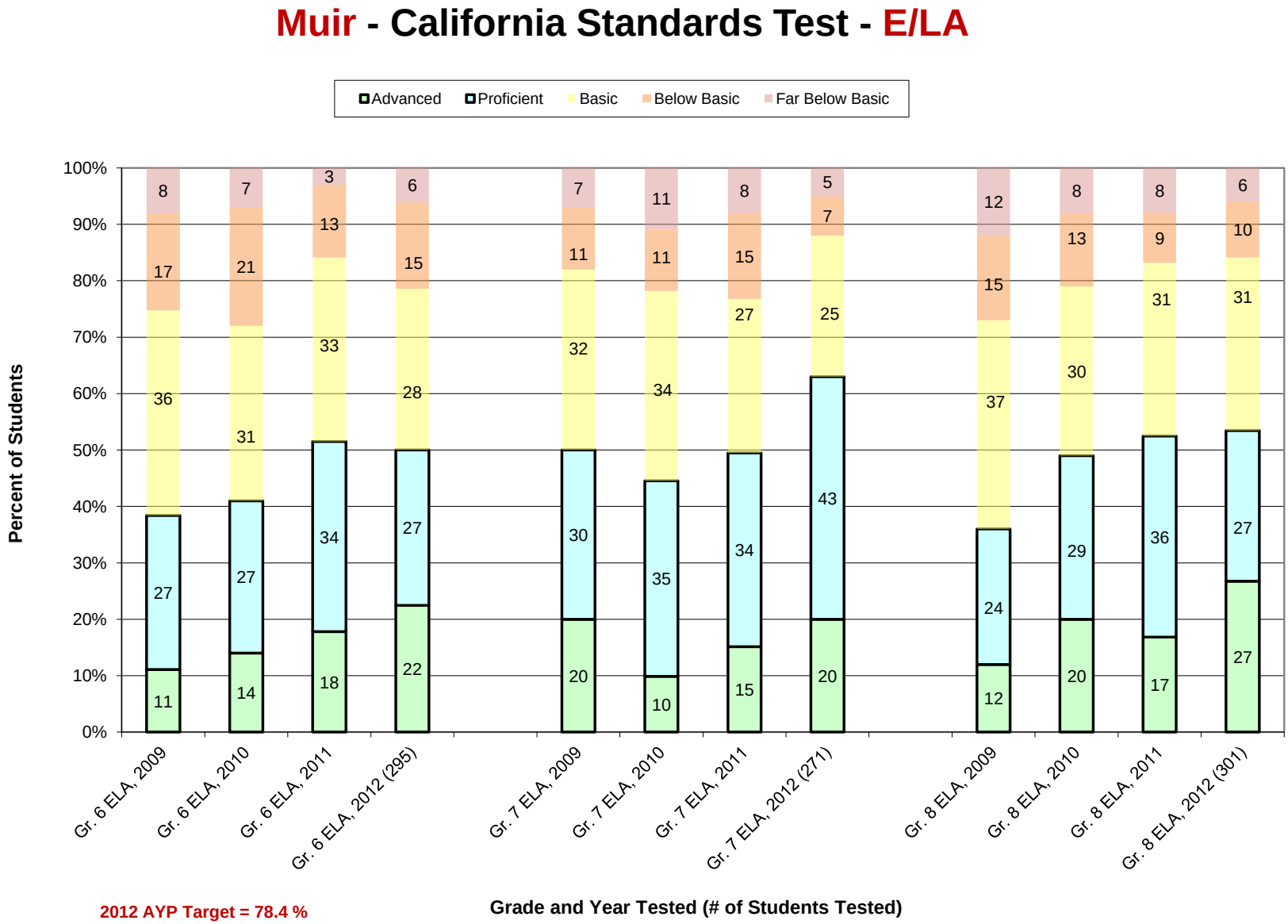
APPENDIX B: Academic Achievement Data

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

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

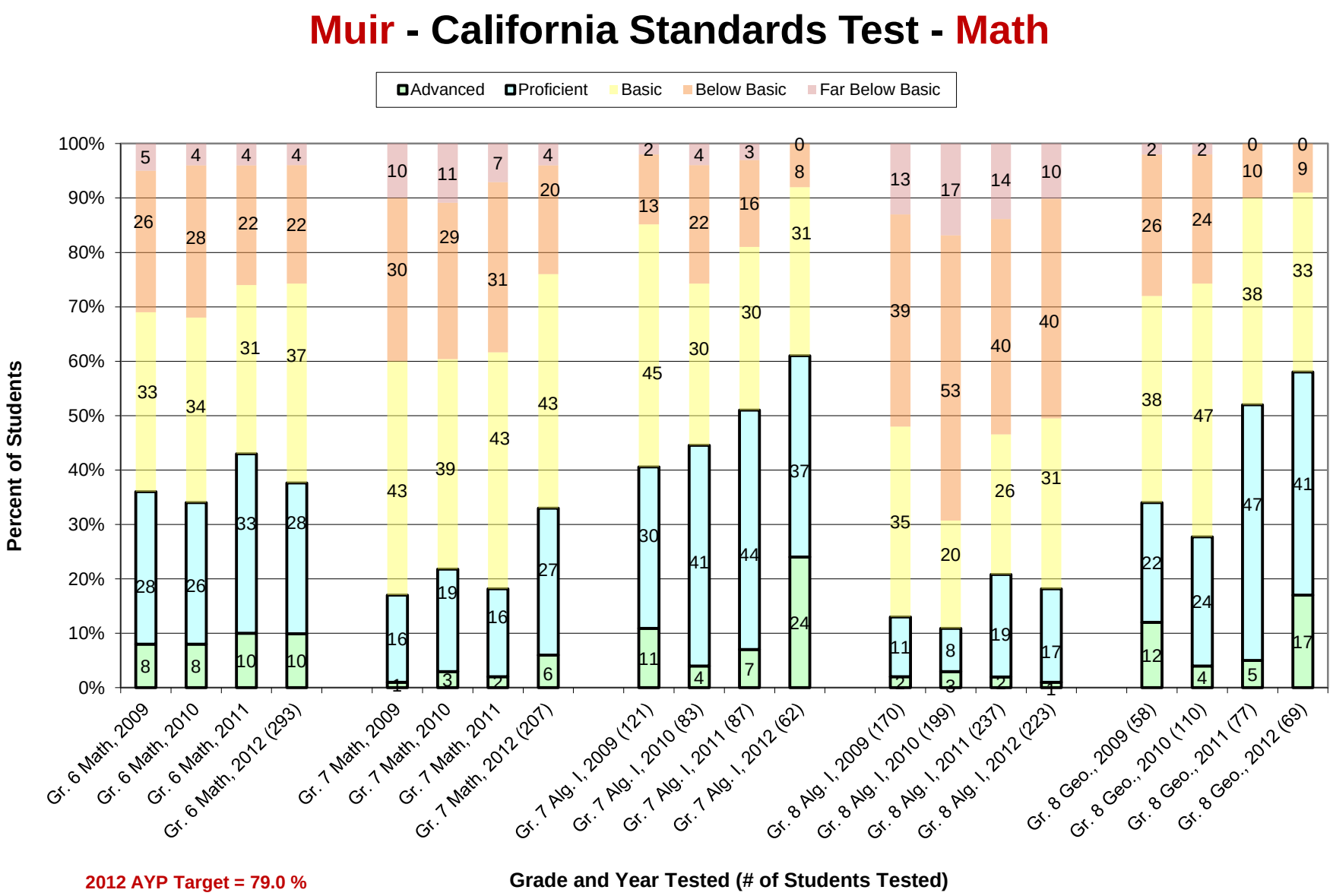
APPENDIX B: Academic Achievement Data

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



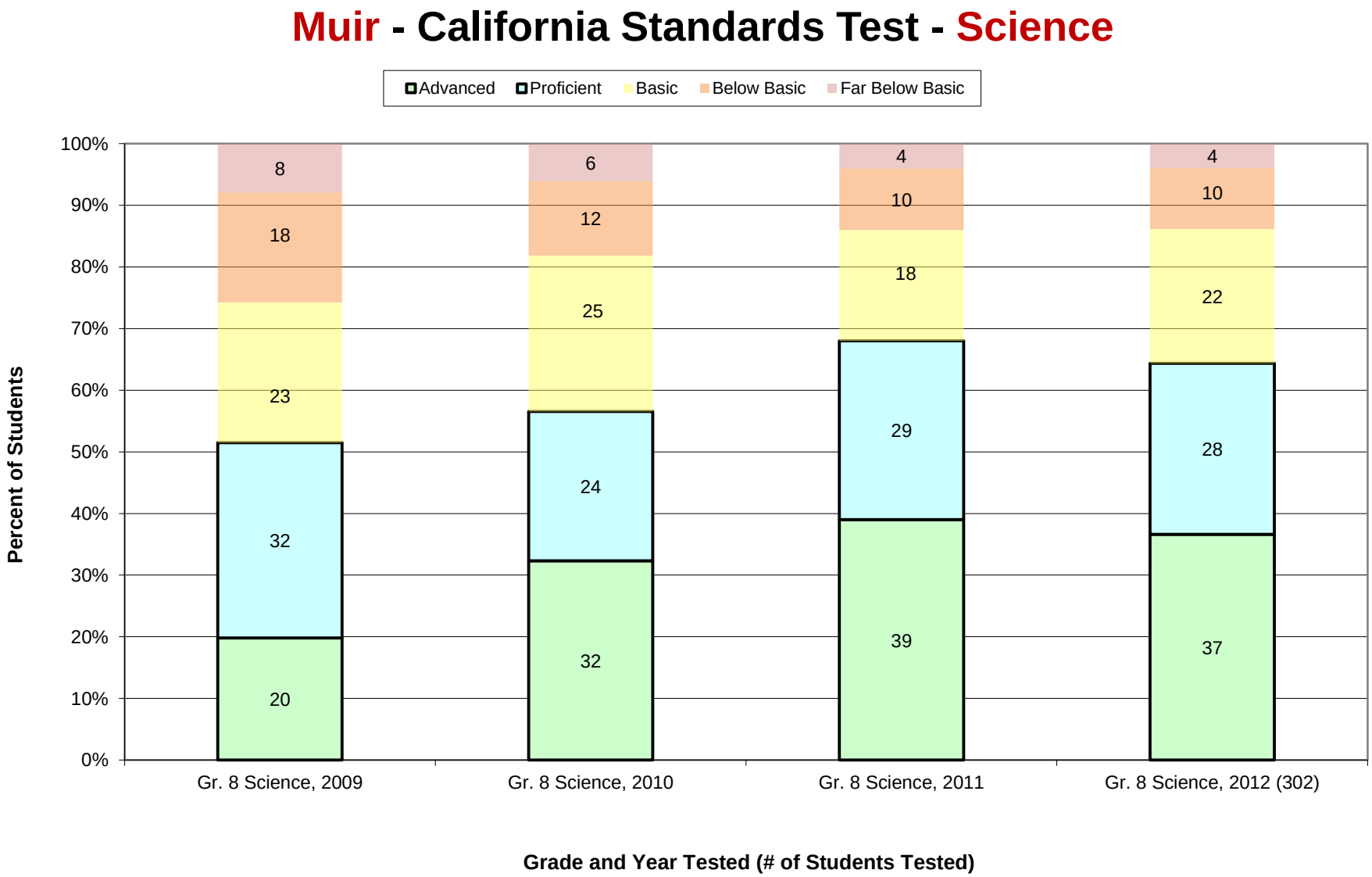
APPENDIX B: Academic Achievement Data

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



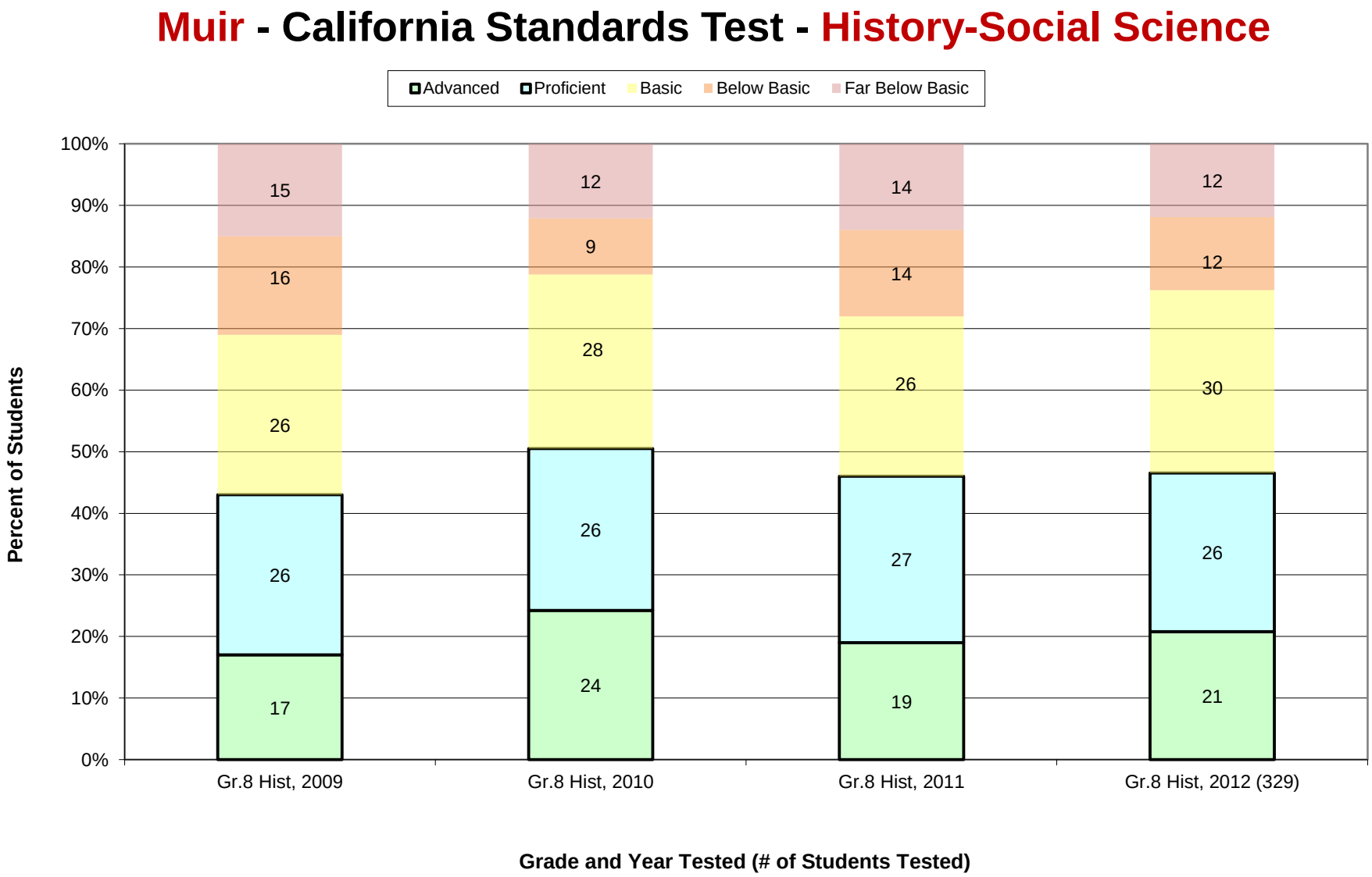
APPENDIX B: Academic Achievement Data

- **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**

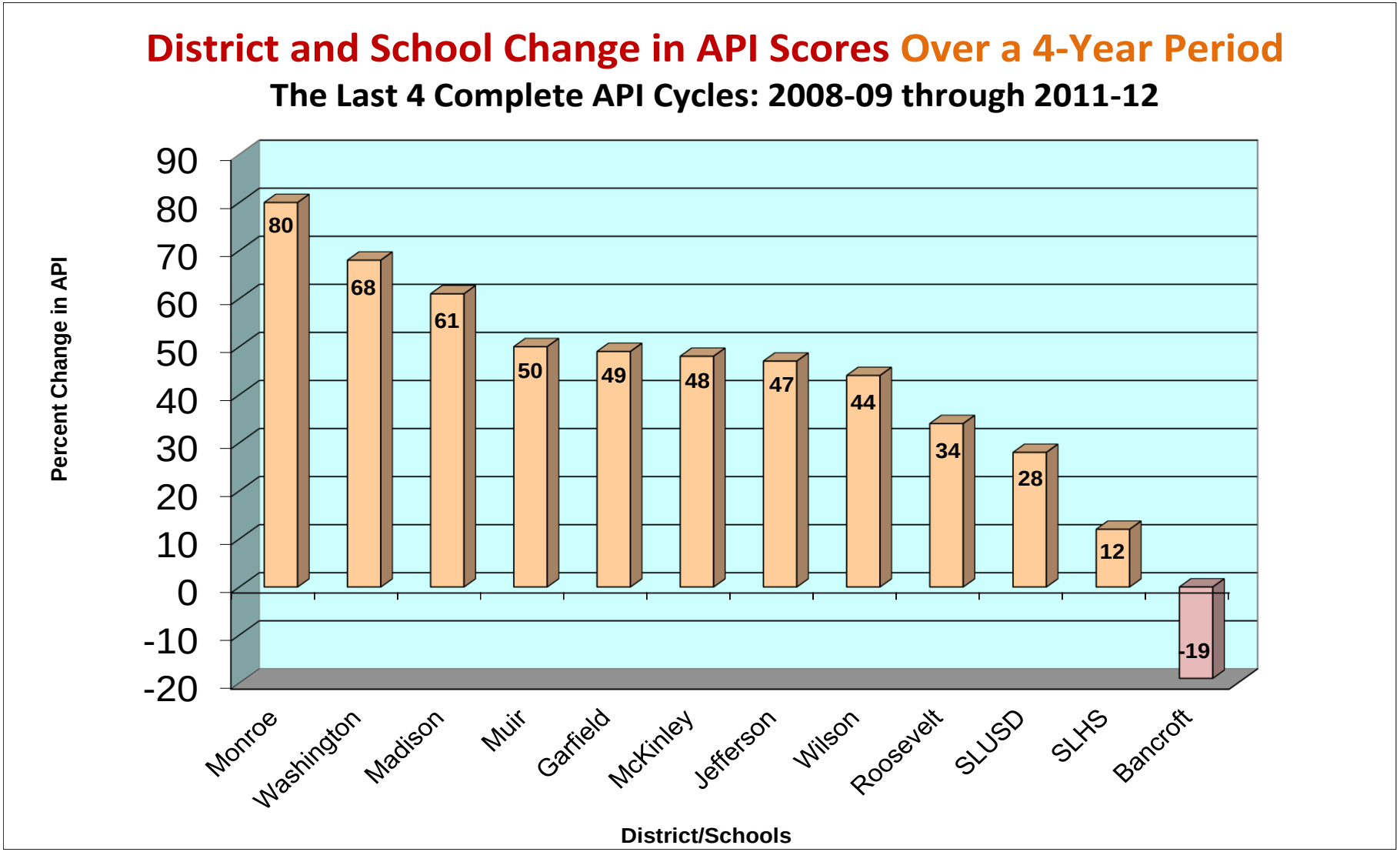
- **API Data 2012**
  - **Student Subgroup Academic Performance Index**

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

= Not numerically significant
= Target met
= Target met but API went Down
= No Longer Numerically Significant Subgroup
( ) = Number of student in the district in prior year; 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**

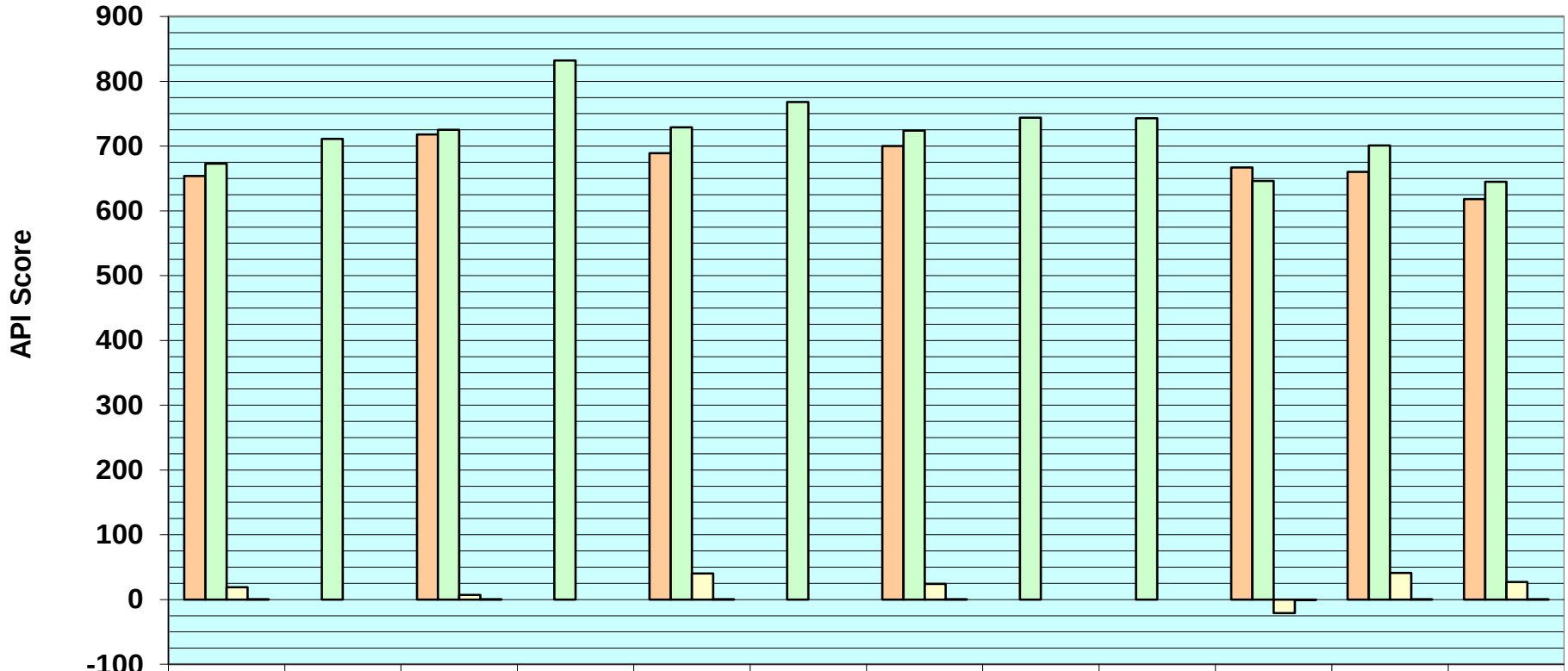


APPENDIX B: **Academic Achievement Data**

- 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%

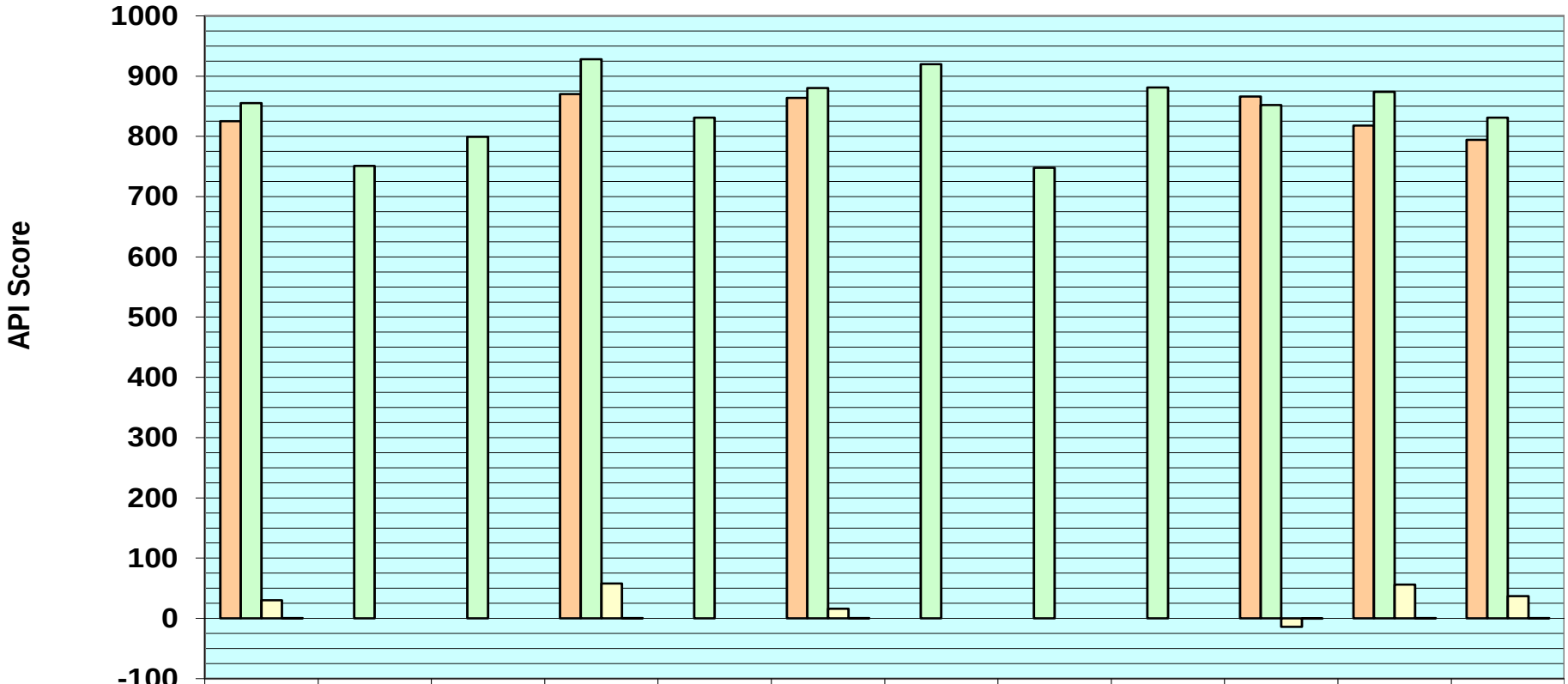
District/School

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%

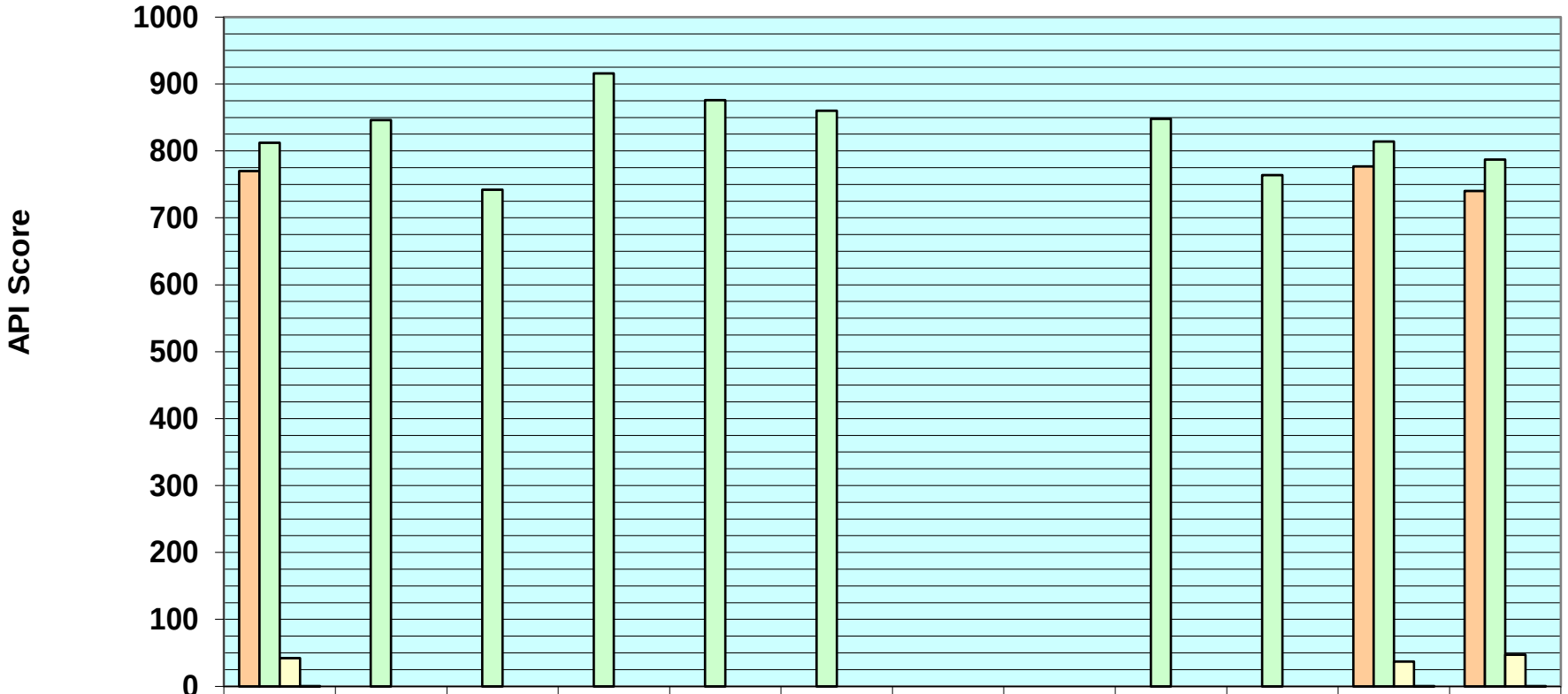
District/School

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%

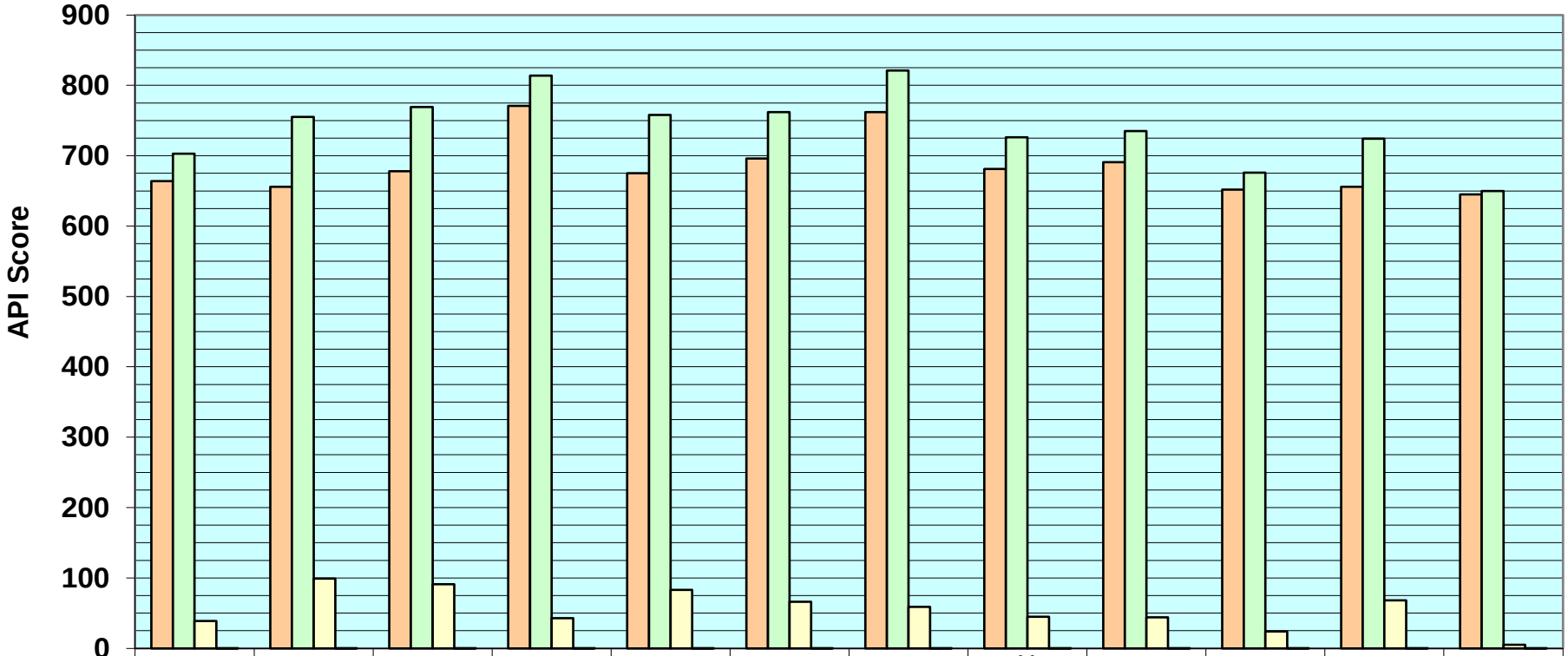
District/School

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%

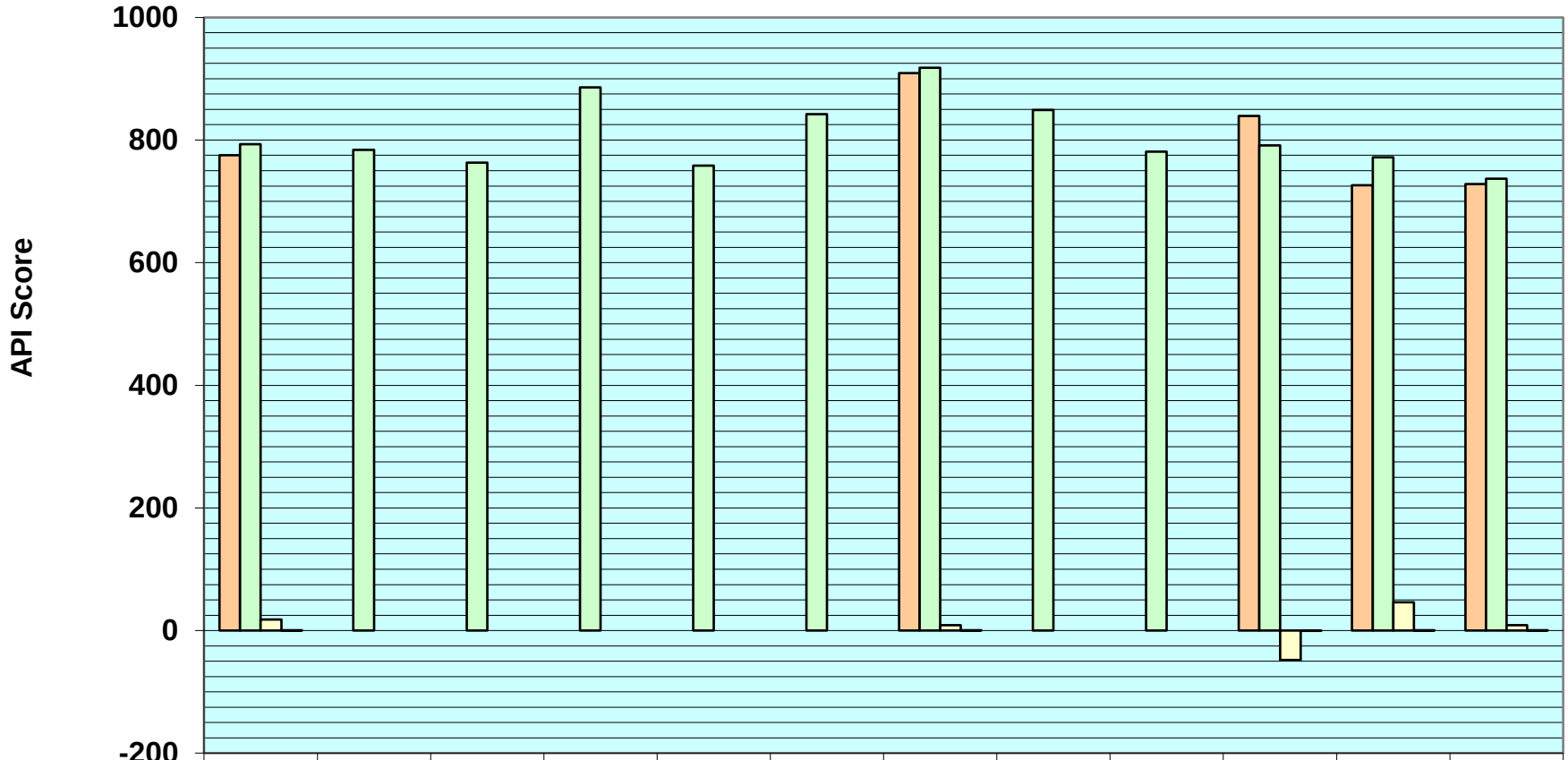
District/School

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%

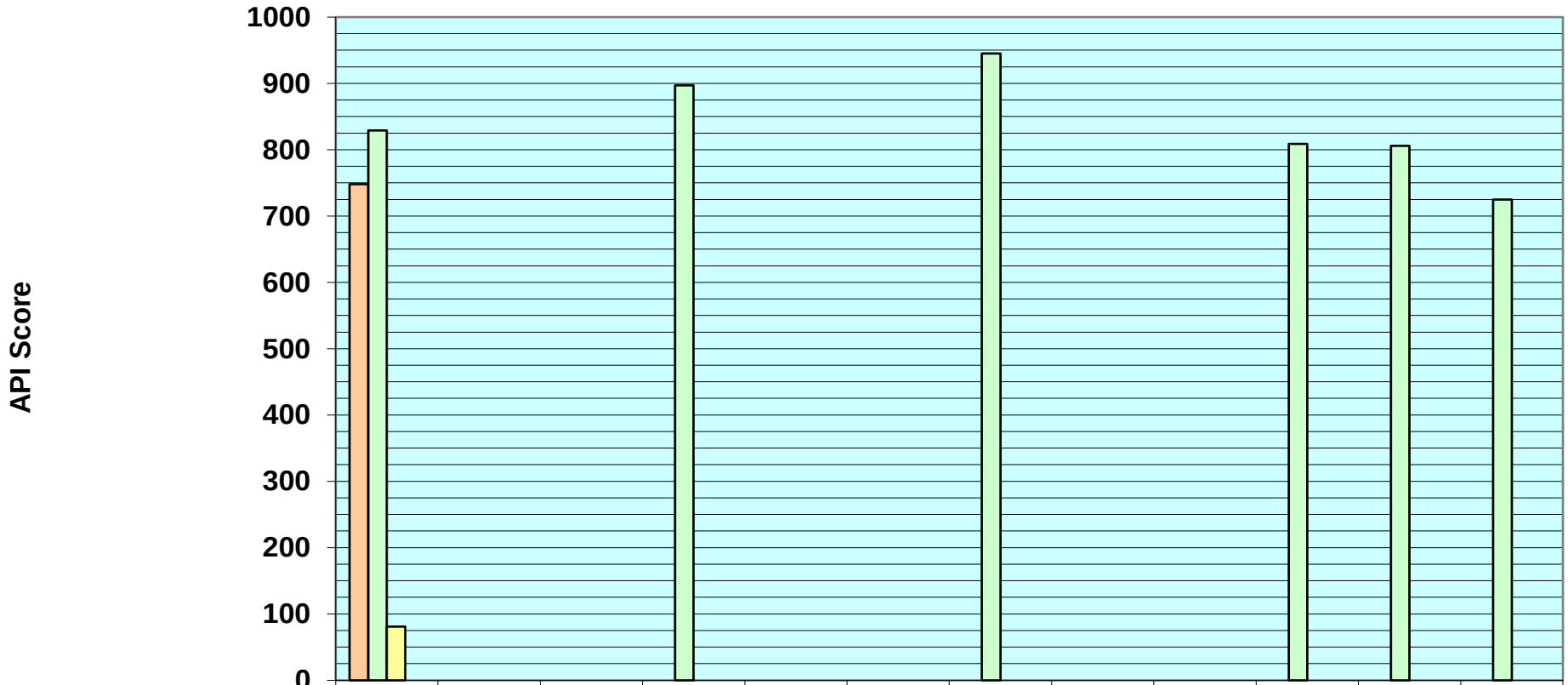
District/School

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%											

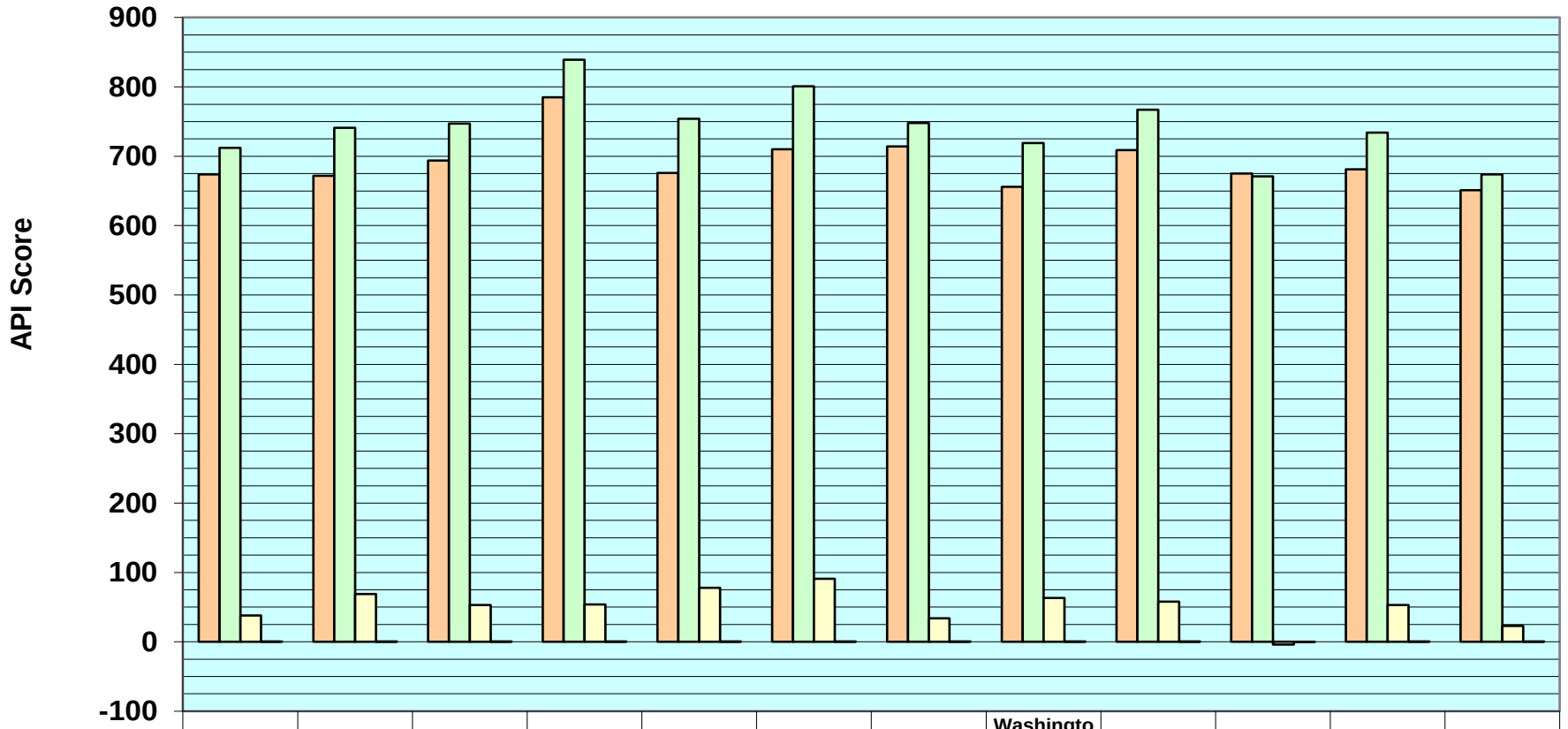
District/School

APPENDIX B: **Academic Achievement Data**

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

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

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



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

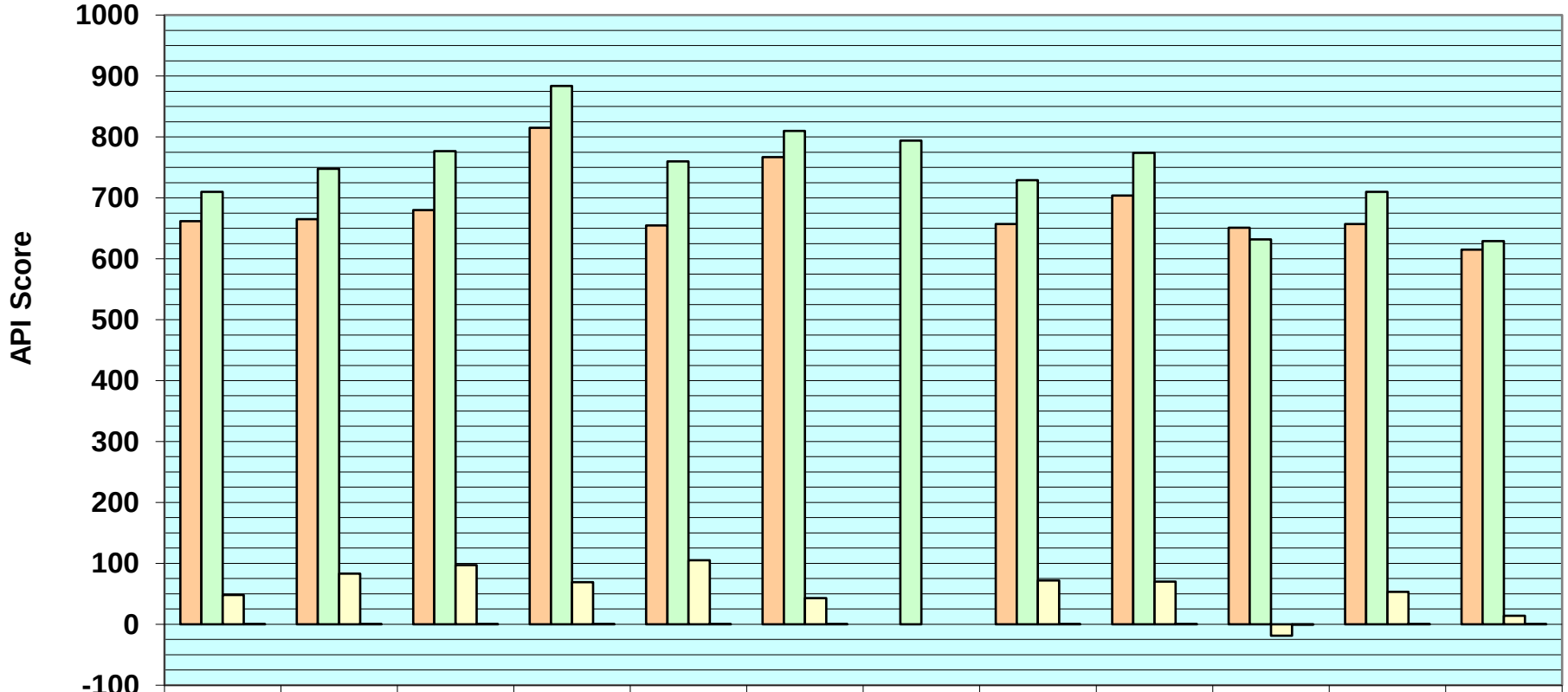
District/School

APPENDIX B: **Academic Achievement Data**

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

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

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



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

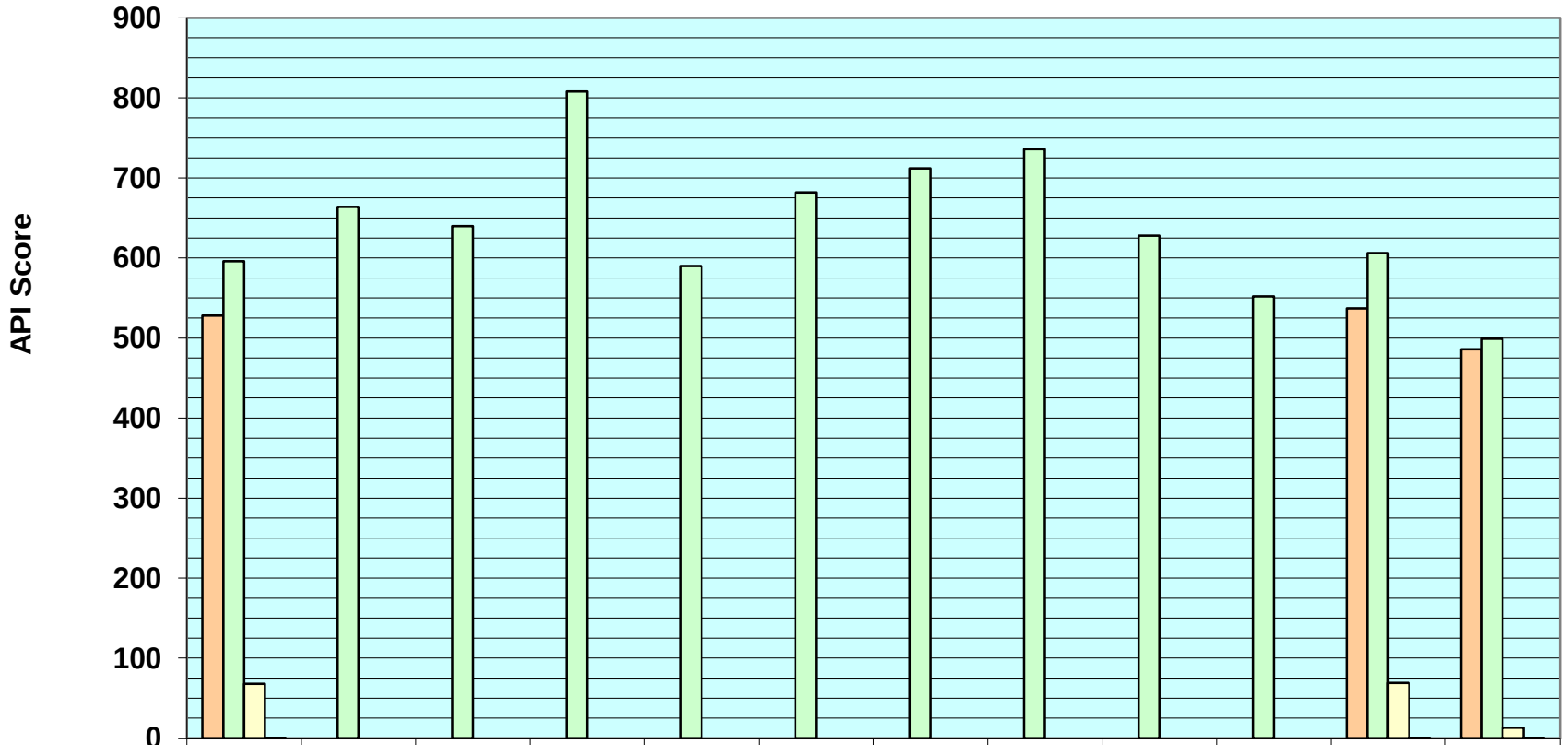
District/School

APPENDIX B: **Academic Achievement Data**

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

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

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



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

District/School

APPENDIX B: Academic Achievement Data

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

	2012-13 AMAO 1 - Annual Growth English Learners Making Annual Progress in Learning English						
	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
Garfield	131	130	99.2%	92	70.8%	72.0%	73.0%
Jefferson	211	210	99.5%	107	51.0%	73.5%	74.5%
Madison	91	91	100.0%	69	75.8%	73.0%	74.0%
McKinley	168	165	98.2%	95	57.6%	67.2%	68.2%
Monroe	98	96	98.0%	55	57.3%	70.2%	71.2%
Roosevelt	66	66	100.0%	46	69.7%	63.5%	64.5%
Washington	158	158	100.0%	71	44.9%	70.9%	71.9%
Wilson	277	273	98.6%	179	65.6%	71.7%	72.7%
Bancroft	155	153	98.7%	87	56.9%	63.2%	64.2%
Muir	131	131	100.0%	51	38.9%	68.3%	69.3%
Lincoln	17	17	100.0%	--	--	--	--
SLHS	283	282	99.6%	143	50.7%	57.5%	59.0%
2013-14 CDE AMAO Targets					59.0%		
2012-13 CDE AMAO Targets					57.5%		
2011-12 CDE AMAO Targets					56.0%		
2010-11 CDE AMAO Targets					54.6%		

01/05/2013 Chaja

APPENDIX B: Academic Achievement Data

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

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

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

10/11/2012 Chaja

APPENDIX B: Non-Academic Data

- **School-wide 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports)**
  - **Muir 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		17	30			23
Caring Adult Relationships	24		24	19			23
High Expectations	45		41	41			48
Opportunities for Meaningful Participation	9		7	18			9
Community Environment							
Total	65		50	71			66
Caring Adult Relationships	66		50	68			67
High Expectations	71		57	71			68
Opportunities for Meaningful Participation	44		41	54			49
School Connectedness Scale	48		44	57			46

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

- **Muir Middle School Worksheet**

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

			2012 AYP Results							2013 NCLB AYP Targets				2013 Safe Harbor Targets			
Muir 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	942	53.2%	No	501	739	-238	840	339	36.0%	89.2%	441	44	4.7%	57.9%
		Math		943	34.3%	No	323	745	-422	844	521	55.2%	89.5%	620	62	6.6%	40.9%
African American	% Proficient	ELA	Yes	110	46.4%	Yes	51	86	-35	98	47	42.8%	89.2%	59	6	5.4%	51.8%
		Math		111	17.1%	No	19	88	-69	99	80	72.4%	89.5%	92	9	8.3%	25.4%
Asian	% Proficient	ELA	Yes	177	71.2%	Yes	126	139	-13	158	32	18.0%	89.2%	51	5	2.9%	74.1%
		Math		177	63.8%	Yes	113	140	-27	158	45	25.7%	89.5%	64	6	3.6%	67.4%
Filipino	% Proficient	ELA	Yes	108	68.5%	Yes	74	85	-11	96	22	20.7%	89.2%	34	3	3.1%	71.6%
		Math		108	40.7%	No	44	85	-41	97	53	48.8%	89.5%	64	6	5.9%	46.6%
Hispanic / Latino	% Proficient	ELA	Yes	410	41.5%	No	170	321	-151	366	196	47.7%	89.2%	240	24	5.9%	47.4%
		Math		410	25.9%	No	106	324	-218	367	261	63.6%	89.5%	304	30	7.4%	33.3%
Pacific Islander	% Proficient	ELA	No	11	36.4%	--	4	9	-5	10	6	52.8%	89.2%	7	1	6.4%	42.8%
		Math		11	9.1%	--	1	9	-8	10	9	80.4%	89.5%	10	1	9.1%	18.2%
White	% Proficient	ELA	No	86	58.1%	--	50	67	-17	77	27	31.1%	89.2%	36	4	4.2%	62.3%
		Math		86	27.9%	--	24	68	-44	77	53	61.6%	89.5%	62	6	7.2%	35.1%
Two or More Races	% Proficient	ELA	No	21	71.4%	--	15	16	-1	19	4	17.8%	89.2%	6	1	2.9%	74.3%
		Math		21	52.4%	--	11	17	-6	19	8	37.1%	89.5%	10	1	4.8%	57.2%
Socio-economically Disadvantaged	% Proficient	ELA	Yes	622	45.5%	No	283	488	-205	555	272	43.7%	89.2%	339	34	5.5%	51.0%
		Math		623	30.7%	No	191	492	-301	558	367	58.8%	89.5%	432	43	6.9%	37.6%
English Learners	% Proficient	ELA	Yes	381	37.5%	No	143	299	-156	340	197	51.7%	89.2%	238	24	6.2%	43.7%
		Math		381	29.9%	No	114	301	-187	341	227	59.6%	89.5%	267	27	7.0%	36.9%
Students with Disabilitites	% Proficient	ELA	Yes	155	33.5%	No	52	122	-70	138	86	55.7%	89.2%	103	10	6.6%	40.1%
		Math		156	25.6%	No	40	123	-83	140	100	63.9%	89.5%	116	12	7.4%	33.0%

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

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

Muir 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	
Muir 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	942	53.2%	36.0%	89.2%	4.7%	57.9%
		Math		943	34.3%	55.2%	89.5%	6.6%	40.9%
African American	% Proficient	ELA	Yes	110	46.4%	42.8%	89.2%	5.4%	51.8%
		Math		111	17.1%	72.4%	89.5%	8.3%	25.4%
Asian	% Proficient	ELA	Yes	177	71.2%	18.0%	89.2%	2.9%	74.1%
		Math		177	63.8%	25.7%	89.5%	3.6%	67.4%
Filipino	% Proficient	ELA	Yes	108	68.5%	20.7%	89.2%	3.1%	71.6%
		Math		108	40.7%	48.8%	89.5%	5.9%	46.6%
Hispanic / Latino	% Proficient	ELA	Yes	410	41.5%	47.7%	89.2%	5.9%	47.4%
		Math		410	25.9%	63.6%	89.5%	7.4%	33.3%
Pacific Islander	% Proficient	ELA	No	11	36.4%	52.8%	89.2%	6.4%	42.8%
		Math		11	9.1%	80.4%	89.5%	9.1%	18.2%
White	% Proficient	ELA	No	86	58.1%	31.1%	89.2%	4.2%	62.3%
		Math		86	27.9%	61.6%	89.5%	7.2%	35.1%
Two or More Races	% Proficient	ELA	No	21	71.4%	17.8%	89.2%	2.9%	74.3%
		Math		21	52.4%	37.1%	89.5%	4.8%	57.2%
Socio-economically Disadvantaged	% Proficient	ELA	Yes	622	45.5%	43.7%	89.2%	5.5%	51.0%
		Math		623	30.7%	58.8%	89.5%	6.9%	37.6%
English Learners	% Proficient	ELA	Yes	381	37.5%	51.7%	89.2%	6.2%	43.7%
		Math		381	29.9%	59.6%	89.5%	7.0%	36.9%
Students with Disabilitites	% Proficient	ELA	Yes	155	33.5%	55.7%	89.2%	6.6%	40.1%
		Math		156	25.6%	63.9%	89.5%	7.4%	33.0%

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

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

11-Oct-12 Chaja

APPENDIX D:
John Muir Middle School site-based Discipline Data

Discipline 2012-13

Admin detentions	481
Mediations	299
Saturday Schools	328
Suspensions	154
Time outs	752
Total referrals written	1629

Attendance2012-13

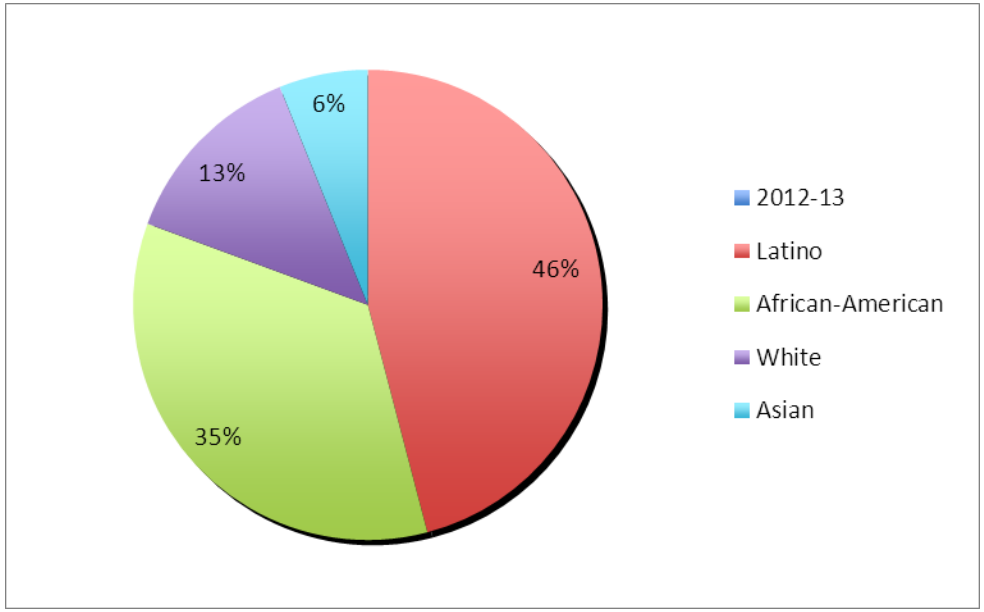
Unexcused absences	1322
Cuts	188
Tardies	9,532

	Time outs	Referrals
2010-11	802	3923
2011-12	695	1092
2012-13	493	809

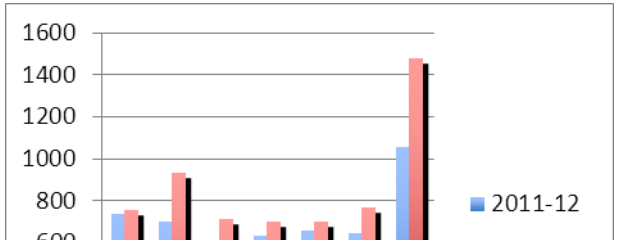
Suspensions	
2011-12	135
2012-13	98

2012-13	
Latino	45
African-American	34

White	13
Asian	6



Tardies-All periods	2011-12	2012-13
Sept	739	752
Oct	702	932
Nov	592	714
Dec	633	699
Jan	657	699
Feb	643	765
Mar	1056	1479



Tardies

periods 2-6	2011-12	2012-13
Sept	498	528
Oct	398	643
Nov	367	477
Dec	346	428
Jan	420	590
Feb	356	547
Mar	635	1060

