



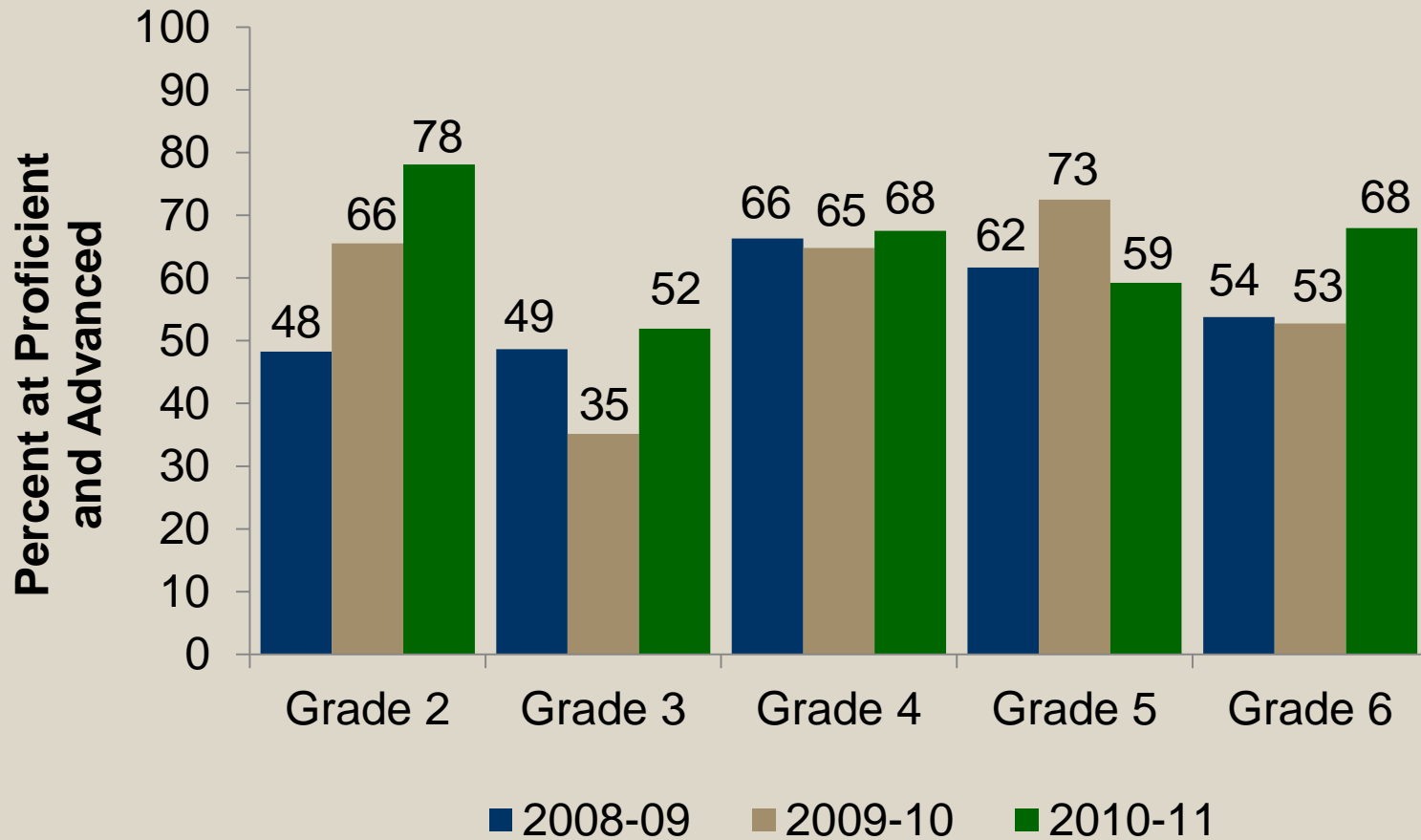
Report to the Board of Education

April 10, 2012

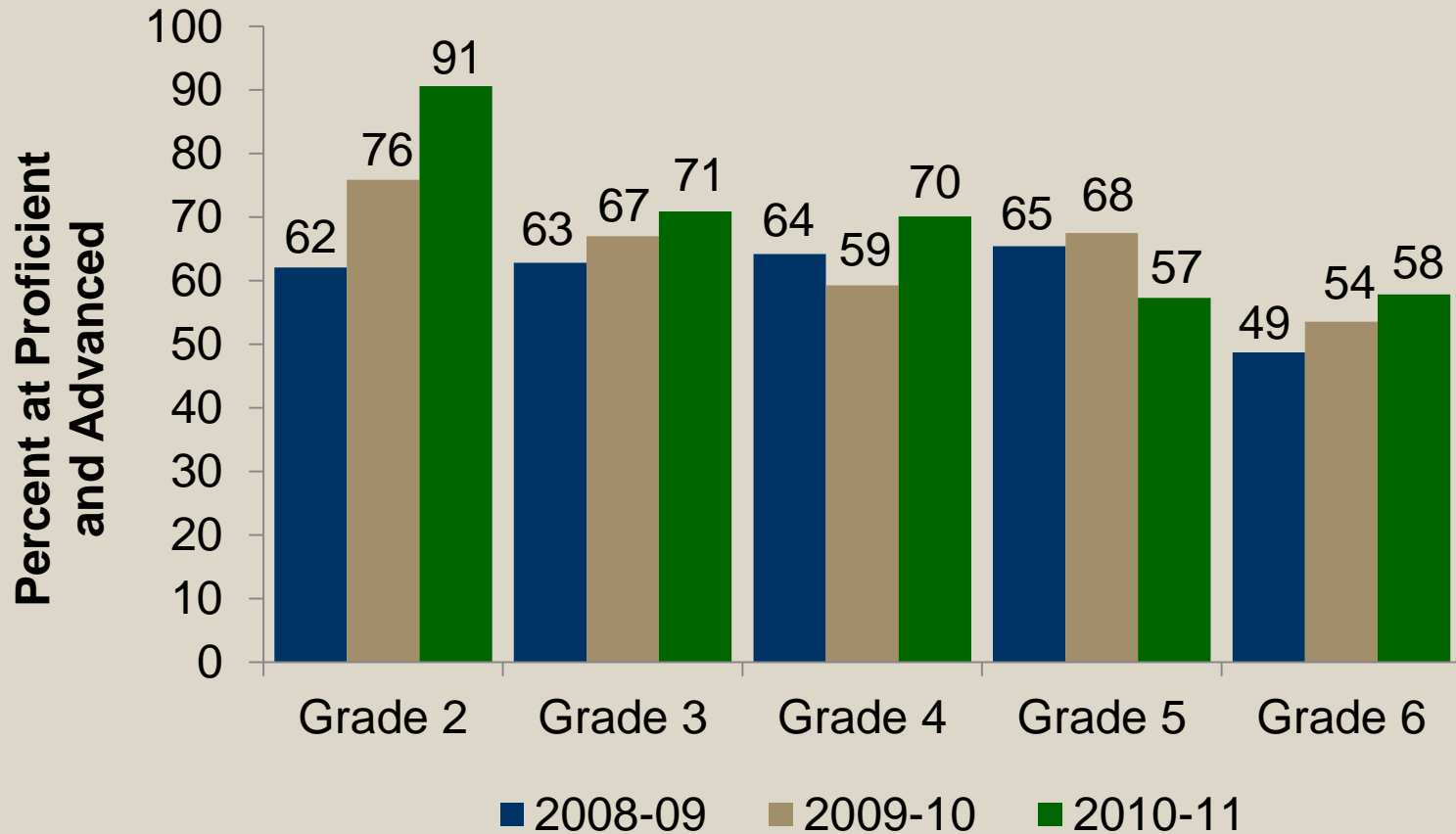


State Testing and Reporting (STAR)

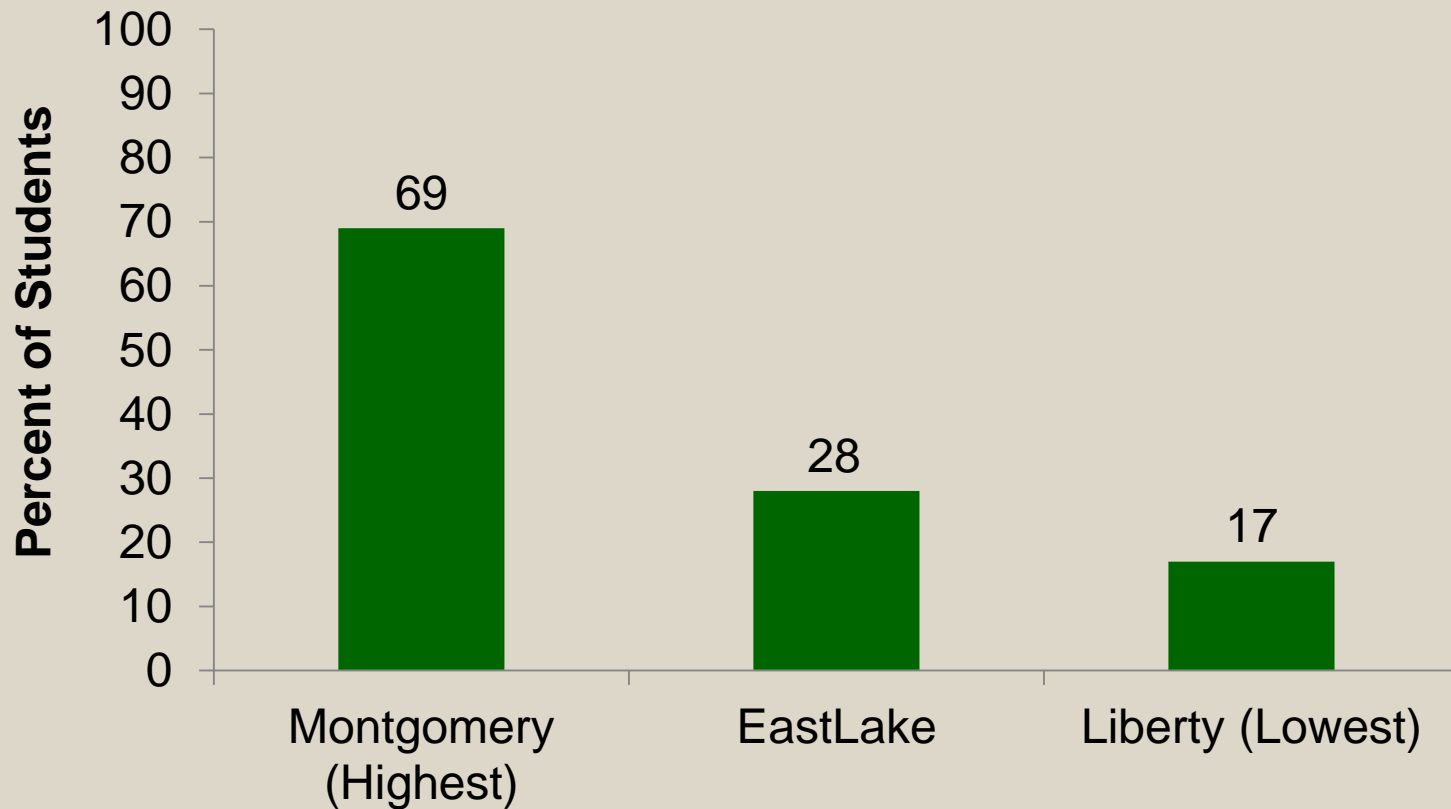
California Standards Test ELA, All Students



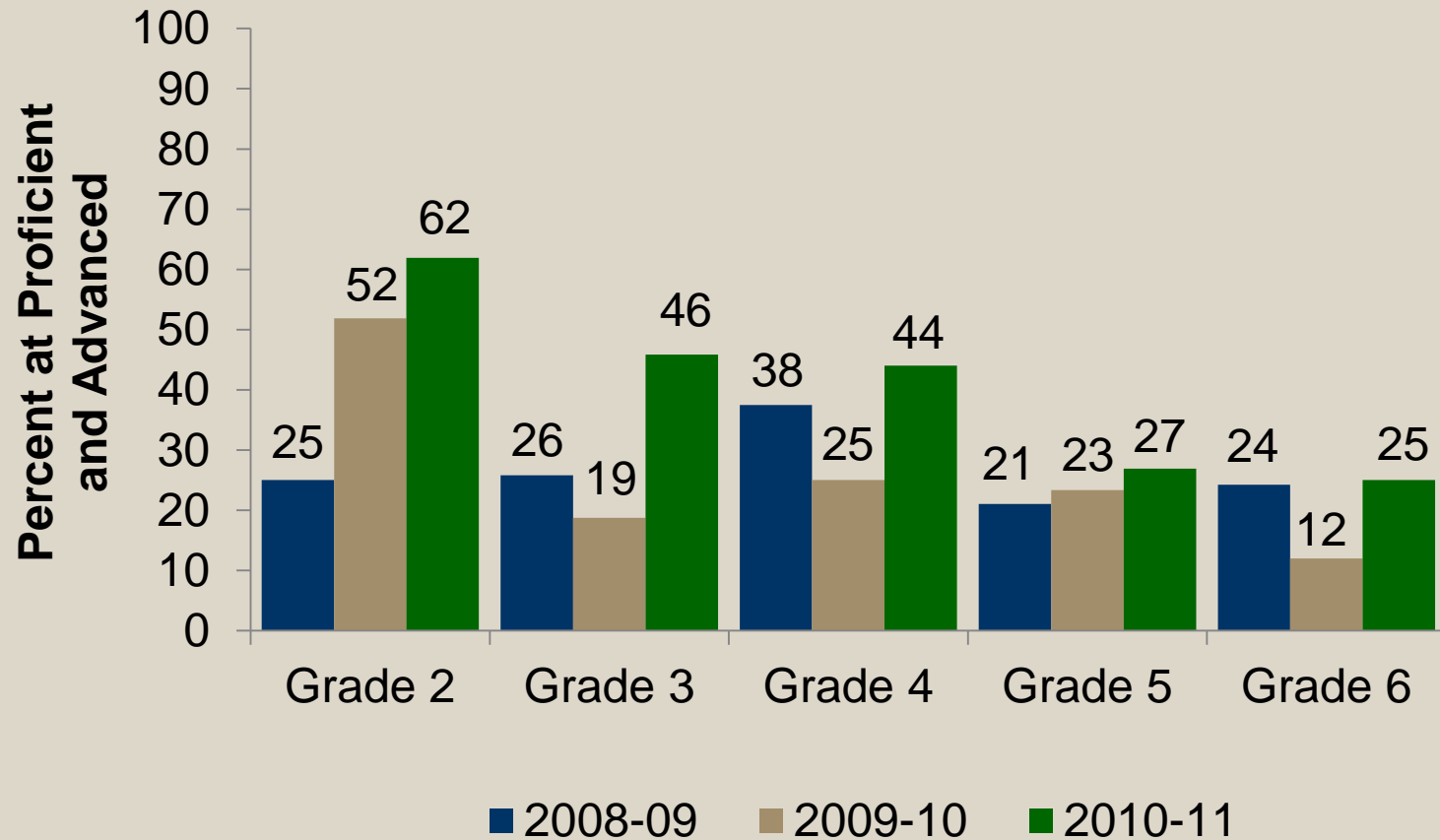
California Standards Test Math, All Students



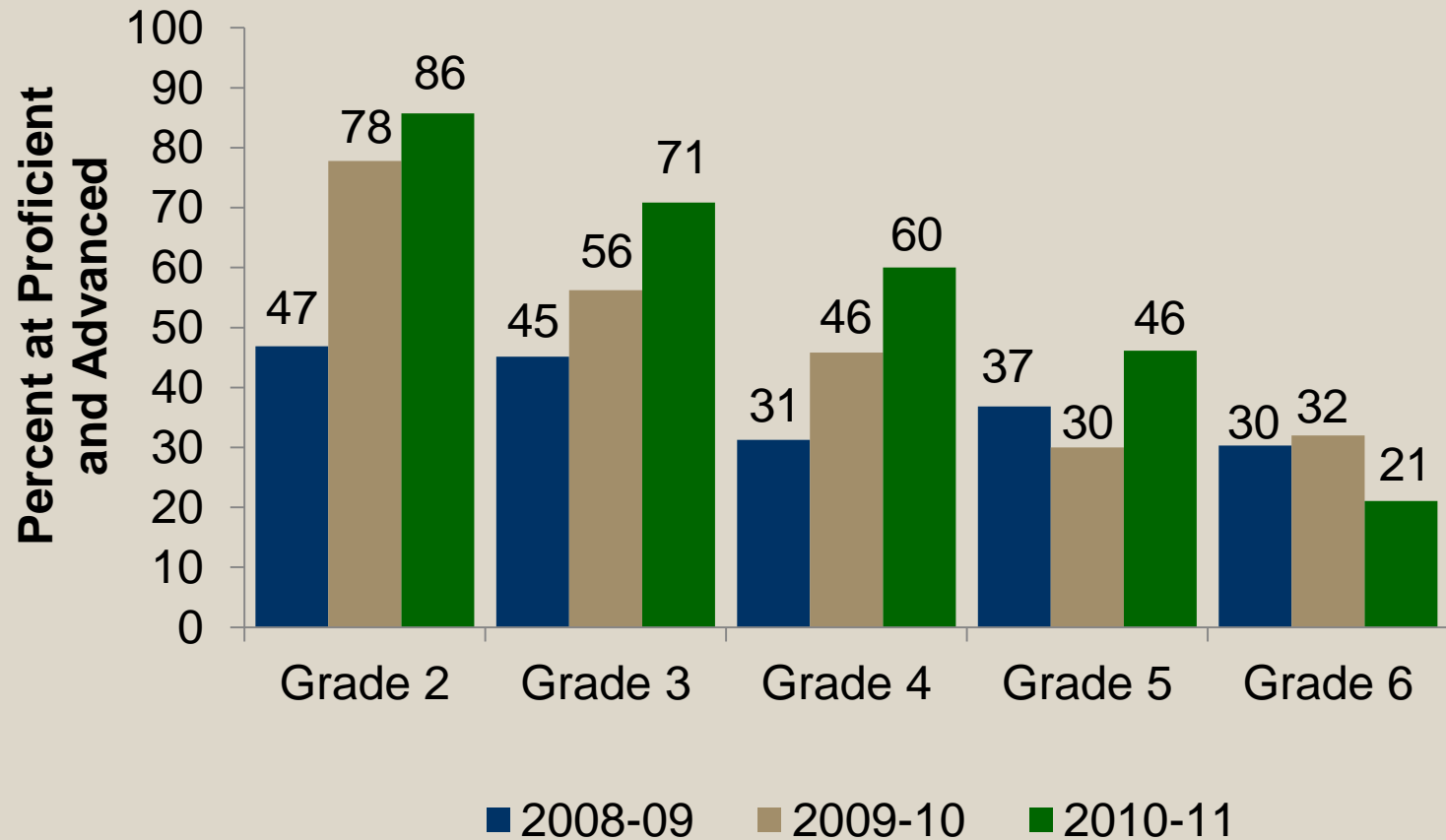
English Learners



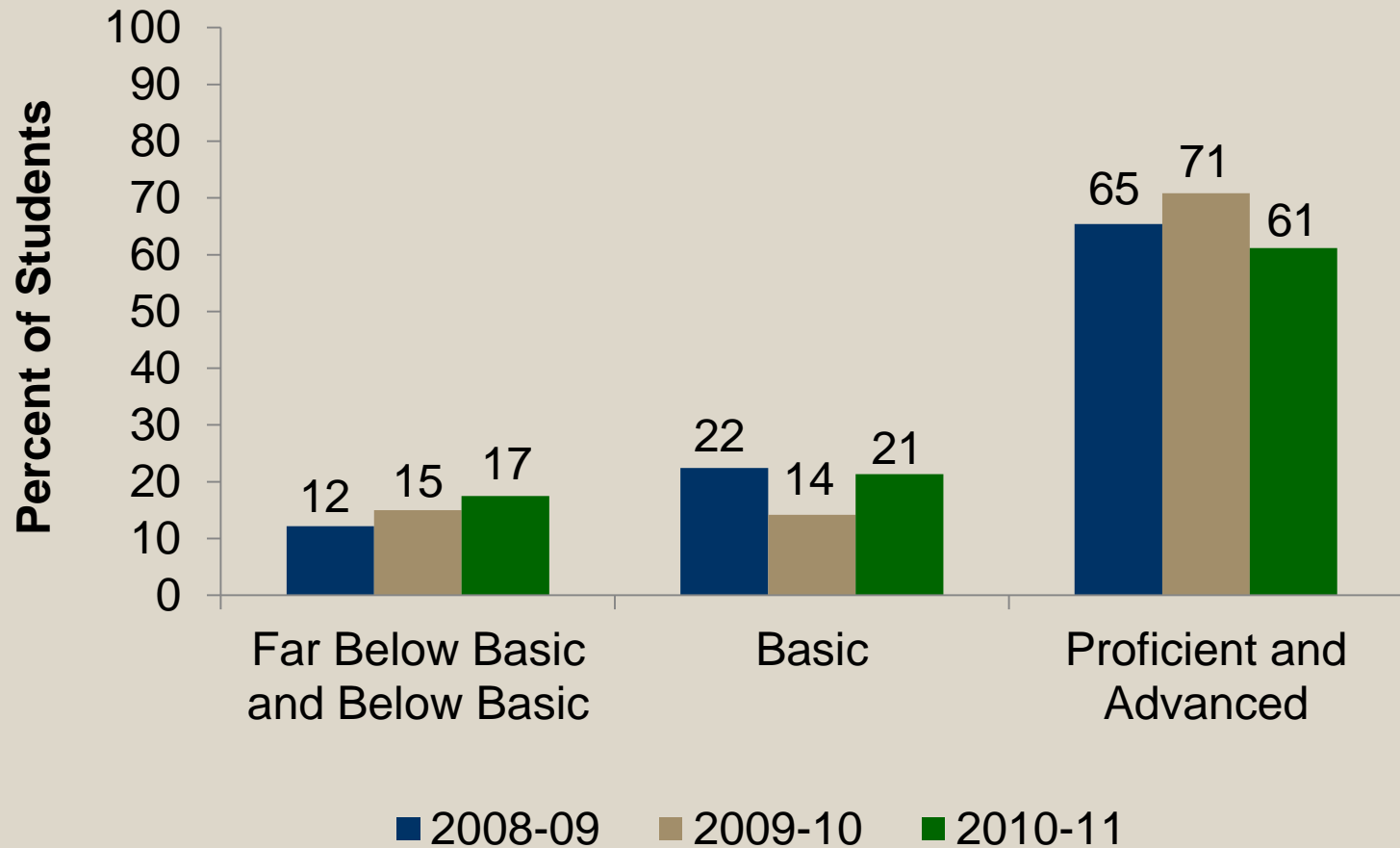
California Standards Test ELA, English Learners



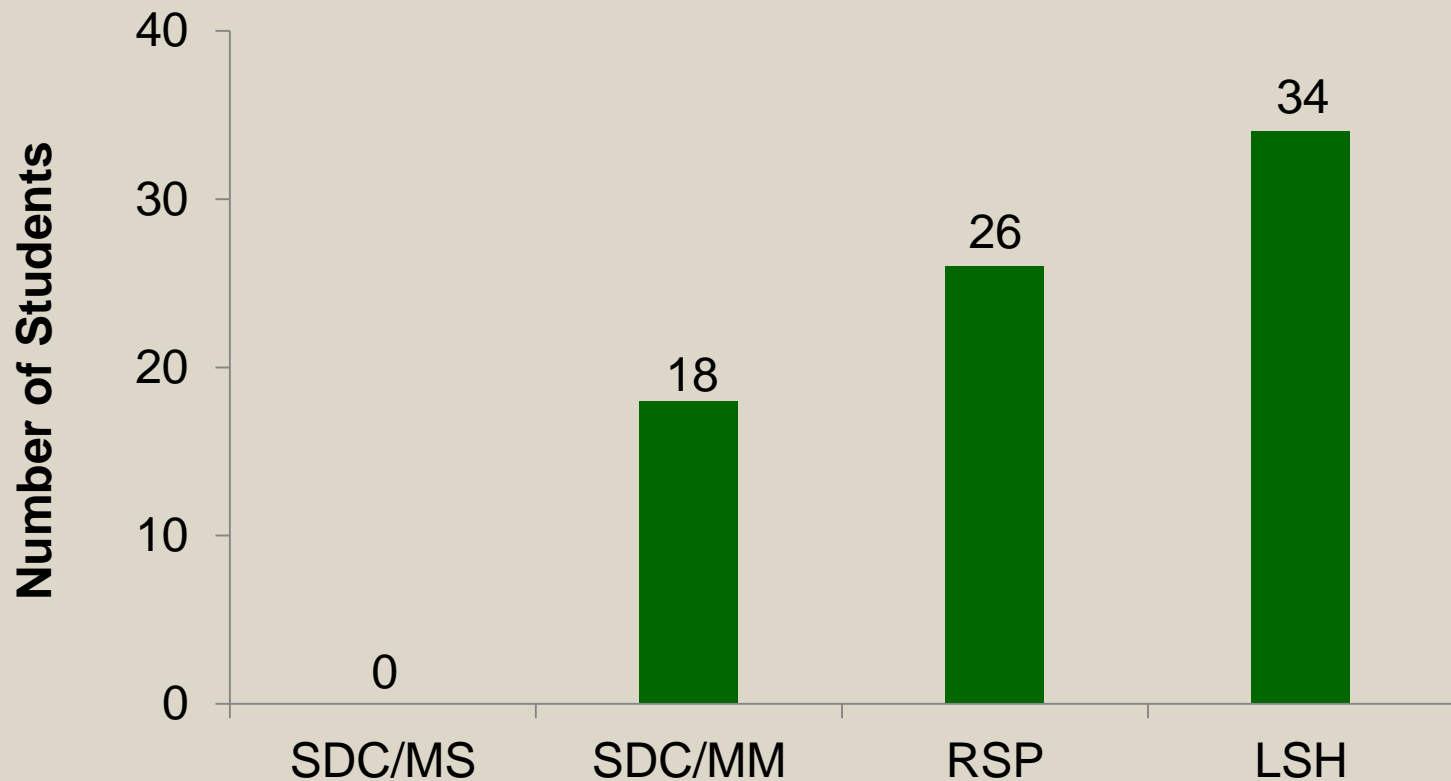
California Standards Test Math, English Learners



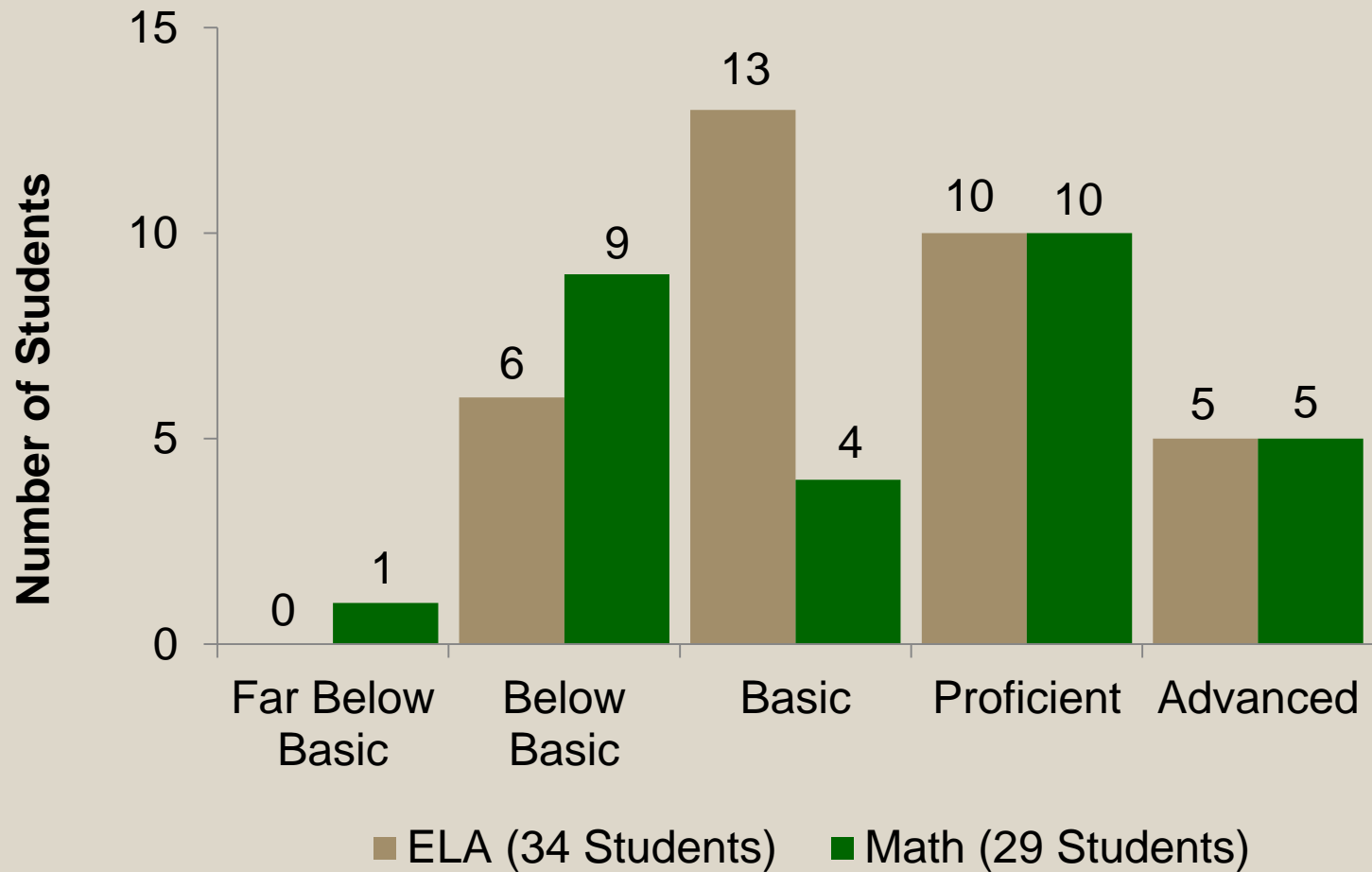
California Standards Test Grade 5 Science



Students with Disabilities

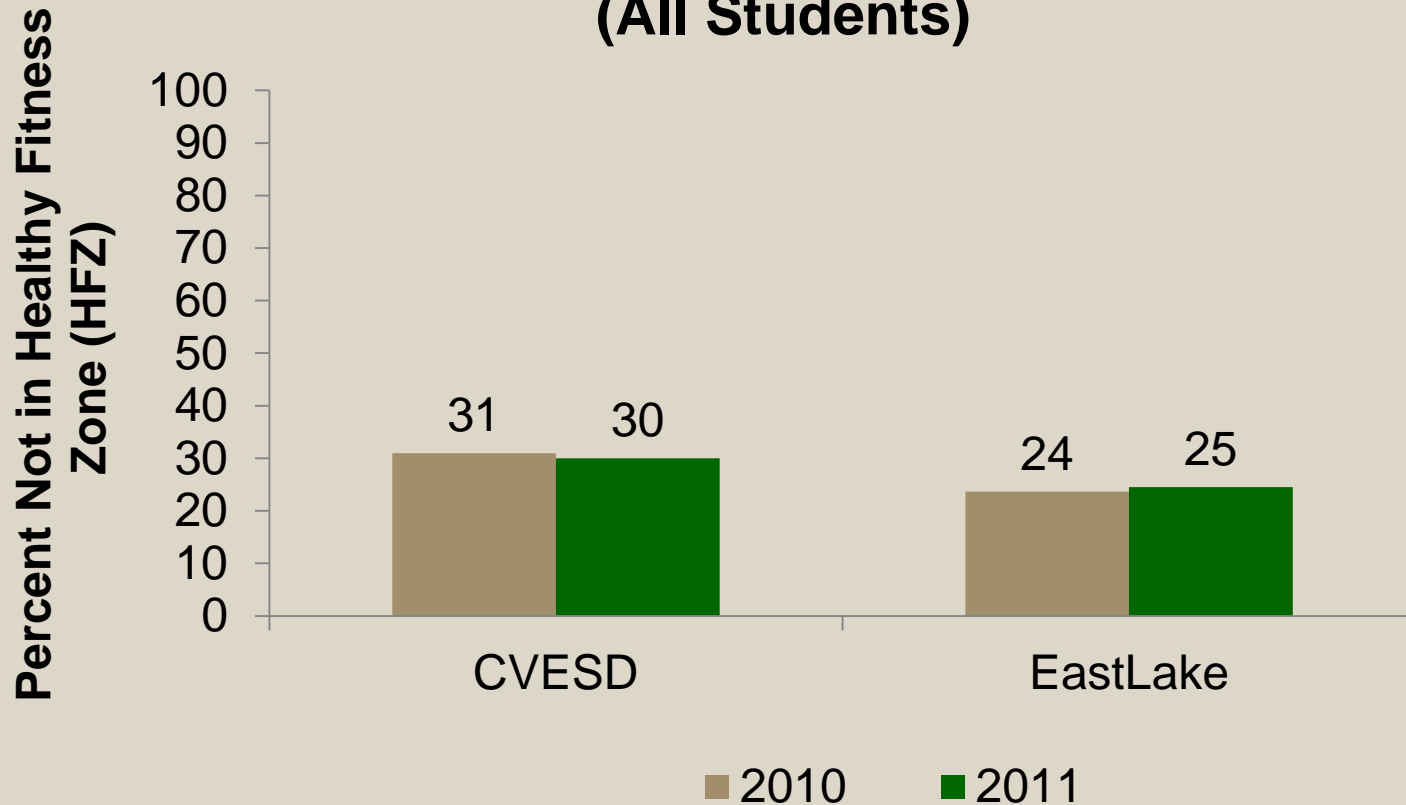


California Modified Assessment Students with Disabilities



California Physical Fitness Test Grade 5

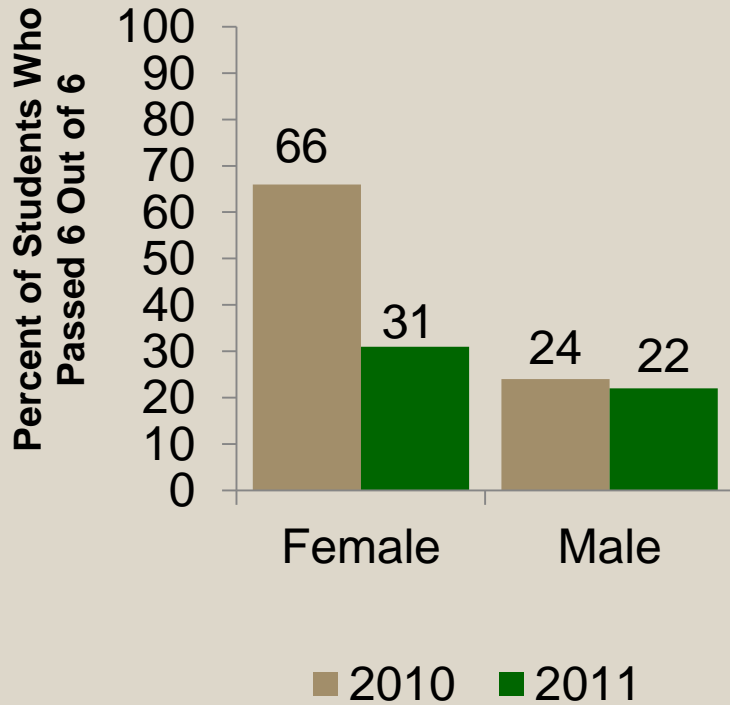
Body Mass Index* (All Students)



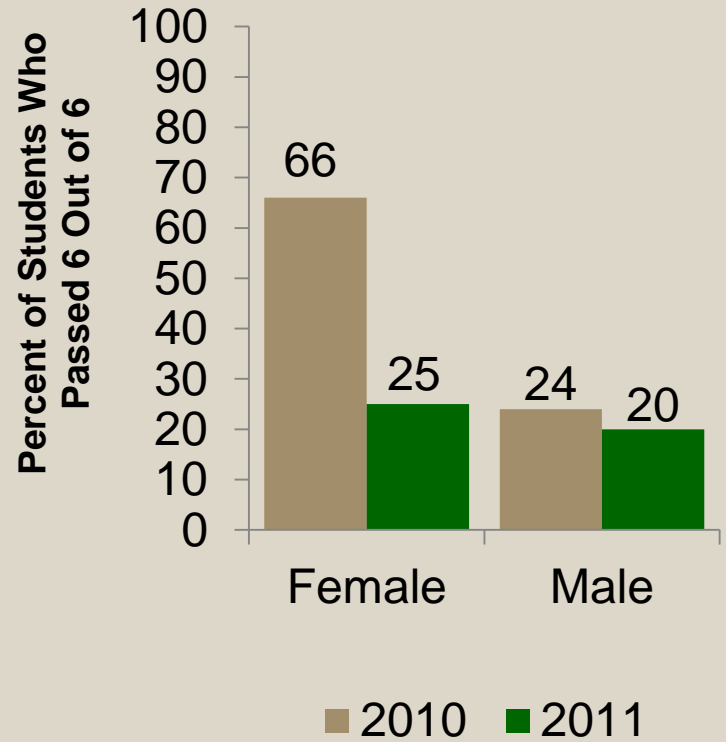
*Chart created using 2010 HFZ Criteria

California Physical Fitness Test Grade 5

2010 HFZ Criteria



2011 HFZ Criteria*

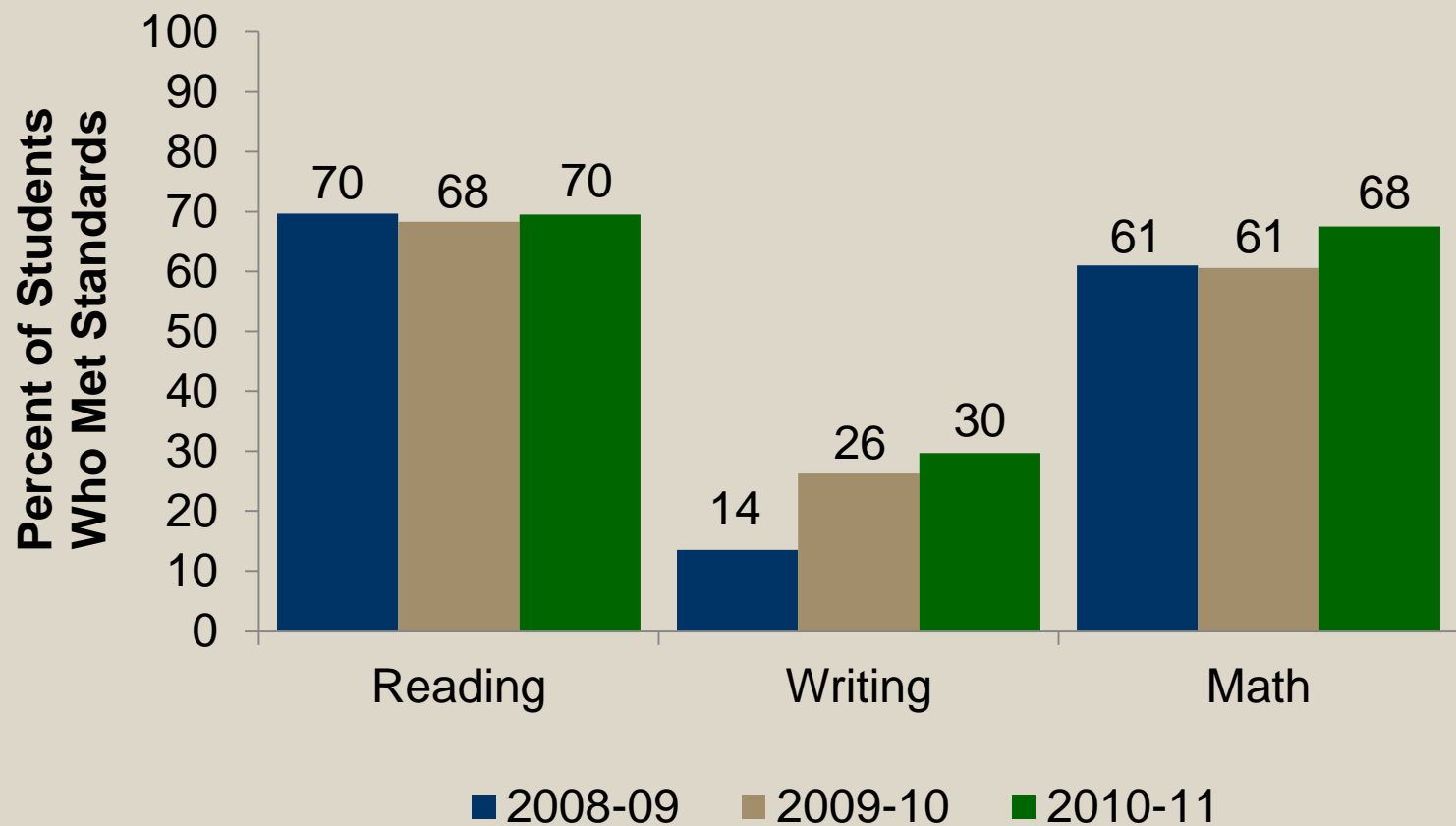


* NEW this year



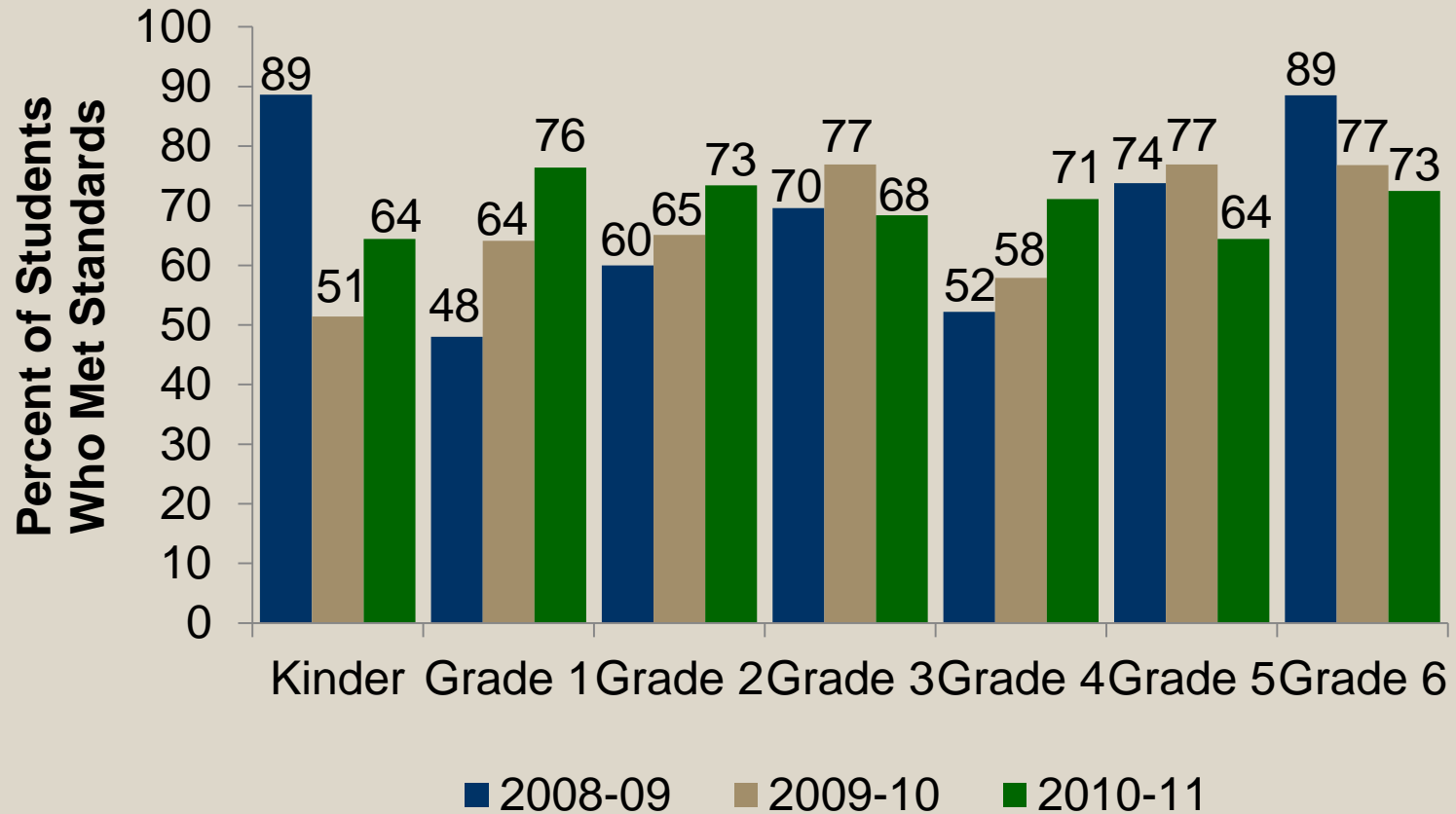
Local Measures

Local Measures All Students

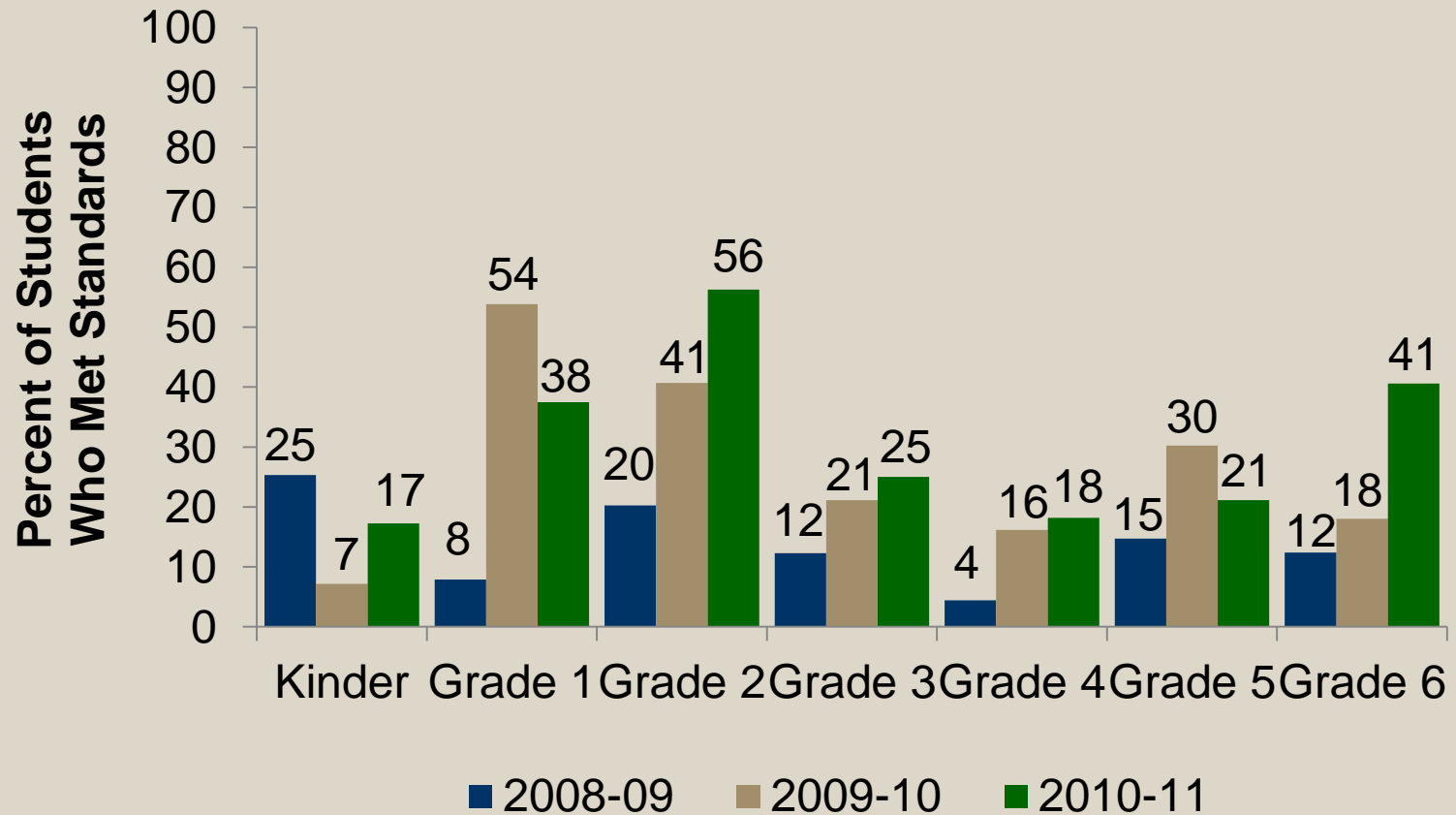


Local Measures

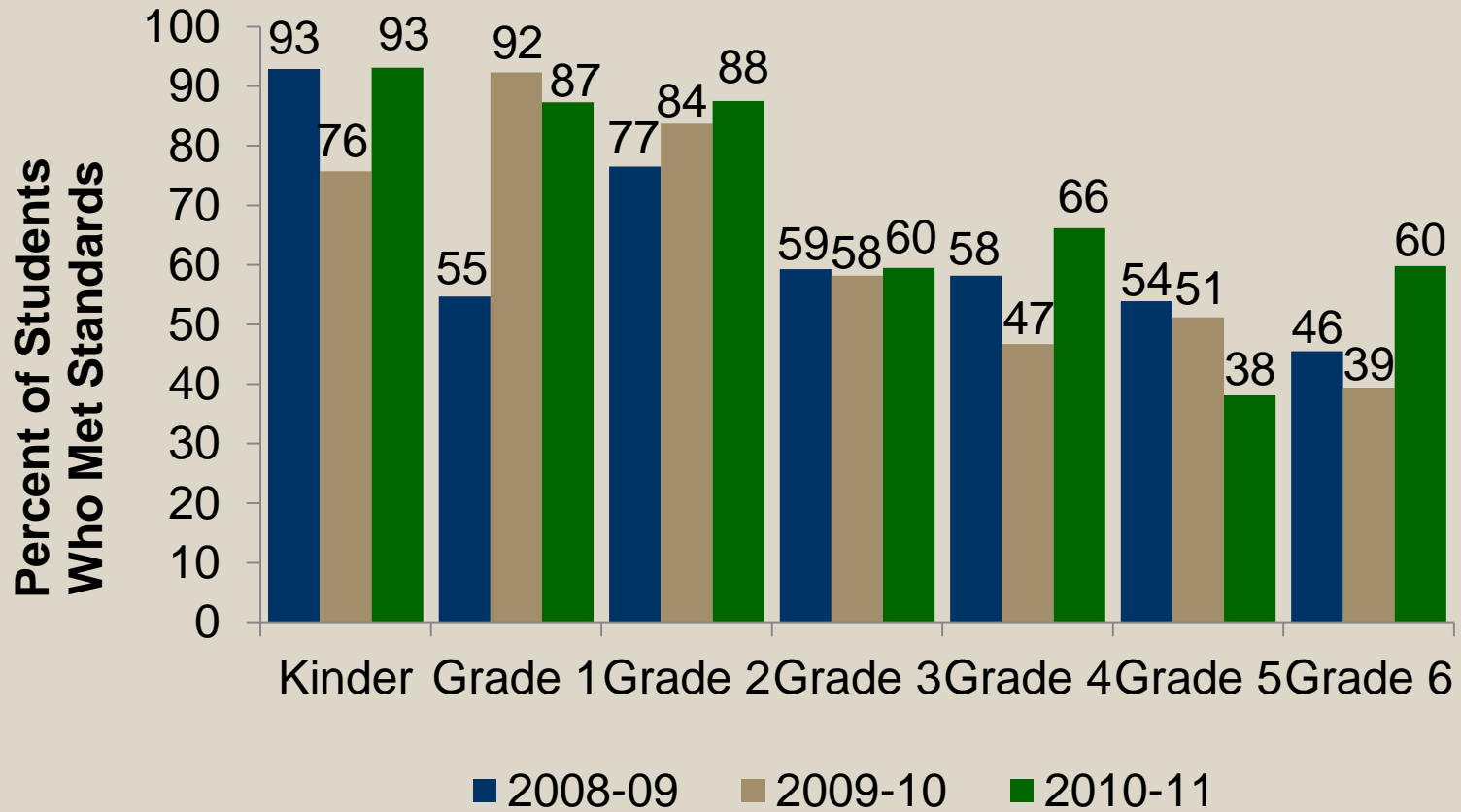
Reading, All Students



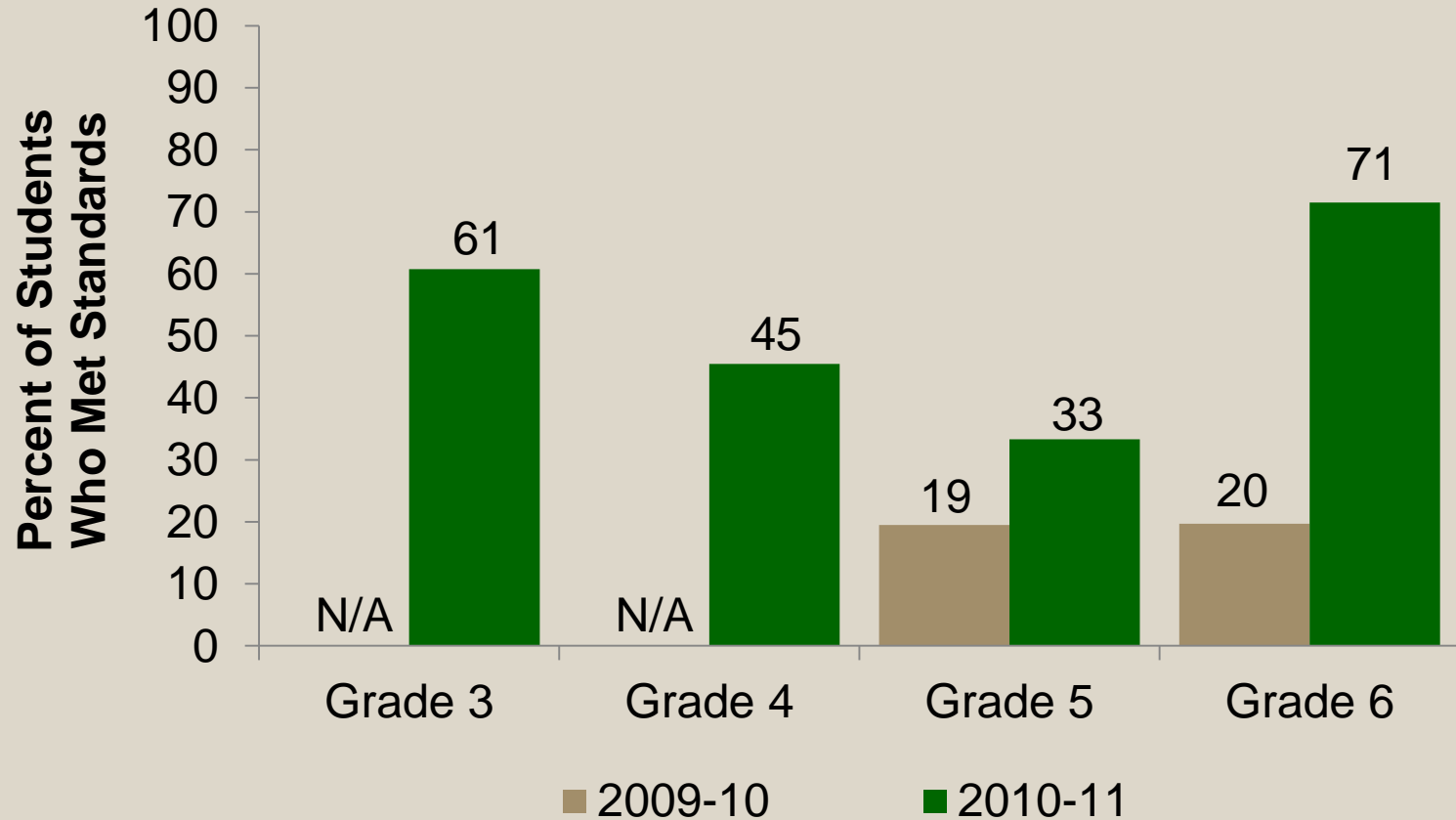
Local Measures Writing, All Students



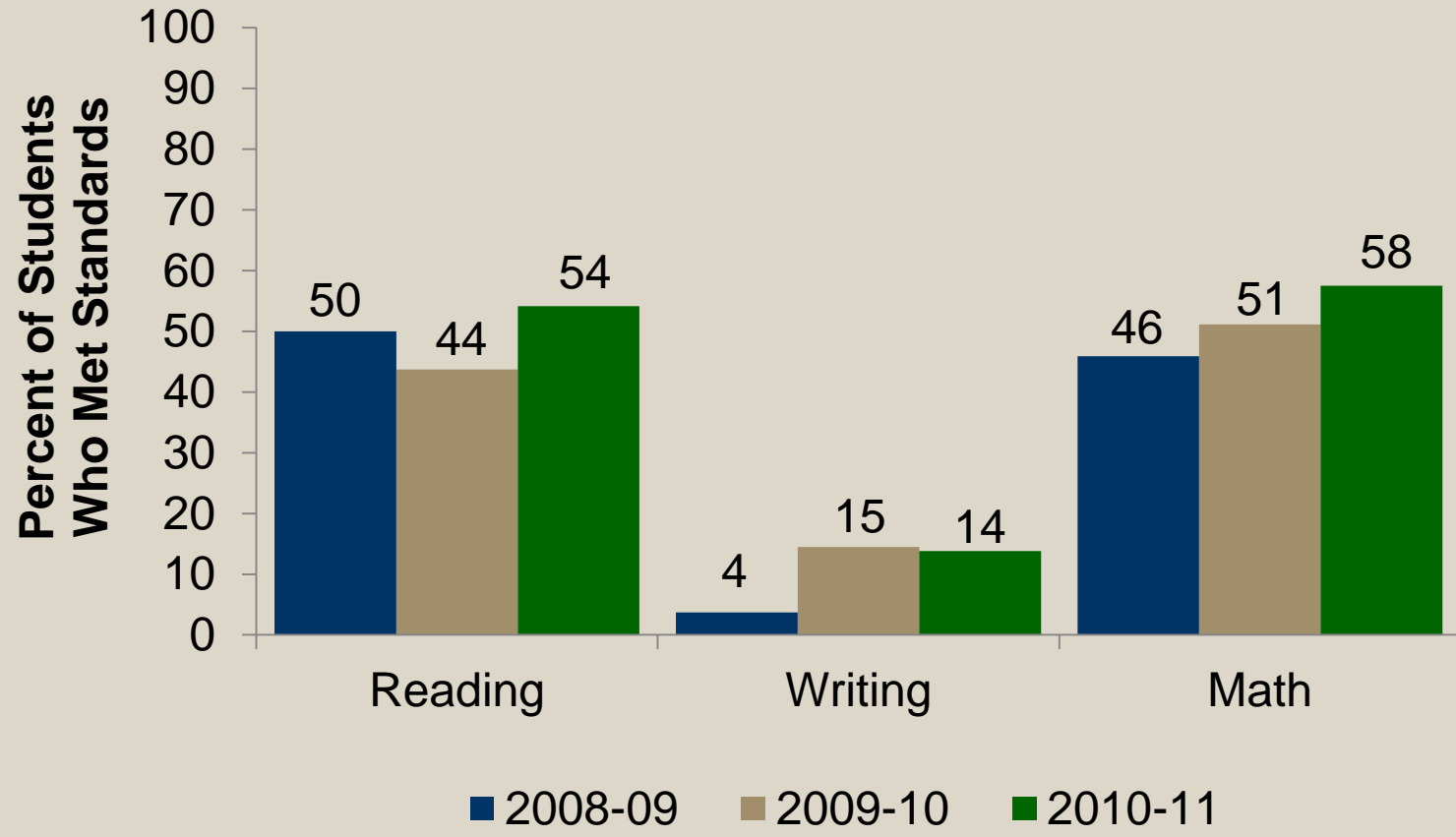
Local Measures Math, All Students



Local Measures Algebra



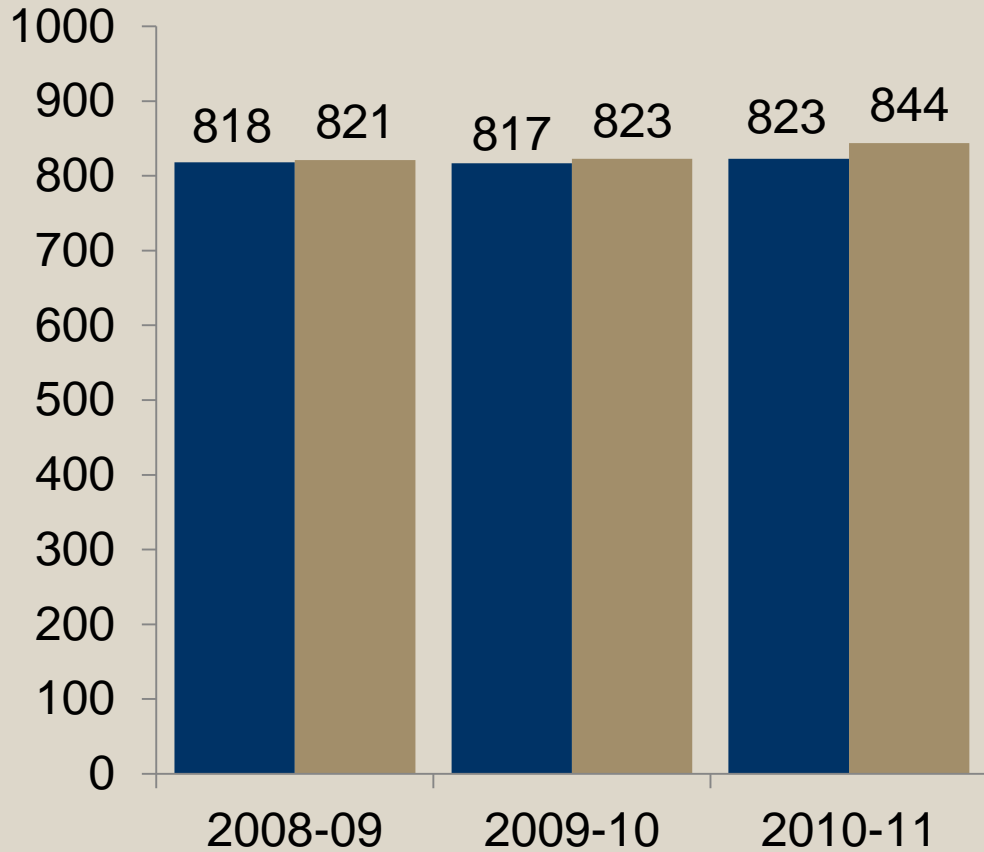
Local Measures English Learners



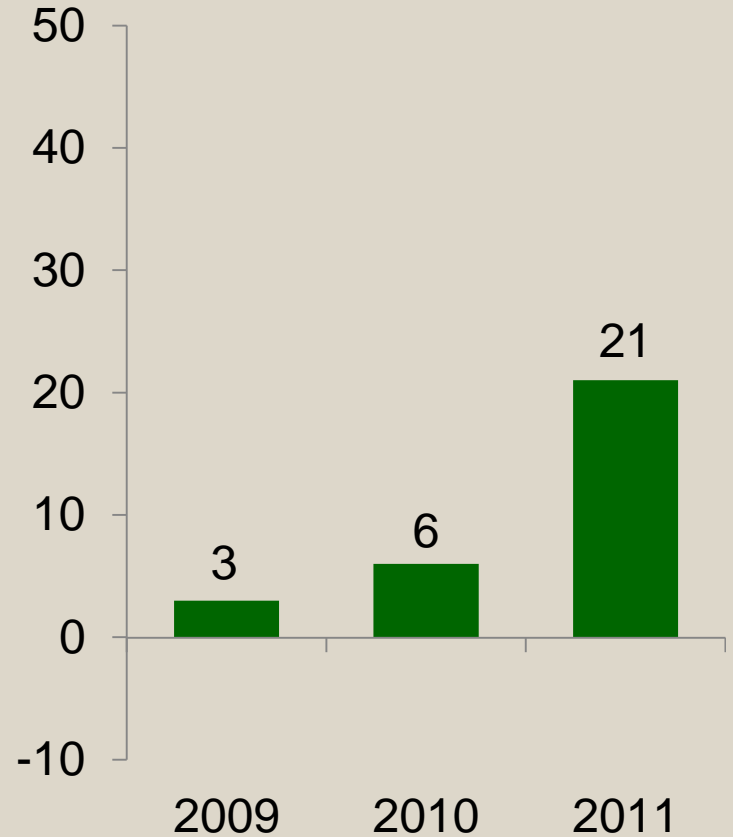


Academic Performance Index and Adequate Yearly Progress (API and AYP)

API



Base and Growth Scores



Growth

AYP ~ Target Populations

	<u>ELA</u>			<u>Math</u>		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Schoolwide	57.6	59.0	63.4*	63.1	63.6	66.6*
Hispanic/Latino	52.0	50.9	56.4*	58.8	58.0	60.1*
Socioeconomically Disadvantaged	37.1*	43.7*	51.6*	50.0	50.6	53.2*
English Learners	38.3	36.4	41.1*	50.0	49.6	55.4*
Target	46.0	56.8	67.6	47.5	58.0	68.5

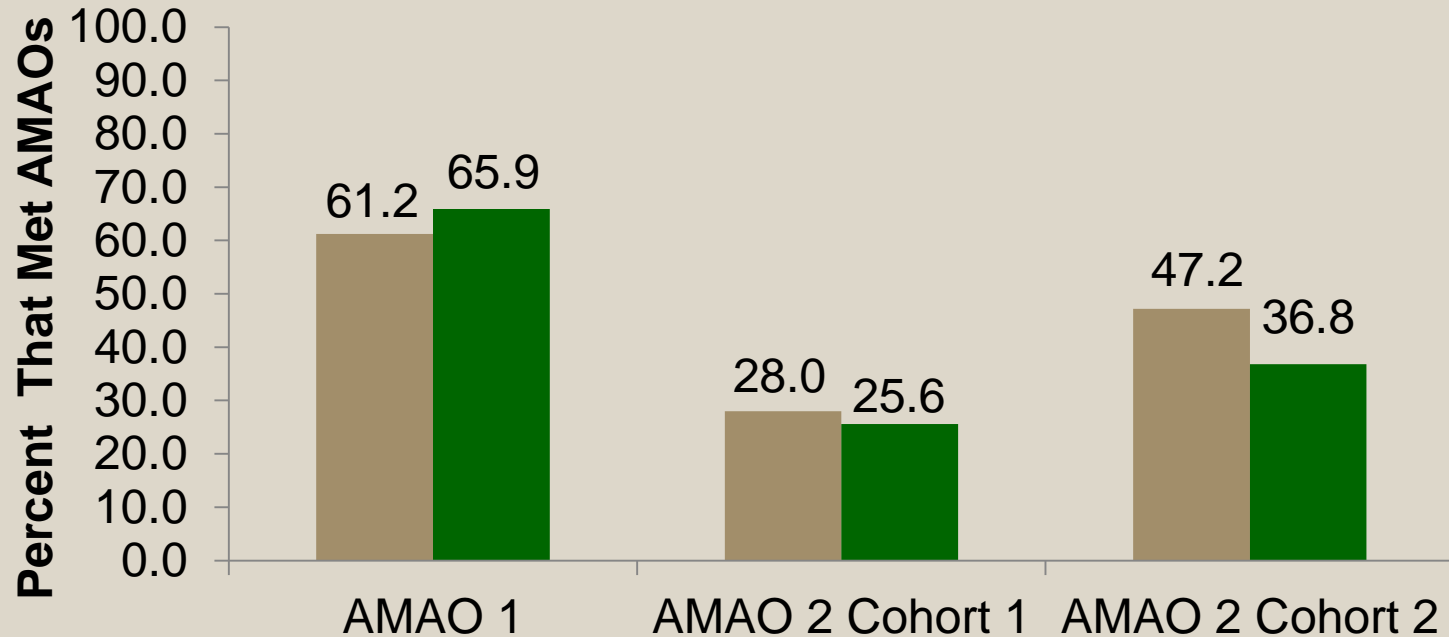
* *Safe Harbor*



California English Language Development Test (CELDT) Data

CELDT

Annual Measurable Achievement Objectives



2010-11 Targets

AMAO 1: 54.6% / AMAO 2: Cohort 1 – 18.7% and Cohort 2 – 43.2%

■ District ■ EastLake



Customer Satisfaction

Harris Interactive Survey

Harris Interactive

	Concern	Solution
Students	82% indicated school to be safe, efficient, and an effective learning environment.	Learning environment focus is to support learning; posted resources and tools; increased technology implementation.
Staff	43% of staff believed resources devoted to staff development have been inadequate.	Support team collaboration time; Guided Language Acquisition Design (GLAD) training/coaching; Step-Up to Writing, Achieve3000, Common Core professional development; Online Assessment Reporting System (OARS) data analysis; Instructional Leadership Team (ILT).
Parents	15% of parents believed school's technology did not meet the needs of children.	Support Team Technology Teacher; iPads, tablets/netbooks; PTA-supported Achieve3000 web-based program.



Academic Goals

Goal 1

By May 2012, the percentage of all students scoring at Proficient and Advanced levels in ELA on the STAR will increase from 66% to 79%; for Gifted and Talented Education (GATE) students, 67% to 80%.

- Tier 1: All students access rigorous ELA instruction through a balanced literacy program for 2.5 hours each day.
- Tier 2: Students performing below Proficient will benefit from daily small-group instruction with the purpose of spiral review.
- Tier 3: One-on-one intervention and individualized support (2-3 times/week) provided for most intensive learners from reading resource teacher through inclusion model.

Goal 2

By May 2012, the percentage of all students scoring at Proficient and Advanced levels in Mathematics on the STAR will increase from 68% to 79%.

- Tier 1: All students access rigorous Math instruction through activities aligned to the Algebra Resource Guide to develop conceptual understanding in Math.
- Tier 2: Students performing below Proficient will benefit from daily small-group instruction with the purpose of spiral review.
- Tier 3: One-on-one intervention and individualized support (2-3 times/week) provided for most intensive learners by teacher and/or support staff.

Goal 3

By May 2012, the percentage of ELs scoring at Proficient and Advanced levels in ELA on the STAR will increase from 41% to 79%; and in Math from 59% to 79%.

- Tier 1: ELs will access rigorous ELA and Math instruction and will be supported by resource-filled room environments and GLAD instructional strategies.
- Tier 2: ELs below grade level will receive small-group instruction 3-5 times per week for the purpose of developing academic language and will maintain Imagine Learning English (ILE) usage.
- Tier 3: ELs below grade level will have opportunities to attend after-school intervention sessions.

Goal 4

By May 2012, the percentage of Socioeconomically Disadvantaged (SED) students scoring at Proficient and Advanced levels in ELA on the STAR will increase from 51% to 79%; and in Math from 54% to 79%.

- Tier 1: SED students will access rigorous ELA and Math instruction and will be supported by resource-filled room environments and GLAD instructional strategies.
- Tier 2: SED students below grade level will receive small-group instruction 3-5 times per week for the purpose of developing academic language and will maintain fidelity to minutes on computer-based learning applications.
- Tier 3: SED students below grade level will have opportunities to attend after-school intervention sessions.

Progress Towards District Initiatives

Gradual Release of Responsibility

Schoolwide establishment of posted daily learning targets with content and language objectives; explicit alignment of lesson purpose and learning tasks.

Side by Side (Differentiation)

Schoolwide scaffolded EL supports provided through language/sentence frames with increasing complexity and rigor to develop academic language.

Conceptual Development in Mathematics

Provided professional development in Common Core standards and assessments with Resource Teacher Denise Finney; Algebra Resource Guide lessons.

Common Core Writing Standards

Achieve3000 adoption and implementation with Common Core-aligned writing tasks; Dr. Bonnie McGrath trainings at scoring sessions; and ILT meetings.



School Committees

School Site Council (SSC)

Parents/Community

- Laura Alvarado
- Veronna Dizon
- Heatherlynn Lopez
- Phil Ortiz
- Lourdes Ramos

Staff

- Eric Banatao
- Greg Magnan
- Ken Nieves
- Sally Smith
- Maryann Stenberg

SSC

- Allocation of fiscal resources to support collaboration and additional access to technology.

English Learner Advisory Committee (ELAC)

Parents/Community

- Carmen Barajas
- Maria Carrasco

Staff

- Eric Banatao
- Lorna Mena
- Suzanne Woo

ELAC Activities

- Reclassification of 21 students, in addition to four other pending reclassifications.
- Quarterly meetings at *Coffee With the Principal*.

A Student-Based Decision at EastLake

Shift to 50/50 instructional model for Dual Language Immersion Program for:

- support of community desire to participate.
- program sustainability.
- instructional improvements.
- professional collaboration.



School Highlight

California Distinguished School



EastLake Signature Practices

Focus on learner needs and outcomes;
optimized learning environments.