

San Leandro Unified School District

2007 STAR & APR Results

Part II

Looking Closely at Our District & School Data

September 18, 2007



Prepared and Presented by:

*Daniel Chaja, Assistant Director of Research and Program
Evaluation*

Review of Data Presentation - Part I

1. District 2007 STAR Results (ELA, MATH, Science, Social Science)
 - Highlights of Proficiency Gains and Dips
2. District 2007 STAR Results by Subgroup (ELA & Math)
 - Highlights of Proficiency Gains and Dips
3. 2007 API Scores Consolidated Report by School & Ethnic Subgroup
 - API Base, Target, and Growth
4. 2007 AYP Consolidate Report by School & Ethnic Subgroup
 - Number of Criteria Met, Met Participation Rate, Met % Proficient
5. PI Status of SLUSD Schools
6. AYP Proficiency Targets: Past & Present
7. Where Do We Go From Here?
 - Continue to Refine & Implement 13 Initiatives
8. Next Steps: Data Analysis
 - Administrators & Teacher Examine Results for Areas of Strengths & Needs

Data Presentation - Part II

1. Trends in District & School API

- Growth by API Scores & Percent Increase

2. Trends in Subgroup API

- Growth by API Scores & Percent Increase

3. Looking At Student Mobility vs. Test Performance

- Change in % of Performance Levels

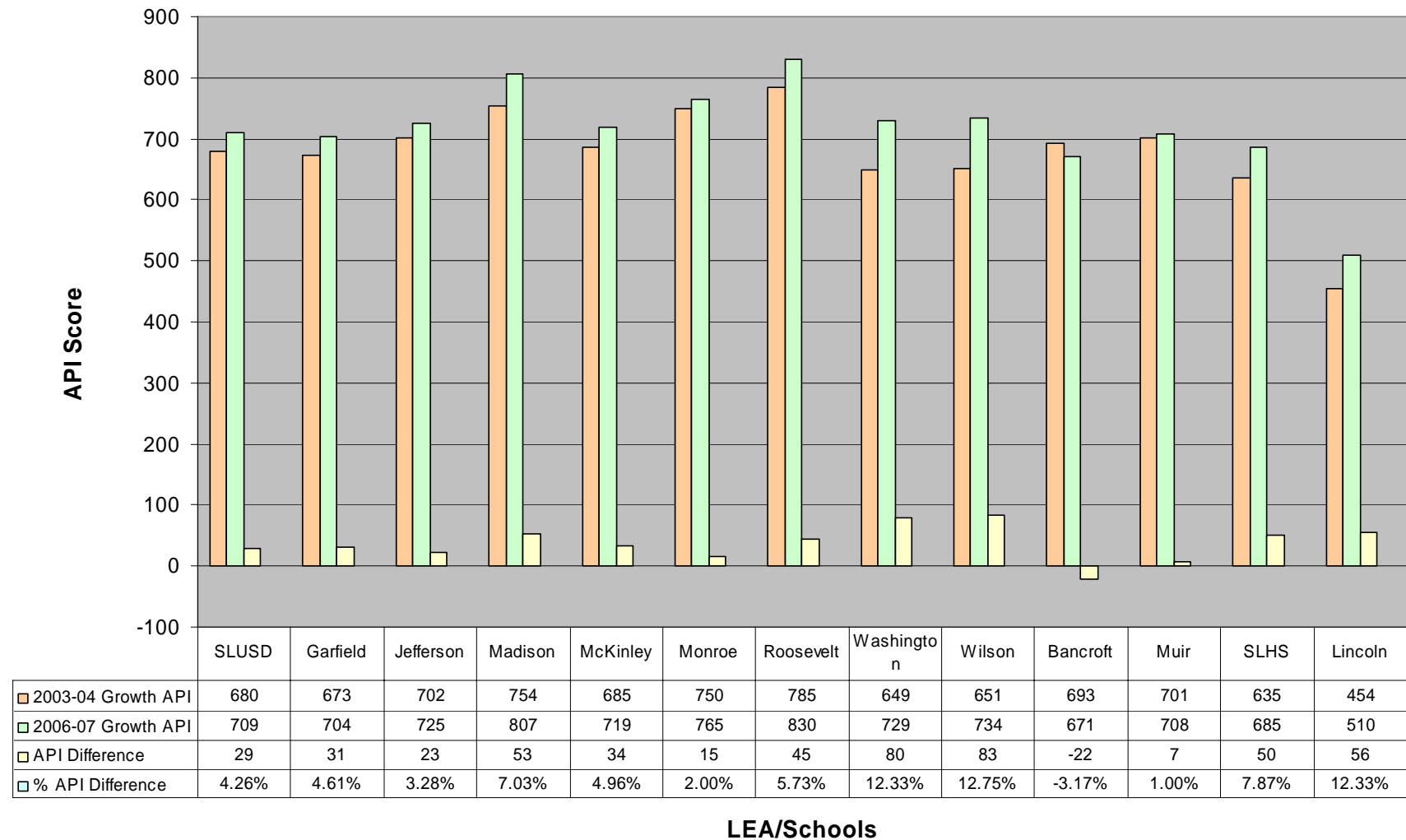
4. Program Improvement

- No Child Left Behind (NCLB)
- Not Making APY: Year 1, 2, 3, 4, and Beyond
- PI Status of SLUSD Schools
- Details of SLUSD PI Schools

5. What are we doing now?

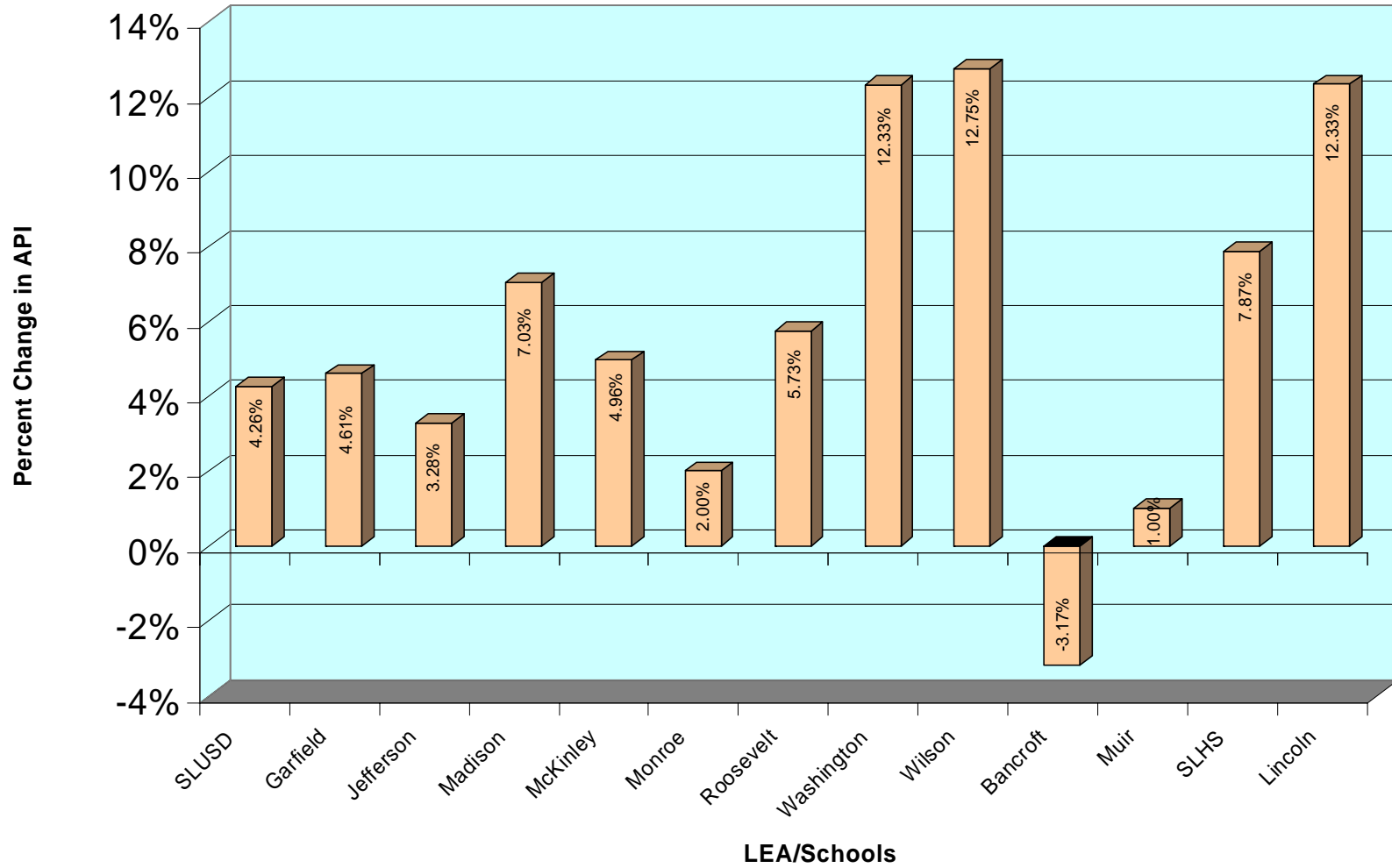
Looking At Trends in District & School API...

District & School API Trends Over a 4-Year Period

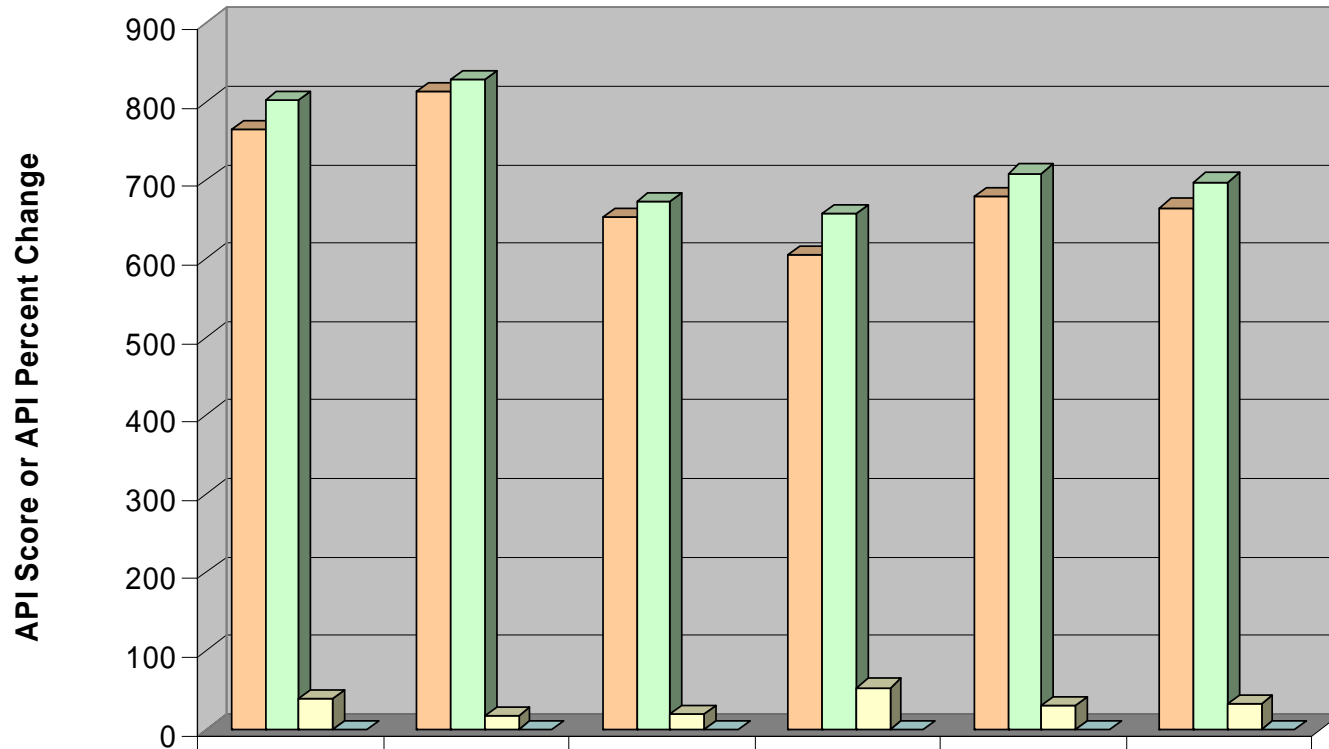


■ 2003-04 Growth API
 ■ 2006-07 Growth API
 ■ API Difference
 ■ % API Difference

Percent Change in API Over a 4-Year Period: 2003-04 to 2006-07



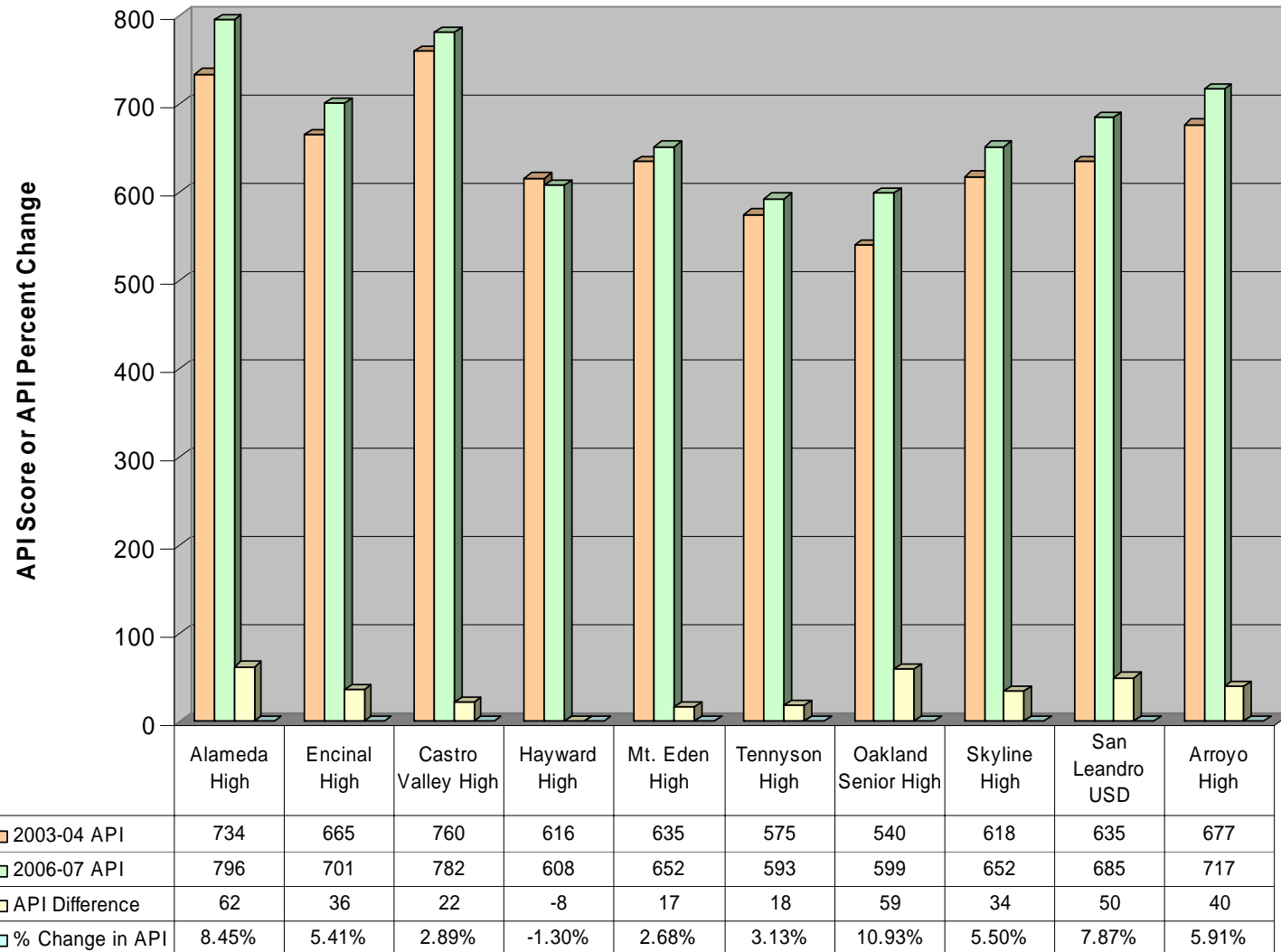
Neighboring District API Trends Over a 4-Year Period



	Alameda USD	Castro Valley USD	Hayward USD	Oakland USD	San Leandro USD	San Lorenzo USD
2003-04 API	765	813	653	605	680	665
2006-07 API	803	829	672	658	709	698
API Difference	38	16	19	53	29	33
% Change in API	4.97%	1.97%	2.91%	8.76%	4.26%	4.96%

LEA

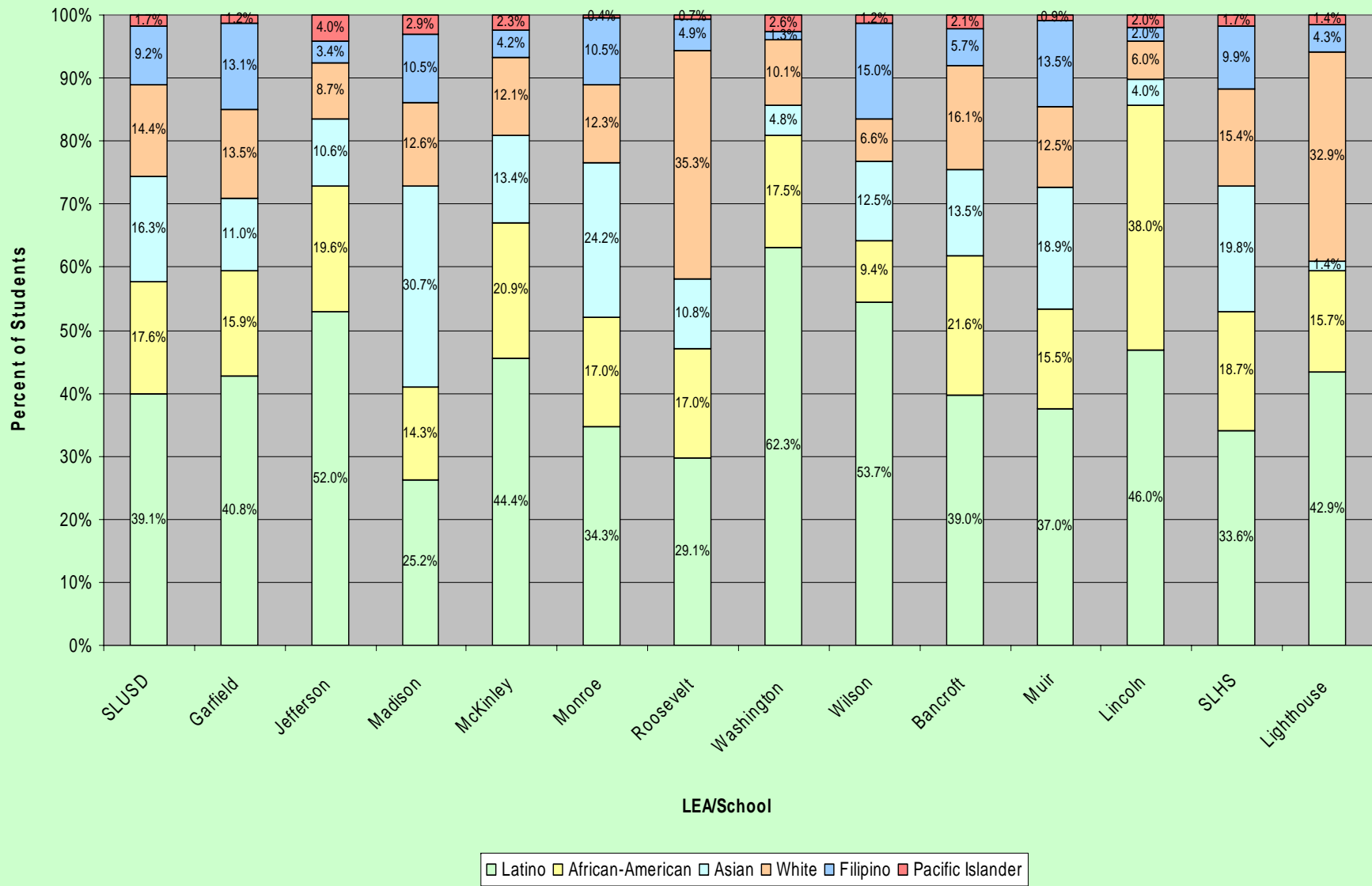
Neighboring High School API Trends Over a 4-Year Period



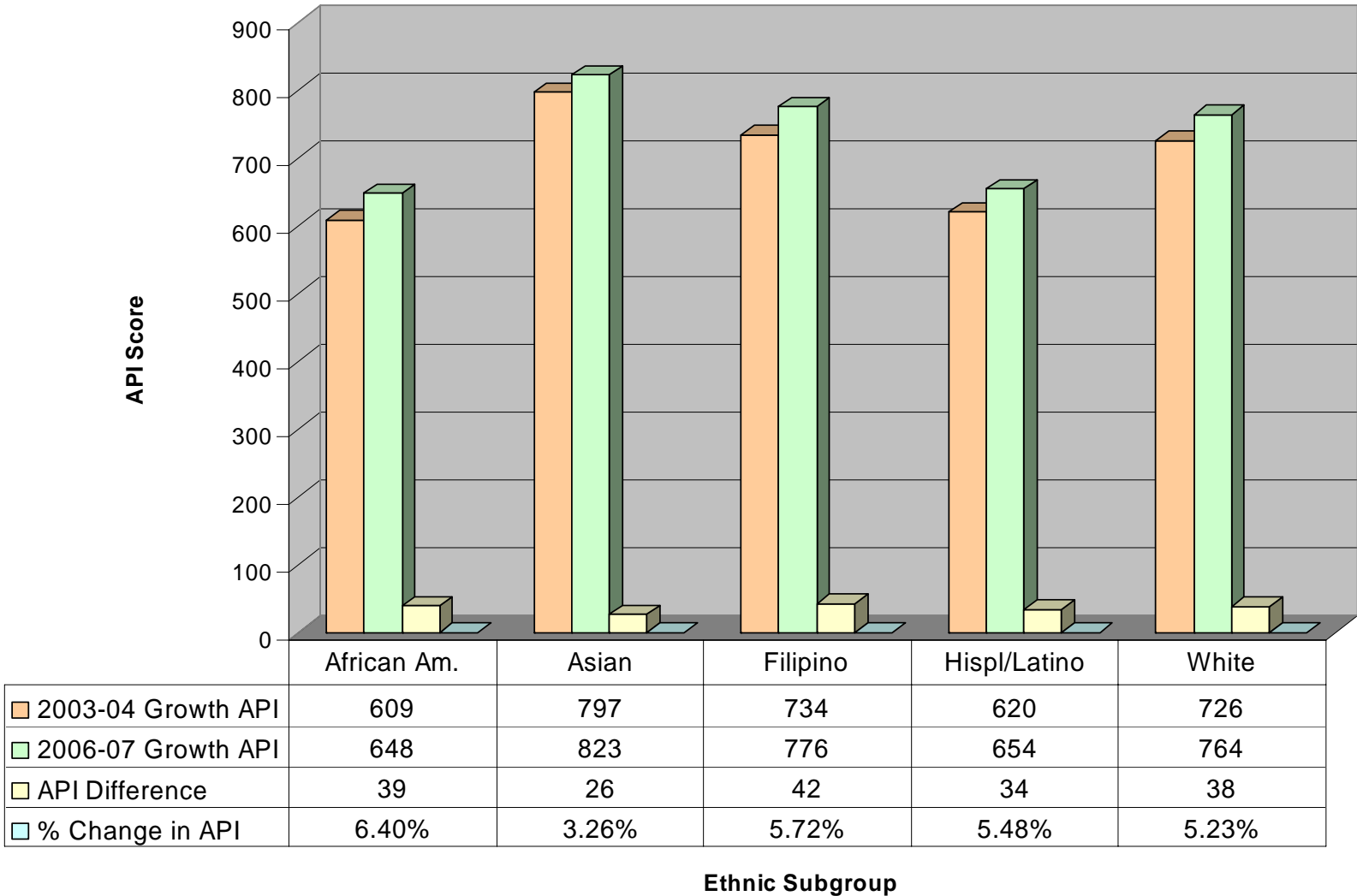
LEA

Looking At Trends in Subgroup API...

2006-07 SLUSD Student Population by School by Ethnicity

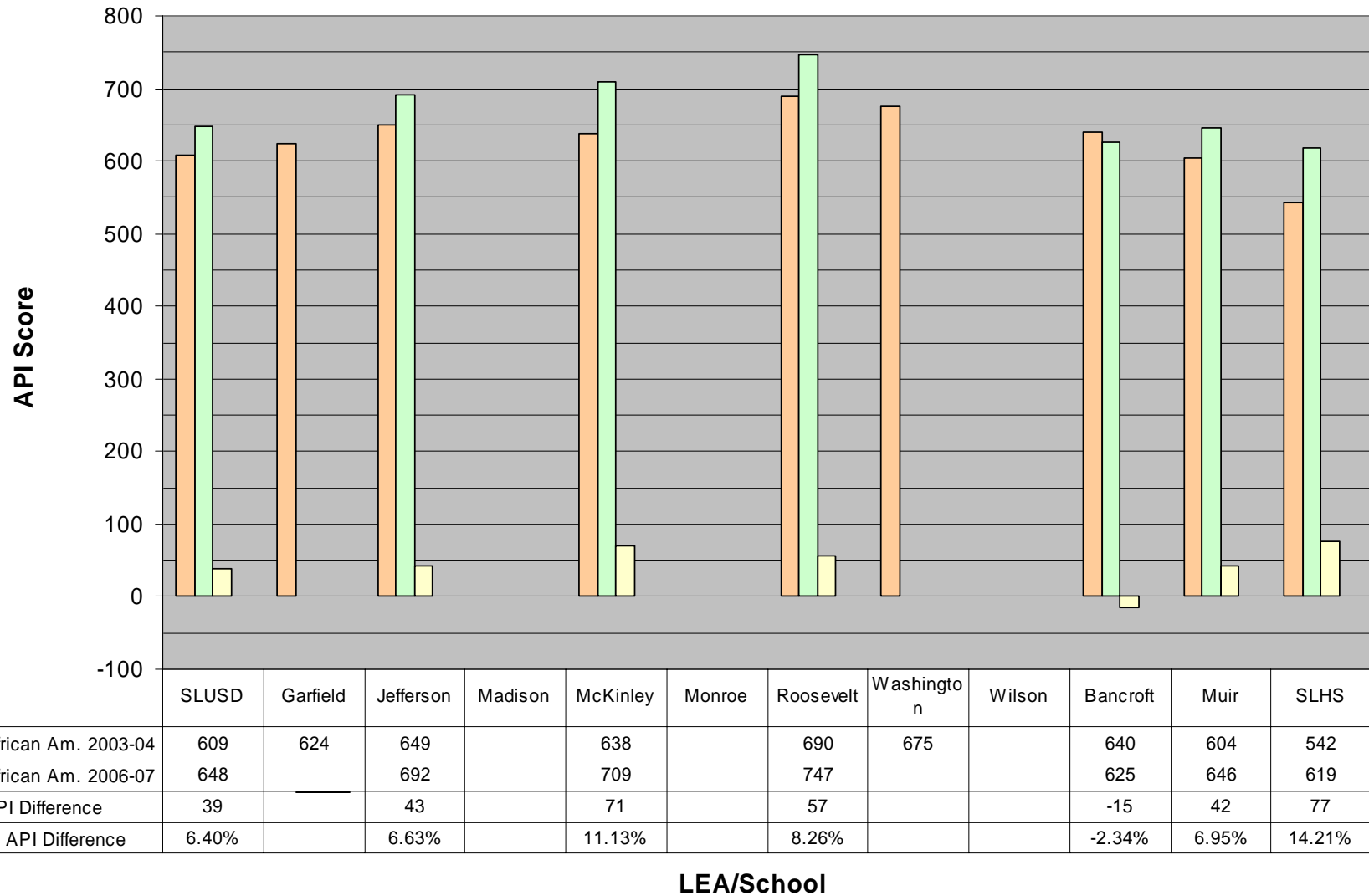


SLUSD Subgroup API Trends Over a 4-Year Period: 2003-04 to 2006-07



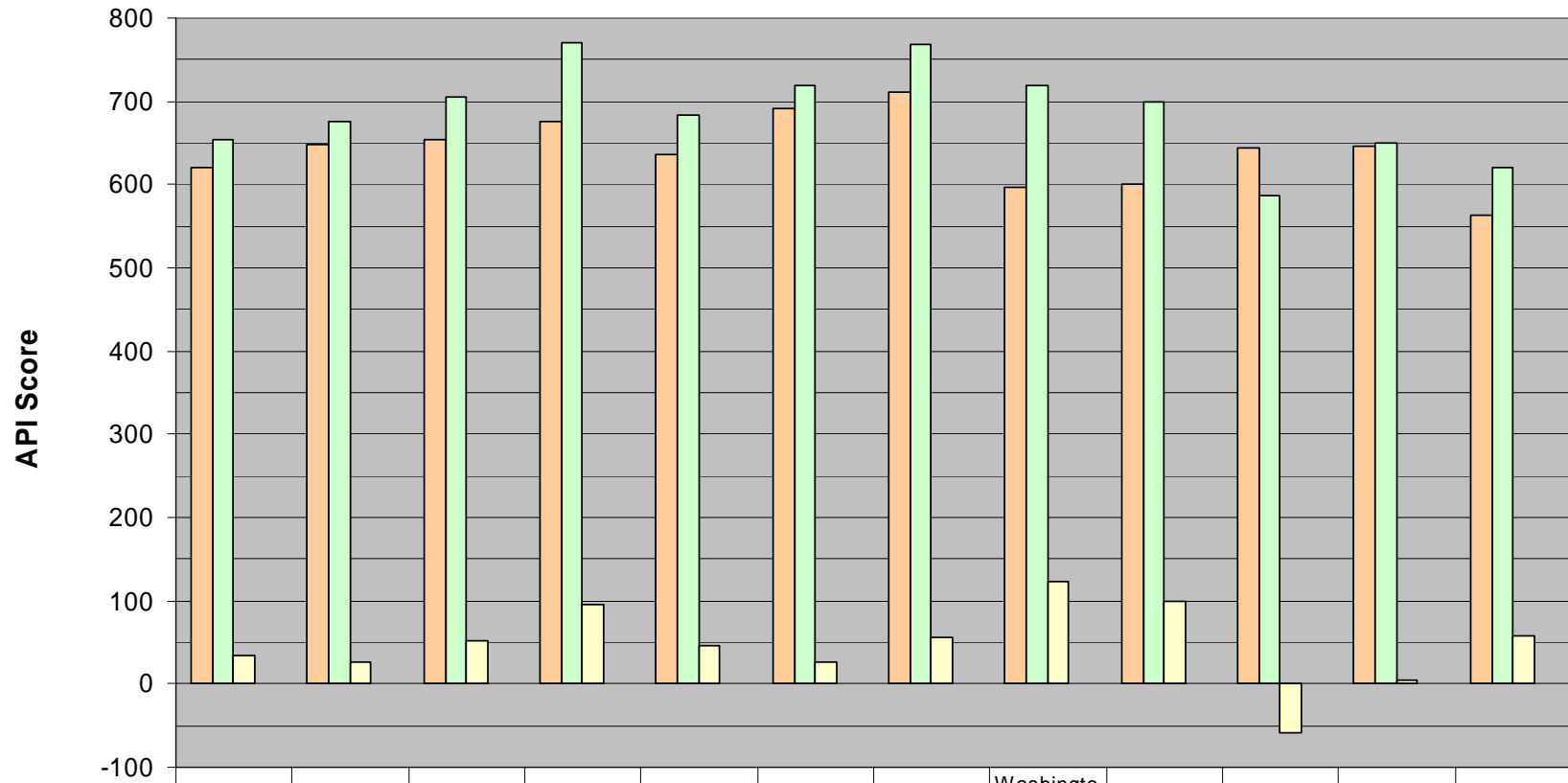
■ 2003-04 Growth API
 ■ 2006-07 Growth API
 ■ API Difference
 ■ % Change in API

African American Subgroup API Trends by LEA & School Over a 4-Year Period: 2003-04 to 2006-07



■ African Am. 2003-04
 ■ African Am. 2006-07
 ■ API Difference
 ■ % API Difference

Hispanic/Latino Subgroup API Trends by LEA & School Over a 4-Year Period: 2003-04 to 2006-07

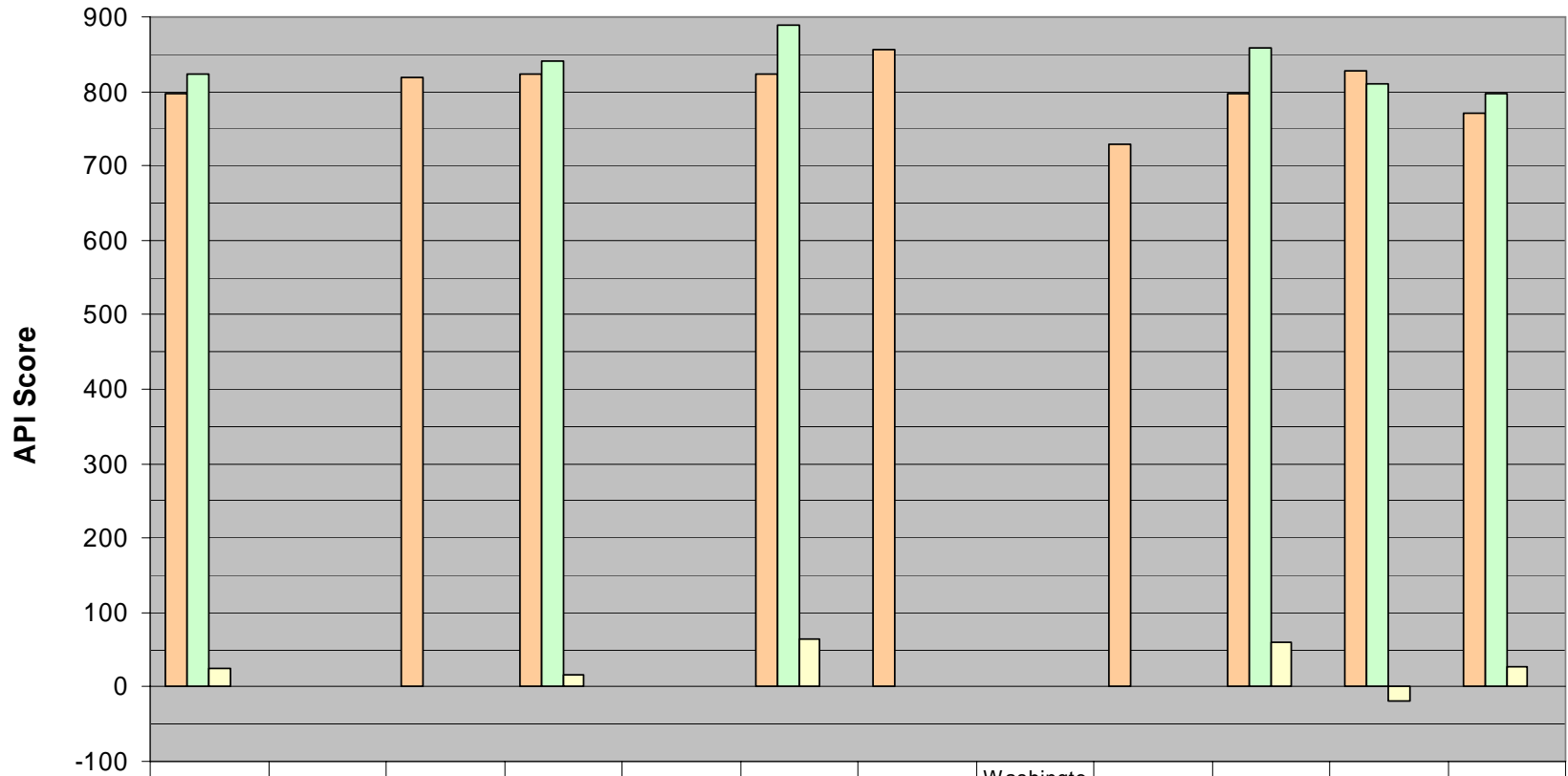


	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
His./Latino 2003-04	620	649	654	676	637	692	712	596	600	645	646	563
His./Latino 2006-07	654	675	705	771	683	719	768	719	700	586	650	621
API Difference	34	26	51	95	46	27	56	123	100	-59	4	58
% API Difference	5.48%	4.01%	7.80%	14.05%	7.22%	3.90%	7.87%	20.64%	16.67%	-9.15%	0.62%	10.30%

LEA/School

■ His./Latino 2003-04
 ■ His./Latino 2006-07
 ■ API Difference
 ■ % API Difference

Asian Subgroup API Trends by LEA & School Over a 4-Year Period: 2003-04 to 2006-07

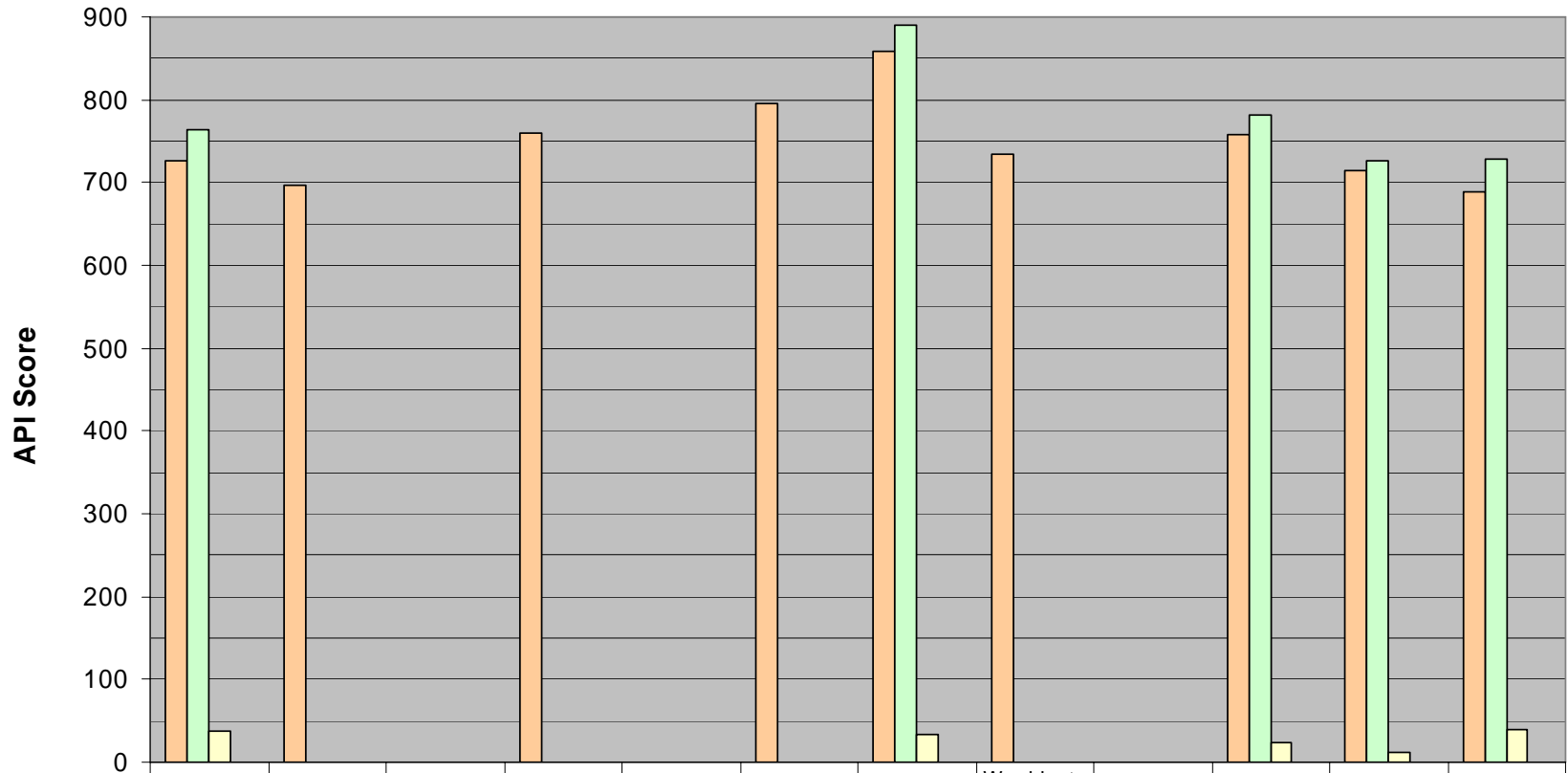


	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Asian 2003-04	797		819	824		824	857		728	798	827	770
Asian 2006-07	823			840		889				858	809	798
API Difference	26			16		65				60	-18	28
% API Difference	3.26%			1.94%		7.89%				7.52%	-2.18%	3.64%

LEA/School

■ Asian 2003-04
 ■ Asian 2006-07
 ■ API Difference
 ■ % API Difference

White Subgroup API Trends by LEA & School Over a 4-Year Period: 2003-04 to 2006-07



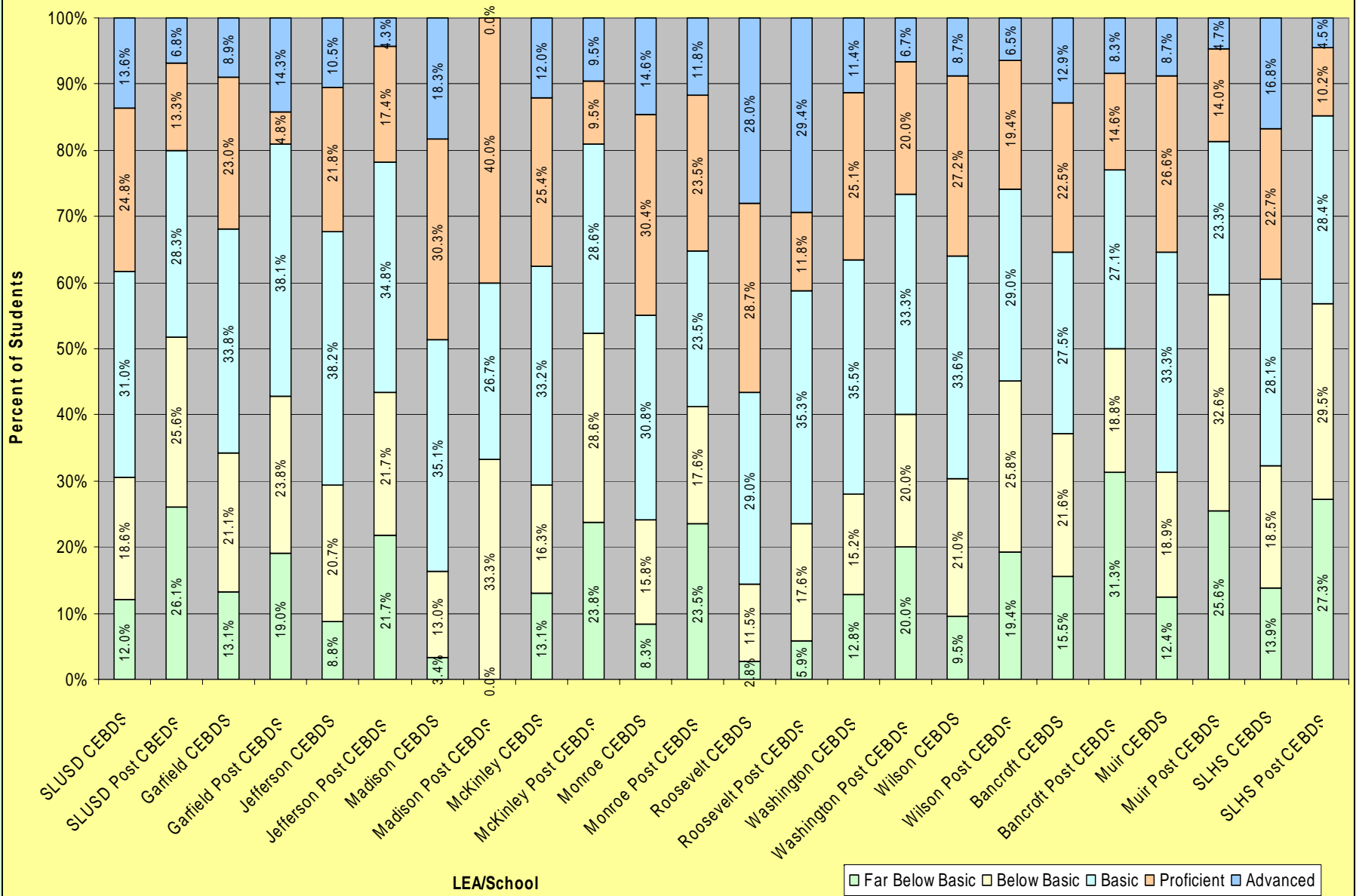
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
White 2003-04	726	696		760		795	858	734		758	715	689
White 2006-07	764						891			782	726	729
API Difference	38						33			24	11	40
% API Difference	5.23%						3.85%			3.17%	1.54%	5.81%

LEA/School

■ White 2003-04
 ■ White 2006-07
 ■ API Difference
 ■ % API Difference

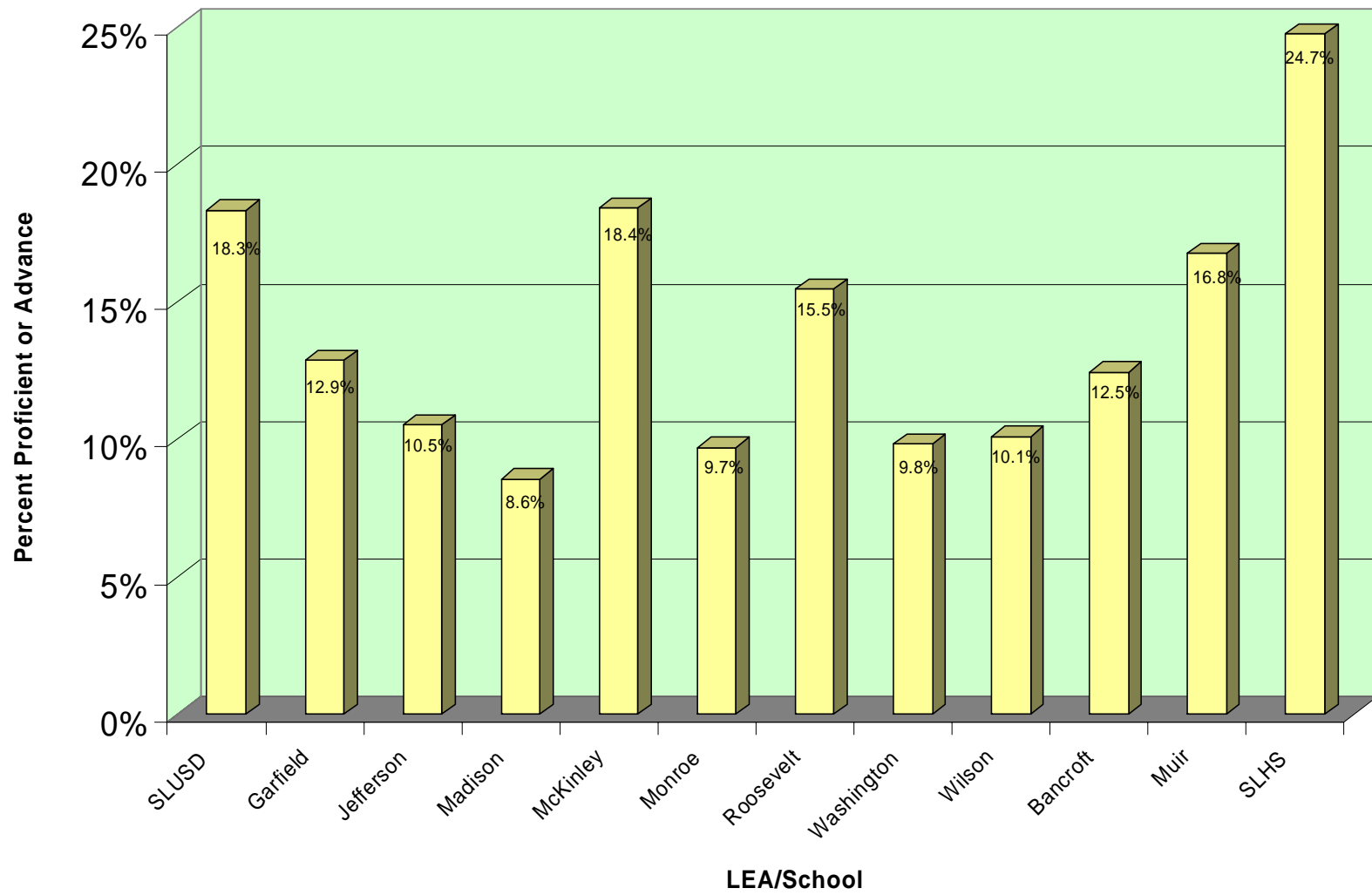
Looking At Student Mobility vs. Test Performance ...

2007 CST ELA: Students Present on CBEDS vs. Students Arriving After CBEDS

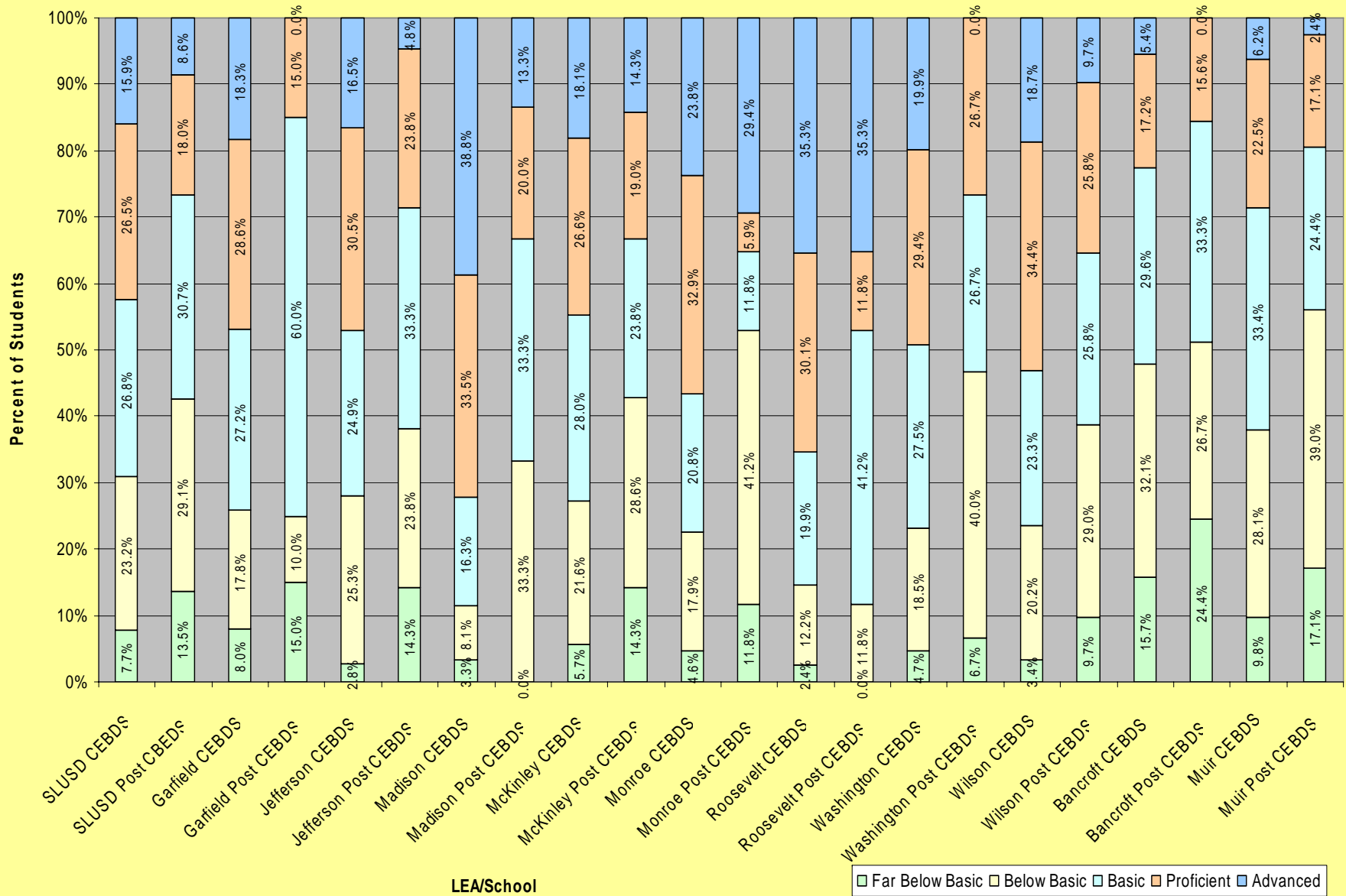


Legend: Far Below Basic (Green), Below Basic (Yellow), Basic (Cyan), Proficient (Orange), Advanced (Blue)

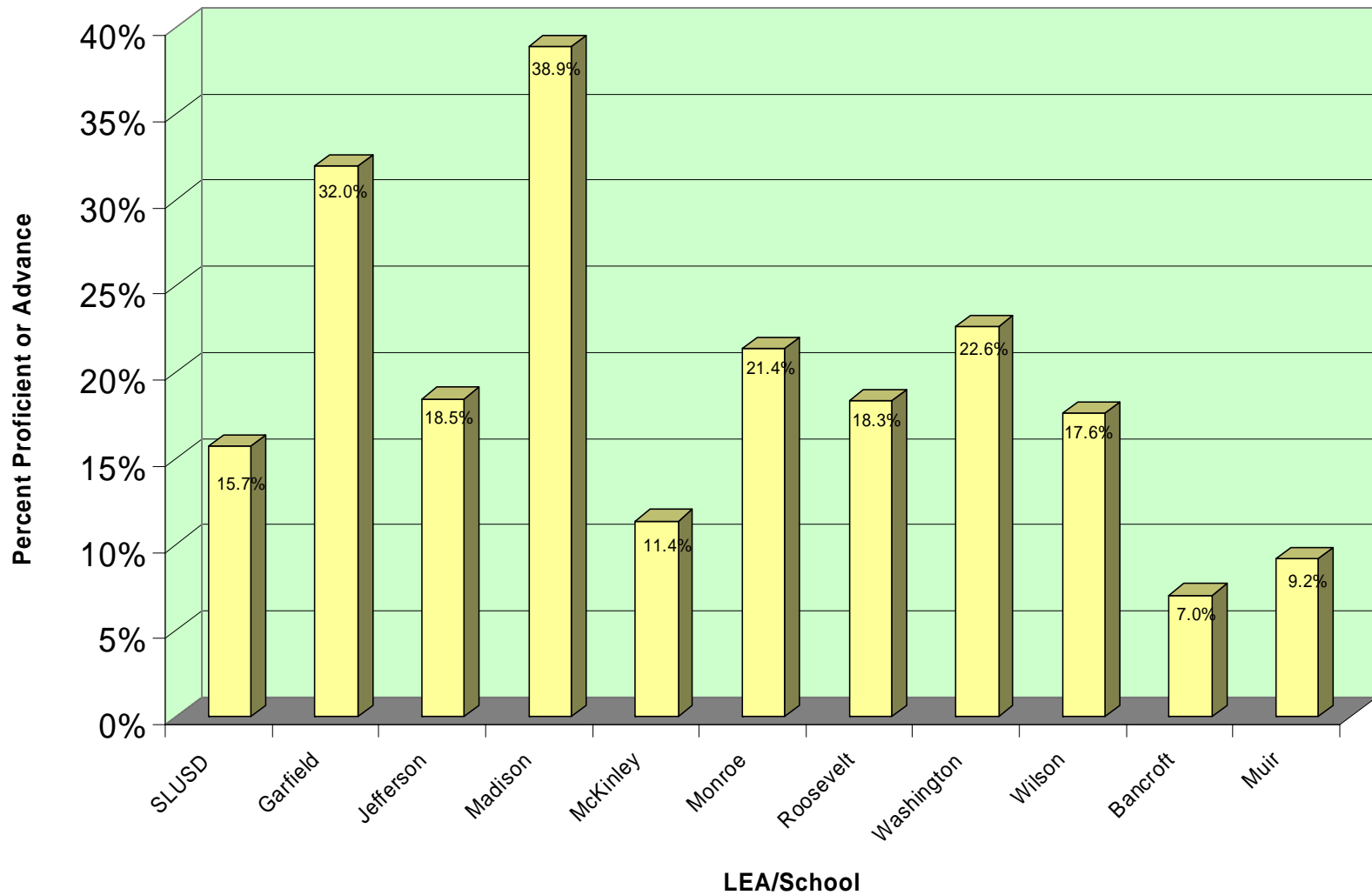
The Difference in Student ELA Proficiency
Students Present on CBEDS vs. Students Arriving After CBEDS
Students with Lower Mobility Rate are More Proficient in ELA



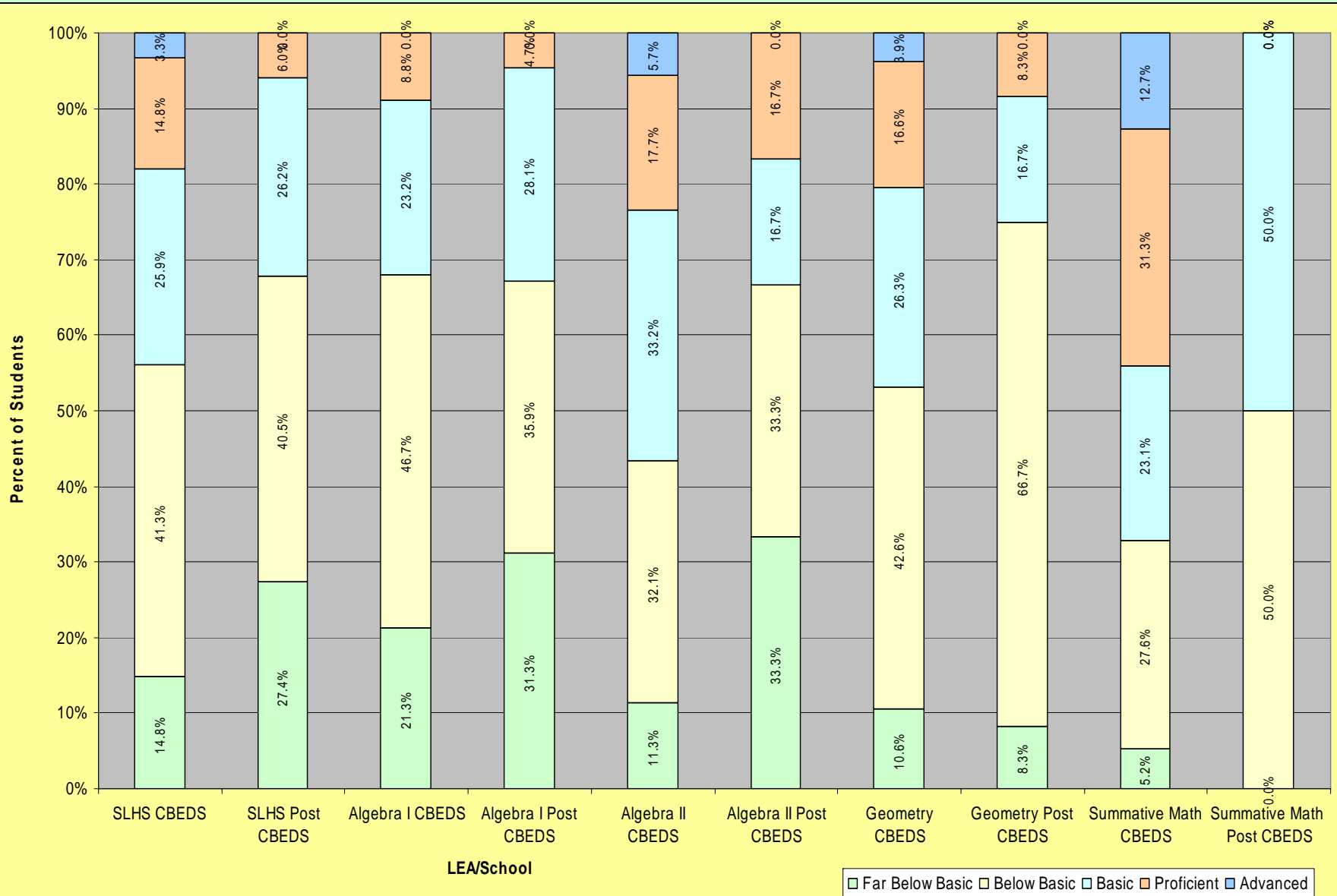
2007 CST Math Grades 2-8: Students Present on CBEDS vs. Students Arriving After CBEDS



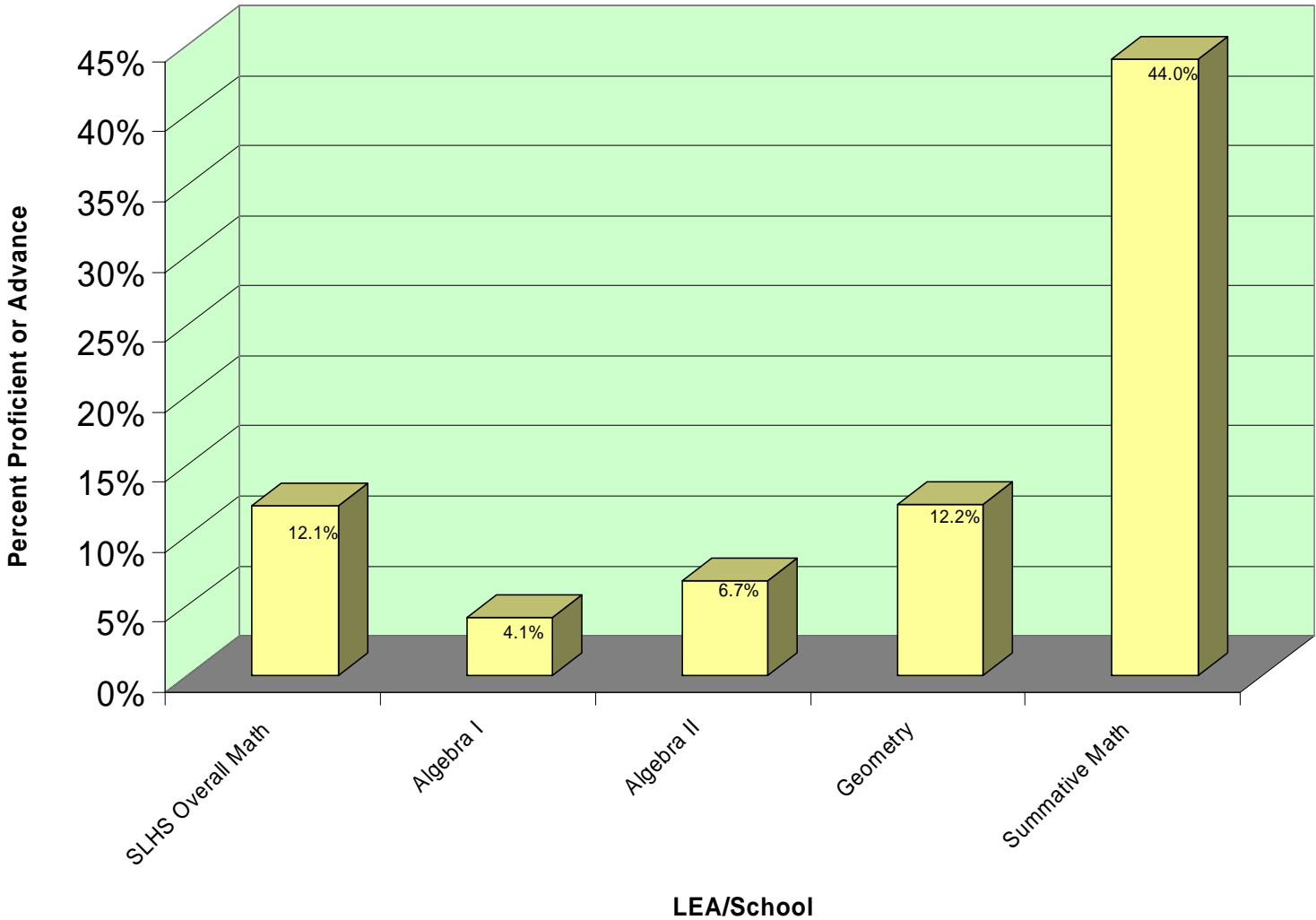
The Difference in Student Math Proficiency
Students Present on CBEDS vs. Students Arriving After CBEDS
Students with Lower Mobility Rate are More Proficient in Math



2007 CST Math: SLHS Students Present on CBEDS vs. Students Arriving to SLHS After CBEDS



The Difference in SLHS Student Math Proficiency
Students Present on CBEDS vs. Students Arriving After CBEDS
Students with Lower Mobility Rate are More Proficient in Math



Looking at Program Improvement...

Program Improvement

No Child Left Behind requires that all schools make adequately yearly progress (AYP) until all students are achieving proficiency in 2014.

A Title I school not making AYP for two consecutive years in the same category, subject, and subgroup, is placed on PI status Year 1. If the same target is missed the following year, the school is placed on PI status Year 2, etc.

Let's examine the process and its implications...

Number of Years a School Does Not Make Adequate Yearly Progress (AYP)

One	Two	Three	Four	Five	Six	Seven
Did not make AYP	Did not make AYP	School Improvement		Corrective Action		Restructuring
		Year 1	Year 2	Year 3	Year 4	Year 5
		<p><u>Local Educational Agency (LEA):</u></p> <ul style="list-style-type: none"> Provides technical assistance to PI school Notifies parents of PI status of school and school choice Sets aside minimum 5% for professional development to meet highly qualified staff requirements Provides choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs.) Establishes peer review process to review revised school plan <p><u>School:</u></p> <ul style="list-style-type: none"> Revises school plan within 3 months to cover 2-year period Uses 10% of Title I school funds for staff professional development Implements plan promptly 	<p><u>LEA continues:</u></p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice <p><u>LEA adds:</u></p> <ul style="list-style-type: none"> Supplemental educational services to all eligible students <p><u>School continues:</u></p> <ul style="list-style-type: none"> Plan implementation Professional development 	<p><u>LEA continues:</u></p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice Supplemental services <p><u>LEA adds:</u></p> <p>LEA identifies school for corrective action and does at least one of the following:</p> <ul style="list-style-type: none"> Replaces school staff Implements new curriculum Decreases management authority at school level Appoints outside expert Extends school year or day Restructures internal organizational structure of school <p>LEA informs parents and public of corrective action and allows comment. LEAs may provide direct technical assistance to school site councils in developing school plans.</p> <p><u>School continues:</u></p> <ul style="list-style-type: none"> Professional development Collaboration with district to improve student achievement 	<p><u>LEA continues:</u></p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice Supplemental services <p><u>LEA and School add:</u></p> <p>During Year 4, prepare plan for alternative governance of school. Select one of the following:</p> <ul style="list-style-type: none"> Reopen school as a charter Replace all or most staff including principal Contract with outside entity to manage school State takeover Any other major restructuring <p>LEA provides notice to parents and teachers and allows comment.</p> <p><u>School continues:</u></p> <ul style="list-style-type: none"> Professional development Collaboration with district to improve student achievement 	<p><u>LEA continues:</u></p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice Supplemental services <p><u>LEA and School add:</u></p> <ul style="list-style-type: none"> Implement alternative governance plan developed in Year 4 <p><i>School continues in PI, and LEA offers choice and supplemental services until school makes AYP for two consecutive years. School exits PI after two consecutive years of making AYP.</i></p>

Program Improvement Process Highlights

Year 1	Year 2	Year 3	Year 4	Year 5
	Year 1 Plus:	Year 2 Plus:	Year 3 Plus:	Year 4 Plus:
Notifies parents of PI status of school and school choice	Parent notification of PI status of school, school choice, and supplemental services.	LEA identifies school for corrective action and may do one of the following:	Prepare plan for alternative governance of school that may include:	Implement alternative governance plan developed in Year 4
Provides choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs.)	Supplemental educational services to all eligible students	Replaces school staff - Implements new curriculum - Restructures internal organizational structure of school	Replace all or most staff including principal - State takeover	

SLUSD Program Improvement Status

	Met 2007 Criteria for:					PI Status
	All Components	English-Language Arts	Mathematics	API	Graduation Rate	PI Status
SLUSD	No	No	Yes	Yes	Yes	Not In PI
Elementary Schools						
Garfield	Yes	Yes	Yes	Yes	N/A	Year 2
Jefferson	No	No	Yes	Yes	N/A	Year 2
Madison	Yes	Yes	Yes	Yes	N/A	Not T1
McKinley	No	No	Yes	Yes	N/A	Year 1
Monroe	Yes	Yes	Yes	Yes	N/A	Not T1
Roosevelt	Yes	Yes	Yes	Yes	N/A	Not T1
Washington	Yes	Yes	Yes	Yes	N/A	Not in PI
Wilson	Yes	Yes	Yes	Yes	N/A	Year 1
Middle Schools						
Bancroft	No	No	No	Yes	N/A	Not T1
Muir	No	No	No	Yes	N/A	Not T1
High Schools						
SLHS	No	Yes	No	Yes	Yes	Not T1
ASAM Schools						
Lincoln	No	Yes	Yes	No	Yes	Not T1

Criteria For SLUSD Schools In Program Improvement

School	# of AYP Criteria Met	2007 Criteria Not Met	2007 Subject Not Met	2007 Subgroup Not Met	PI Status Last Year (2006-07)	PI Status This Year (2007-08)	# of Additional Students Needed At or Above Proficiency to Meet 2006 AYP	# of Students in 2006-07 Subgroup	# Subgroup Students At or Above Proficient (2006-07)	# of Students Needed to Meet Target (2006-07)	# of Additional Students Needed At or Above Proficiency to Meet 2007 AYP	# of Students Needed At or Above Proficiency for 2008 AYP Limit with Current Subgroup Population	Forecast Change in # of Student in Subgroup (based on change between 2006 & 2007 data)	# of Students Needed At or Above Proficiency for 2008 AYP Limit with Forecast Change of Current Subgroup Population
Garfield	13 of 13	-	-	-	Year 2	Year 2	1 (% Prof. / ELA / EL)	90	25	22	-3	32	10	35
Jefferson	16 of 18 % Proficient	ELA	EL	Year 1	Year 2	8	140	30	34	4	50	8	52	
			Hispanic			2	158	38	39	1	56	0	56	
McKinley	18 of 19 % Proficient	ELA	EL	None	Year 1	Year 1	4	122	27	30	3	43	10	46
Wilson	17 of 17	-	-	-	Year 1	Year 1	5 (% Prof. / ELA / EL)	284	73	69	-4	100	18	106

What are we doing now?

- District & Site Data was shared with District Leadership Team
- Principals Shared Insights with Colleagues
- Continue to meet with individual Principals to review PI performance & forecast
- Site administrators are reviewing data with leadership teams and staffs to identify strengths, weaknesses, and next steps

The End

*Data Presentation - Part III
Data Reflections
October 2, 2007*

Data Presentation Appendices:

API Scores Consolidated Report by School & Ethnic Subgroup

	# of Students incl. In the 2006 API Growth	API					Met Growth Target			2006 Base Rankings	
		2006 API Base (2006-2007)	2006-2007 Growth API Target	2007 API Growth Target	2007 API Growth	Difference Between API Base & Growth	School-wide	Comparable Improvement (CI)	Both Schoolwide and CI	2006 Statewide Rank	2006 Similar Schools Rank
SLUSD	6,210	696	D	D	709	13					
Garfield	227	707	5	712	704	-3	No	No	No	3	1
Jefferson	303	678	6	684	725	47	Yes	Yes	Yes	2	1
Madison	240	768	5	773	807	39	Yes	Yes	Yes	6	2
McKinley	303	711	5	716	719	8	Yes	No	No	3	1
Monroe	279	767	5	772	765	-2	No	No	No	6	5
Roosevelt	319	823	A	A	830	7	Yes	No	No	8	2
Washington	220	693	5	698	729	36	Yes	Yes	Yes	3	1
Wilson	545	709	5	714	734	25	Yes	Yes	Yes	3	1
Bancroft	945	685	6	691	671	-14	No	No	No	4	2
Muir	1017	703	5	708	708	5	Yes	No	No	5	3
SLHS	1742	660	7	667	685	25	Yes	Yes	Yes	4	2
Lincoln	24	629	* D	D	510	-119	D	D	D		

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

D = LEA or Alternative School

	African Am. 2006 Base	African Am. 2007 Growth	Asian 2006 Base	Asian 2007 Growth	Filipino 2006 Base	Filipino 2007 Growth	Hispanic/Latino 2006 Base	Hispanic/Latino 2007 Growth	White 2006 Base	White 2007 Growth	SED 2006 Base	SED 2007 Growth	EL 2006 Base	EL 2007 Growth	SPED 2006 Base	SPED 2007 Growth
SLUSD 2007	627	648	817	823	766	776	638	654	747	764	653	651	638	654	489	505
Difference		21		6		10		16		17		-2		16		16
Garfield							711	675			659		661	662		
Jefferson	616	692					651	705			660		640	703		
Madison			828	863			711	771			701		707	788		
McKinley	668	709					679	683			694		659	663		
Monroe		711	889	840			684	719			738		792	766	554	
Roosevelt	778	747					747	768	875	891	707					
Washington							661	719			644		659	697		
Wilson						805	649	700			674		664	700		
Bancroft	615	625	863	858			620	586	781	782	626	575	610	597		
Muir	651	646	817	809	769	774	635	650	726	726	662	676	638	656	484	461
SLHS	592	619	781	798	724	754	596	621	692	729	625	648	593	604	421	468
Lincoln																

= not numerically significant

= there are no Growth API Targets for LEAs

= Target met

= Target not met

= this information may change after student demographic correction

= Target met but API went Down

AYP Consolidate Report by School & Ethnic Subgroup

Adequate Yearly Progress	Made AYP	# of Criteria Met	Met API	Met Graduation Rate	Met Participation Rate		Met Percent Proficient	
					ELA	Math	ELA	Math
SLUSD	No	37 of 38	Yes	Yes	Yes	Yes	No	Yes
Garfield	Yes	13 of 13	Yes	N/A	Yes	Yes	Yes	Yes
Jefferson	No	16 of 18	Yes	N/A	Yes	Yes	No	Yes
Madison	Yes	17 of 17	Yes	N/A	Yes	Yes	Yes	Yes
McKinley	No	18 of 19	Yes	N/A	Yes	Yes	No	Yes
Monroe	Yes	23 of 23	Yes	N/A	Yes	Yes	Yes	Yes
Roosevelt	Yes	17 of 17	Yes	N/A	Yes	Yes	Yes	Yes
Washington	Yes	13 of 13	Yes	N/A	Yes	Yes	Yes	Yes
Wilson	Yes	17 of 17	Yes	N/A	Yes	Yes	Yes	Yes
Bancroft	No	23 of 29	Yes	N/A	Yes	Yes	No	No
Muir	No	31 of 37	Yes	N/A	Yes	Yes	No	No
SLHS	No	25 of 26	Yes	Yes	Yes	No	Yes	No
Lincoln	No	5 of 6	No	Yes	Yes	Yes	Yes	Yes

Percent Proficient	Schoolwide or LEA-wide ELA	Schoolwide or LEA-wide Math	African Am. ELA	African Am. Math	Asian ELA	Asian Math	Filipino ELA	Filipino Math	Hispanic/Latino ELA	Hispanic/Latino Math	White ELA	White Math	SED ELA	SED Math	EL ELA	EL Math	SPED ELA	SPED Math
SLUSD	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Garfield	Yes	Yes	Yes	Yes					Yes	Yes					Yes	Yes		
Jefferson	Yes	Yes	Yes	Yes					No	Yes					No	Yes		
Madison	Yes	Yes			Yes	Yes			Yes	Yes					Yes	Yes		
McKinley	Yes	Yes	Yes	Yes					Yes	Yes					No	Yes		
Monroe	Yes	Yes	Yes	Yes	Yes	Yes			Yes	Yes					Yes	Yes		
Roosevelt	Yes	Yes	Yes	Yes					Yes	Yes	Yes	Yes						
Washington	Yes	Yes							Yes	Yes					Yes	Yes		
Wilson	Yes	Yes							Yes	Yes					Yes	Yes		
Bancroft	Yes	Yes	Yes	No	Yes	Yes			No	No	Yes	Yes	Yes	No	No	No		
Muir	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	No
SLHS	Yes	Yes	Yes	Yes	Yes	Yes			Yes	Yes	Yes	Yes	Yes	Yes				
Lincoln	Yes	Yes																

= not numerically significant
 = Target met
 = Target not met
 = this information may change after student demographic correction

Program Improvement

A school not making AYP for two consecutive years in the same category, subject, and subgroup, is placed on PI status Year 1 . . .

School	# of AYP Criteria Met	Criteria Not Met	Subject Not Met	Subgroup Not Met	PI Status Last Year	PI Status This Year
Garfield	13 of 13	-	-	-	Year 2	Year 2
Jefferson	16 of 18	% Proficient	ELA	Hispanic & EL	Year 1	Year 2
McKinley	18 of 19	% Proficient	ELA	EL	None	Year 1
Wilson	17 of 17	-	-	-	Year 1	Year 1

PI – Year 1 Sample Letter of School Choice:

Woodrow Wilson Elementary School

1300 Williams Street
San Leandro, CA 94577
(510) 667-3587, fax (510) 895-4179

Mike Walbridge
Principal

Tracey Lantz
Vice Principal

October 2, 2006

Dear Parents/Legal Guardians:

The purpose of this letter is to inform you that Wilson Elementary School has been identified as a Year 1 Program Improvement (PI) school under the *No Child Left Behind (NCLB) Act of 2001*.

NCLB requires the state and district to review annually the academic progress of Title I schools and to identify schools in need of improvement. These schools are identified as PI schools after two consecutive years of not making adequate yearly progress (AYP). California determines AYP by considering the following four measures:

- Percentage of students scoring at the proficient and advanced level on the California Standards Test for English Language Arts and mathematics
- Percentage of students participating in those tests
- The graduation rate for high schools
- California's measurements, the Academic Performance Index (API)

The AYP areas that caused the PI identification for our school are:
24.2% of Hispanic/Latino students scored proficient or advanced in English Language Arts (goal is 24.4%).
22.6% English Learner students scored proficient or advanced in English language Arts (goal is 24.4%).

Our 2005-2006 Accountability Progress Report may be obtained from the school or from the state's Website at www.cde.gov then click on Accountability Progress Reporting (APR).

All parents/legal guardians of students attending a PI school have the right to request transfer of their child(ren) to a non-PI district school with district-paid transportation.

For parents who select this option, the district will provide transportation to the non-PI school for as long as the home school continues to be identified as a PI school. If the home school exits PI by making AYP for two consecutive years, the student can remain at the school; however, transportation will no longer be district-paid. If the demand for choice exceeds the funds available, priority will be given to the lowest achieving, low-income students.

If you are interested in transferring your child(ren) to a non-PI school in the district for the 2006-2007 school year, please complete the attached School Choice Form and submit it to your child's school office no later than October 31, 2006. Your preference of a non-PI school will be taken into consideration.

Wilson School exceeded their state Academic Performance Index growth target by 22 points. We believe we made this kind of progress because we have been working hard as a staff and with the district to revise our school plan to include:

- Strategies, policies, and practices that utilize scientifically-based research and have the greatest likelihood of ensuring that all groups of students will meet the state's achievement targets.
- Highly qualified professional development for school staff that will lead to removing the school from PI status. This includes training related to the use of the core instructional materials.
- Strategies to promote effective parental involvement in the school.

Our district is working closely with the California Department of Education (CDE) to improve curriculum, instruction and student performance. The CDE provides information, special help, and access to resources for PI schools. PI schools will receive technical assistance from the district and state as needed in:

- Analyzing various data reports and revising the school plan
- Strengthening core academic instruction
- Collaborating with parents to increase students' academic achievement

Research shows that strong parental involvement leads to student success in school. Parents interested in partnering with the school are encouraged to contact us for additional information regarding:

- Parental involvement policies
- School-parent compact
- Ongoing parent/community meetings
- Advisory committee/school site council meetings
- Parent volunteer opportunities

It is our hope that your child will remain at Wilson School and thus benefit from the efforts to improve our school and increase achievement. *Please realize you are not required to transfer your child.* Should you wish to exercise that option and the District is able to accommodate your request, the District will provide transportation.

If you wish to take advantage of Public School Choice, please complete the request form included in this letter. All request forms must be received at the school office no later than Tuesday, October 31, 2006.

Because space is limited, applications will be reviewed and selection will be based on the eligibility criteria listed below and the District's ability to grant the request with priority given to: available space at non-Program Improvement schools, lowest achieving children, and low socio-economic status students. Upon completion of review, applicants will be individually notified of eligibility for available District transfer options.

Sincerely,

Mike Walbridge
Principal

PI – Year 2 Sample Letter of Supplemental Educational Services:

GARFIELD YEAR ROUND SCHOOL
13050 Aurora Drive ♦ San Leandro, Ca 94577
Phone 510-667-3580 ♦ Fax (510) 352-5399
Jan Huls, Principal

October 2, 2006

Dear Parents/Legal Guardians:

The purpose of this letter is to inform you that our school continues to be identified as a Program Improvement (PI) school under the *No Child Left Behind (NCLB) Act of 2001*. In spite of making a 57 point gain (the largest gain in the district) on the state's Academic Performance Index, Garfield School is now a PI Year 2 school.

NCLB requires the state and district to review annually the academic progress of Title I schools and to identify schools in need of improvement. These schools are identified as PI schools after two consecutive years of not making adequate yearly progress (AYP). California determines AYP by considering the following four measures:

- Percentage of students scoring at the proficient and advanced level on the California Standards Test for English Language Arts and mathematics
- Percentage of students participating in those tests
- The graduation rate for high schools
- California's measurements, the Academic Performance Index (API)

The AYP area that caused the PI identification for our school is:
23.8% of our English Learners scored at the proficient or advanced level (state goal is 24.4%).

Our 2005-2006 Accountability Progress Report may be obtained from the school or from the state's Website at www.cde.gov.

All parents/legal guardians of students attending a PI school have the right to request a transfer of their child(ren) to a non-PI district school. For parents who select this option, the district will provide transportation to the non-PI school for as long as the home school continues to be identified as a PI school. If the home school exits PI by making AYP for two consecutive years, the student can remain at the school; however, transportation will no longer be district-paid. If the demand for choice exceeds the funds available, priority will be given to the lowest achieving, low-income students.

If you are interested in transferring your child(ren) to a non-PI school in the district for the 2006-2007 school year, please complete the attached School Choice Form and submit it to your child's school office no later than October 31, 2006. Your preference of a non-PI school will be taken into consideration. *Please realize you are not required to transfer your child.* Should you wish to exercise that option and the District is able to accommodate your request, the District will provide transportation.

Students from low-income families at PI Year 2 schools, whose parents did not select a public school choice option, are eligible for free Supplemental Educational Services (SES). These services are classes or tutoring which occur outside the regular school day with educational providers approved by the California State Board of Education. If the number of eligible students who apply for the SES program exceeds the financial resources available, the lowest achieving students from low-income families will receive SES first. The district will pay the support provider an amount not to exceed approximately \$944.00 per student per year.

If you are interested in SES, please review the attached list of providers willing to serve our district. Then, complete and return the attached SES application form to the school office or district office by November 20, 2006. If you need assistance in making a selection of an SES provider for your child, please contact Cindy M. Cathey, Assistant Superintendent for Educational Services at 510-667-3538.

Garfield School exceeded their state Academic Performance Index growth target points. We believe we made this kind of progress because we have been working hard as a staff and with the district to revise our school plan to include:

- Strategies, policies, and practices that utilize scientifically-based research and have the greatest likelihood of ensuring that all groups of students will meet the state's achievement targets.
- Highly qualified professional development for school staff that will lead to removing the school from PI status. This includes training related to the use of the core instructional materials.
- Strategies to promote effective parental involvement in the school.

Our district is working closely with the CDE to improve curriculum, instruction and student performance. The CDE provides information, special help, and access to resources for PI schools. PI schools will receive technical assistance from the district and state as needed in:

- Analyzing various data reports and revising the school plan
- Strengthening core academic instruction
- Collaborating with parent to increase students academic achievement

Research shows that strong parental involvement leads to student success in school. Parents interested in partnering with the school are encouraged to contact us for additional information regarding:

- Parental involvement policies
- School-parent compact
- Ongoing parent/community meetings
- Advisory committee/school site council meetings
- Parent volunteer opportunities

It is our hope that your child will remain at our school and thus benefit from the efforts to improve our school and increase achievement. Recently we were awarded a High Priority Planning Grant that will support our efforts to improve the instructional program. We are excited about the potential for this grant.

If you wish to take advantage of Public School Choice, please complete the green request form included in this letter and return it to your child's school office by October 31, 2006. If you do not wish to transfer your child to another school in the district, but wish to take advantage of the Supplemental Educational Services, please complete the SES form included in this letter and return it to your child's school office by November 20, 2006.

Applications will be reviewed and selection will be based on the eligibility criteria with priority given to the lowest achieving children, low socio-economic status students. Upon completion of review, request applicants will be individually notified of eligibility for available District transfer options.

Sincerely,

Jan Huls, Principal

Where do we go from here?

In efforts to best serve our students and accelerate academic growth, we will continue to refine and implement the following initiatives:

1. Data Driven Decision Making (Edusoft, etc.)
2. Professional Development: SB430 (formerly AB466) in ELA, Math, and EL; SIOP; SALT; Differentiated Instruction to Maximize Student Learning for All
3. Common Agreements
4. Can't Continues
5. District-wide Walk-throughs
6. Equity Training of Trainers (E-TOT Teams)
7. Pacing Guides
8. Benchmark Assessments
9. Coherent Intervention Programs
10. Math Support Initiative Grant with ACOE, Cal State East Bay, San Lorenzo
11. New Middle and High School Math Pathways
12. Double Math Periods in Grades 6 & 7 to Serve the Lowest Achieving Students
13. Parent Involvement & Participation