

PART I - ELIGIBILITY CERTIFICATION

11CA4

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 29 Elementary schools
 (per district designation) 6 Middle/Junior high schools
6 High schools
0 K-12 schools
41 Total schools in district
2. District per-pupil expenditure: 7974

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	138	119	257		7	0	0	0
1	128	128	256		8	0	0	0
2	122	136	258		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								771

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
80 % Asian
2 % Black or African American
2 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
10 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 13%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	40
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	81
(4)	Total number of students in the school as of October 1, 2009	629
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent limited English proficient students in the school: 40%
Total number of limited English proficient students in the school: 316
Number of languages represented, not including English: 29
Specify languages:

Languages/Quantity

Armenian, Bengal, Burmese, Canonese, French, Gujarati, Hindi, Japanese, Kannada, Konkani, Korean, Malayalam, Mandarin, Marth, Nepalese, Pashto, Punjabi, Russian, Saurashtra, Spanish, Syriac, Filipino, Tamil, Telugu, Thai, Tigrinya, Urdu, Vietnamese, Visayan,

9. Percent of students eligible for free/reduced-priced meals: 6%
 Total number of students who qualify: 49

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%
 Total number of students served: 37

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>11</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>38</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 28:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	96%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	3%	3%	4%	3%	4%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

The daily student attendance is based on data. Daily teacher attendance information was not available and is an estimate based on Principal observation of teacher absences. The teacher turnover rate is very low and change is most often due to lower student enrollment or increase in student to teacher ratio and the need for less staffing.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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James Leitch Elementary School is unique as the only kindergarten through second grade school in our district. Our vision states that “James Leitch Elementary is a safe, happy, and motivating learning environment where all students meet or exceed state standards”. This can best be demonstrated with a walk through scenario that begins as you enter our school greeted by a picture of our mascot, Harry the Tender Hearted Dragon. Harry’s motto is, “Leitch loves learning!” You would next view our community courtyard which is home for our parents as they drop off and pick up students each day and converse with each other well beyond the instructional day. Our courtyard with picnic tables and beautiful landscaping exists due to the volunteer efforts and donations of our local rotary club, parents, and staff. Some students enter campus through our Valet Program in which parents drive up, students are happily greeted by parent volunteers, and exit their vehicles to go to the playground before school begins. Parents and smiling children are plentiful on our campus each morning and our biggest challenge is to keep them from running from place to place because they are excited to be at school. At the sound of the bell, students freeze, and are directed to line up where their teachers welcome them with handshakes, greetings, and high fives to start their day on a positive note. Within minutes of entering, students are involved in highly engaging activities in classrooms that honor their efforts with displays of student work. The school day has begun.

It is easy to maintain a positive school climate because the Leitch community works as a team. We have highly qualified teachers, an excellent support staff, very involved parents, and site committees of parents and teachers that all contribute to our student successes. Leitch teachers are known for their collaboration efforts. Weekly grade level meetings allow them to plan instruction and share ideas. Our teachers are all CLAD (Cross Cultural Language and Academic Development) certified and GLAD (Guided Language Acquisition Design) trained. Our three Special Day Class teachers coordinate with general education teachers to provide mainstreaming opportunities for their students and provide ability awareness trainings yearly for our students. We are fortunate to have additional support from our Speech and Language Pathologist, School Psychologist, and Resource teacher to help students with special needs. Site committees consisting of parents and staff such as our School Site Council, English Language Learner Committee, and Safety Committee are dedicated to providing a safe and successful learning environment for our students. At Leitch, no one works in isolation and we all rely on the support of all team members to promote student success. As written in our vision statement, “Our success is based on the dedication, involvement, and collaboration between students, staff, and families to promote our children’s well rounded development”.

We have many things to be proud of that further demonstrate successful student achievement at Leitch Elementary. Our API (Average Point Index) continues to climb to our current status of 965. This year, we were awarded the California Distinguished School Award. Our visitors were very impressed with our Leitch Language Institute which is a pull out program for Level 1 and 2 English Language Learners taught by a CLAD and GLAD credentialed teacher. We are certain this has attributed to our students success with language acquisition. A Kindergarten Readiness Academy is provided in the summer for pre-kindergarten English Language Learners to help them gain the vocabulary, knowledge, and confidence to succeed in kindergarten. Equally impressive was the evidence in our school plan demonstrating our successful efforts over the past few years to research, find, and implement a writing program to improve our students’ writing. To assist students at risk, Leitch has a student assistance program called TALK (Teachers Assisting Leitch Kids) that has successfully supported students for eight years. Our Head, Heart, and Hands Character Education Program teaches the traits of good citizenship and all students participate in service learning projects that provide learning opportunities for the classroom while contributing to our community. We are also fortunate to have excellent technology that is used to reinforce and teach skills. Every classroom has one teacher computer and five student computers. Our Computer Lab has thirty new I-Macs thanks to parent donations and fundraising efforts. All of these assets contribute toward our vision that, “our children demonstrate a love for learning, strong self-esteem, and good citizenship”.

1. Assessment Results:

James Leitch Elementary is very proud of their successful efforts to improve test scores. Being only a kindergarten through second grade school, only our second graders participate in STAR assessment but our kindergarten and first grade teachers are a part of our data analysis, goal setting and implementation of best practices every year. Once we have identified our specific sub groups and areas of need, grade levels set grade level goals to support the goals in our school plan as identified by our standardized test results. Everyone feels accountable for student achievement and improving our test scores as demonstrated in our data.

Eighty percent of our students scored proficient and advanced with the Language Arts portion of STAR in 2006. Only 26% were at the advanced level. Five years later, 91% of our students are proficient and advanced and 74% of those are at the advanced level. Our Asian population is our largest subgroup and demonstrated even higher gains. In 2006, 85% were proficient and advanced in language arts which increased to 94% in 2010. The percentage of English Language Learners scoring proficient and advanced has increased from 53% to 89% over the past five years despite the fact that the population of these students has increased from 61 students to 85 over that same time period. Much of their success is due to our Leitch Language Institute; a daily pull out program for Level 1 and 2 students to help them acquire English Language skills. Our Kindergarten Readiness Academy provides the same support for two weeks prior to school starting for our incoming kindergarteners.

Our Special Education students demonstrate the largest need for attention over the past five years. Only 42 percent of the students scored proficient and advanced in 2009-2010, the largest gap over the past five years.

With regard to African American and Hispanic or Latino students, we do not have a large enough population to be considered a significant subgroup but we do have processes for ensuring that any students at risk, whether they are in a significant subgroup or not are being addressed. We identify all students at risk, monitor their progress, and create Student Needs Assessment Plans (SNAP) for each student. Interventions are planned and implemented focusing on specific areas of need for each student. The SNAP is reviewed by the Principal and she holds individual conferences with their teacher in January to determine if additional intervention is needed.

These students are also referred to our Teachers Assisting Leitch Students (TALK) team. This is a group of expert teachers who have been specifically trained by the Masonic Student Assistance Program to provide teachers support by serving as case manager for specific students in need. The team reviews data, identifies areas of weakness and sets goals for student success. Interventions and strategies are set in place and reviewed every 6 to 8 weeks. The case manager is a vital part of the process because they are responsible for monitoring and following up with the teacher regarding student progress. If we find that students are not meeting their goals, the student is referred to our Student Study Team consisting of our Principal, School Psychologist, Resource Specialist, Speech and Language Pathologist, the classroom teacher, and parents. This team considers the option for a psycho-educational evaluation to determine if there are special needs to be addressed. Further information regarding our test scores can be found at www.edu.gov.

2. Using Assessment Results:

Analyzing data is the key to goal setting and improved student achievement at Leitch. We use the Cycle of Inquiry to review data, identify our strengths and weaknesses, identify subgroups needing additional intervention, set goals, and collaboratively plan instruction and curriculum to meet those goals. The

determined goals become the focus of our Single Pupil Plan for Achievement (SPPA). Our SPPA is a five year, working document that is reviewed and revised each year. Our Leitch Leadership Team facilitates processes throughout the year that keeps teachers focused on student achievement and ensures implementation of instruction and interventions that will achieve our goals.

An example of this would be when we determined that our focus area was writing strategies according to STAR results and we set a plan to research writing programs that incorporated state standards, created school-wide writing assessments, and adopted the 6 + 1 Writing Traits program. Staff development was planned by our Leadership Team and funding associated to our SPPA was used to provide materials, staff training and grade level and cross grade level collaboration. As a result 85% of our first and second graders and 94% of our kindergarteners passed our District Writing Assessment.

When we recognized that it was challenging to meet the needs of our large English Language Learner population, we used CELDT and STAR results to identify our needs. With careful examination, our staff determined that Level 1 and 2 students needed additional support to have equal access to the curriculum. We now have the Leitch Language Institute which is a small group pull out program taught by a CLAD and GLAD credentialed teacher, funded by EIA monies, to promote vocabulary development and language acquisition and is one of our highlighted areas recognized in our California Distinguished School Award for 2010-2011.

Additionally, we utilize formative assessment of OARS and Reading Lions results to identify students at risk, set goals and plan future instruction. Teachers meet by grade level several times each year to summarize their data and set grade level, classroom, and individual student goals in specific areas related to state language arts standards. Teachers share successful strategies with other teachers and support each other to improve student achievement. Interventions are planned such as pre-teaching, re-teaching, small group instruction, 1:1 instruction, and individual modifications.

Leitch teachers are skilled in analyzing data, identifying student needs, and providing interventions. Their high standards to collaborate and share ideas further demonstrates their dedication and commitment to student success.

3. Communicating Assessment Results:

Communicating assessment results to our parents is vital to our student success. Our parents learn about student performance with trimester report cards and mid-trimester progress reports that are aligned with state standards. In addition, we provide individual conferences for all students in November to help parents understand their child's progress and ways they can support them at home. Additional conferences and communication are provided as needed based on either teacher or parent request. Teacher comments and feedback on student work is sent home for parent review in a timely manner. Formal and standardized assessment results such as STAR, CELDT, and OARS and Reading Lions is provided for parents as further information of student progress.

Our Kindergarten through grade two students at Leitch are learning how to improve their skills based on teacher input and self evaluation. Teachers facilitate students through discussions that allow them to understand and correct the errors of their returned work. Our Every Day Math curriculum promotes students to share their processes for solving math problems demonstrating various methods for a solution. Kindergarten students often select the best example of their work with a star. First and second grade students are learning to edit their own writing, set goals for improvement, and help their peers through a buddy editing process.

At Leitch, we have committees and communication in place that include parent and teacher representatives to review student performance and promote programs and instruction that will further improve student achievement. Our School Site Council reviews student data and the goals of the Single Plan for Pupil Achievement to determine that appropriate funding is spent to support student needs. Our English Language Advisory Committee reviews the CELDT results and student reclassification data so

that they can give knowledgeable input regarding our English Language Learners. Our Parent Teacher Organization is given regular principal updates of student performance to set priorities and communicate to all parents their goals for fundraising related to student achievement. Monthly parent newsletters are sent home to communicate API results and celebrate student successes.

We pride ourselves in good parent communication, student understanding, and community awareness regarding student assessment results. Fremont Unified School District is proactive in providing parents with testing results and parent workshops to help them understand the results of standardized assessment. With regard to assessment results, our communication is successful, all members are well informed, and decisions are made community-wide based on that communication.

4. Sharing Lessons Learned:

Our district has many opportunities for teachers to share successful strategies with colleagues. Every school sends representatives to district committees focused on focus areas to promote student achievement, give input and learn new ideas to be shared with their colleagues. At our site, the committee representatives provide email summaries of the meetings to the entire staff, discuss them at grade level meetings, or present them at staff meetings. One example of this is the District Assessment Committee. Our representative asks our staff for input and ideas regarding agenda items to take to the meeting, shares ideas at the meeting, and then reports back on the options and decisions made by this committee. Our special education staff attends Job Alike meetings where they share best practices. We have a representative on the District Technology Committee who keeps us updated on software and equipment that best supports student learning. A Math Cadre meets monthly to share best implementation strategies for our Every Day Math Curriculum. Our P.E. specialist attends monthly P.E. meetings to discuss standards and activities that promote student success with those standards. Schools partner with other schools to share Accountability Dialogue formats in which teachers dialogue in a fish bowl activity, viewed by others, to learn about their processes for successfully meeting student needs.

Fremont Unified School District also provides training opportunities that include formats for sharing best practices. Our principal has provided training to colleagues at principal meetings regarding our successful student assistance program titled Teachers Assisting Leitch Students (TALK) that provides case managers for students at risk and supports teachers with intervention ideas. The Beginning Teacher Support Assessment (BTSA) provides new teachers support providers and opportunities to observe great teachers in action as well as focus on individual professional growth. It is very common to send teacher representatives to other school sites to view successful programs as we did when we wanted to learn about the 6 + 1 Writing Traits program which is now successfully implemented at our school. The Alameda County Office of Education has provided support to our district's character education program and sites share ideas for service learning projects.

Sharing successful strategies is common within our school and our district and evident in trainings and committee meetings. It is also common to our site staff development agendas and staff meetings. Leitch teachers are appreciative of these opportunities and utilize them to grow professionally.

1. Curriculum:

Leitch Elementary utilizes an integrated standards-based curriculum using district adopted instructional materials to challenge our diverse population of K-2 students. Our core curriculum, which includes language arts, math, science, and social studies are aligned with state standards to meet the individual needs of our young students. Many research based strategies are used to implement the curriculum such as GLAD (Guided Language Acquisition Design), SDAIE (Specially Designed Academic In English) and 6 + 1 Writing Strategies. Teachers are encouraged and given many opportunities for grade level collaboration during staff meetings and release days. This collaboration time is essential in presenting the students with standards based materials to meet their diverse learning needs.

The academic levels of the students at Leitch are varied. We have 3 Special Day classes, students working below grade level, students working on grade level, students working above grade level, and students in the general education classroom that have IEPs or other special needs. Teachers work collaboratively with colleagues within our school as well as with district support personnel to assess and meet the needs of the individual students. The staff at Leitch is committed to helping each child learn and has support structures such as TALK team (Teachers Assisting Leitch Kids).

Our ELL students level 1-3 are given special attention through our pull out program called Leitch Language Institute (LLI). The CLAD certified teacher pulls small groups (3-9 students) of ELL and works on language acquisition skills. The LLI teacher coordinates with the grade levels so she can plan lessons that will support the students when they are in their regular classrooms. ELL students levels 4-6 receive specific English instruction from their CLAD certified classroom teacher.

Our district adopted reading series is Open Court. This program provides a phonics based approach to help build a strong base for creating life long readers. Additional ELL support is provided by Santillana to further ensure that our students learning English have the assistance they need to acquire English. Accelerated Reader, Mountain Language and Frog System are three supplemental programs that are used to enhance all of basic language/reading skills.

Everyday Mathematics was recently adopted by our district and is in its second year of implementation. Daily teacher-directed lessons provide a base of understanding of concepts. The math concepts are cyclical so that students are exposed to many concepts throughout the year thus ensuring the no concept is learned and then disregarded as unimportant. Everyday Mathematics also utilizes games and many hands on activities to help further understanding and retention of math concepts. Supplemental programs such as Mountain Math, Sunshine Math, and Calendar Time are also used to develop deep understanding of math concepts.

At Leitch, it is clear that the core curriculum is important, but there are other important concepts that need to be addressed. Physical Education is taught in part by our full time PE teacher with specific emphasis on the state standards for developing the appropriate gross motor skills of our students. Adaptive PE specialists assist those students that have more specific physical education needs. Our Visual and Performing Arts programs help engage different parts of the children's brains and develop the whole child. Many programs are offered at Leitch such as Music for Minors, FAME and Starting Arts. After school programs also enable students to continue their learning after the school day. Chess Club, Young Rembrandts, Mad Science and foreign language classes allow students to stretch their minds.

Health and nutrition also plays a key part in how well our students acquire and retain their knowledge. Monthly assemblies are planned to allow the students to understand where our food comes from as well as what things they can do to keep their bodies and environments healthy.

All of the programs offered at Leitch help prepare students for their transition to our sister school, Warm Springs (grade 3-6). The research-based strategies that teachers use to deliver instruction help students grasp the concepts and help motivate them to reach their highest potentials. From our PE teacher to our Principal, every staff member at Leitch works to help meet the individual needs of every student at Leitch.

2. Reading/English:

Being a K-2 only school, our primary focus is reading. All teachers strive to develop strong reading skills in our students since research shows that in the primary grades students learn to read but in the upper grades they read to learn. Leitch provides a solid base of differentiated approaches to develop strong reading skills.

Our basic curriculum is district adopted Open Court. This phonetic based program offers students the chance to learn how to decode words and blend sounds. A few years ago, the staff realized that the Open Court series did not give as much support to the students for their writing skills. Many programs were reviewed and Leitch decided that 6+1 Writing Strategies would help fill in the gaps in the Open Court program. Now that the program has been fully implemented, students K-2 know the terminology of sentence structure, fluency, etc., in their writing.

The staff at Leitch realizes that students need to be exposed to many types of reading and ways to read. Differentiation is used to help meet the needs of the individual students and helps to engage the students in acquiring the state adopted standards. Teachers use Venn diagrams, small group instruction, news magazines (such as Weekly Reader), read alouds, and journaling to ensure that students have full comprehension of their reading materials.

Additional programs like Accelerated Reader, Book It, Education City, Starfall, and our Remarkable Reader assemblies motivate our students to read more. These programs are specifically appealing to our students who are performing below grade level because it rewards their efforts in learning to read. In addition, students who are performing below grade level receive additional assistance through our SNAP (Student Needs Assessment Plan) documentation, SST (Student Study Team) meetings and parent conferencing.

Leitch students learn that libraries are a wealth of information. Our Leitch library has one of the highest check-out rates in the district. The library has received numerous awards for accessibility and volume of check-outs. External sources, like Bookleggers from our local library, also show children how important reading is to the whole community. These resources help our students see that reading can be enjoyable and can open new worlds to them.

Leitch staff members strive to have every student acquire the foundational reading skills, like comprehension, using a variety of teaching methods like GLAD (Guided Language Acquisition Design).

3. Mathematics:

Leitch is in its second year of the district adopted program Everyday Mathematics. This program has shifted the direction of instruction from teaching units in isolation to teaching in a spiral or cyclical fashion. This change in teaching enables the students to constantly revisit math concepts and review them regularly. For our students who are performing below grade level this system is especially helpful because they can see a concept over and over again as it is presented in different ways throughout the curriculum. The staff at Leitch received training on how to implement this new curriculum. Additional district sponsored classes and meetings are offered frequently so teachers can hone the development of the curriculum. A component of the Everyday Math program is a computer based review of skills and math games that can be accessed at school or at home. Parental involvement is an important piece of the math curriculum. Everyday Math has letters to parents explaining the concepts of each unit. The letters,

coupled with the online program enables the parents to be involved and supportive in targeted, specific ways.

Math is not taught in isolation at Leitch. Teachers integrate math into reading, science, social studies, PE, health, etc.. They utilize materials such as math journals to promote the understanding of math vocabulary. The use of math manipulatives allow all students to access the concept, especially our struggling students. Math games are another method that Leitch staff uses to help reinforce skills that the students are learning.

As with other curriculum areas, the staff at Leitch realize that Everyday Mathematics does not cover everything that students need to know so supplemental materials are used to reinforce concepts with students. Many teachers use math centers in their rooms. This allows time to work with students in a small group setting which is beneficial to all students, including the students performing below grade level. In addition, programs like Frog Systems and Education City allow students to practice their math skills while having fun.

4. Additional Curriculum Area:

Science, social studies, and technology are highly valued curriculum areas that are integrated throughout the day. The standards based concepts are taught through reading, writing and math thematic units. Leitch teachers choose this method because it enables the students to see that subjects are not isolated. There are connections that can be made at many points in every day.

Our district adopted Social Studies curriculum is Scott Foresman. It is closely aligned to the state standards. Although the curriculum can stand alone, teachers integrate the standards using a variety of strategies such as GLAD (Guided Language Acquisition Design) and the use of themes such as “Our Neighborhood at Work” which is linked to our first grade Open Court Reading series. To help fully engage all of the students in the curriculum, teachers use various activities so the students can better access the information. Dentists and fire fighters come to visit kindergarten classes to describe their jobs. Judges and police officers come to first grade classes to be interviewed by the students. Second grade classes have opportunities like Colonial Days where they learn about and practice specific life activities from the past. Writing, oral presentations and creative artwork further extend students’ learning.

Leitch has a diverse cultural population. To tap into this knowledge, we have activities that allow students to share their cultural heritage in a safe, fun way. Kindergarten has rotation days where students learn about different seasons and holidays. The entire school participates in a Fan Dance during the Chinese New Year. Our multicultural day also encourages students from every grade to wear or bring in items that represent their culture.

In addition to the social studies curriculum, Leitch teachers also integrate service-learning projects. This helps students to see that they can have an impact on their own communities. Students learn that social studies is not just learning about faraway places, but is also for learning about their own communities. Our kindergarten classes collect socks for the homeless. First grade classes collect canned foods for the Tri-City Food Bank. These projects lead to graphing, sorting, and categorizing activities in the classrooms.

Our additional curriculum areas of social studies, science and technology are very important to the overall learning that takes place at Leitch. The integration of these subjects ensures that students at every level can access the information in an understandable, interactive way.

5. Instructional Methods:

Although we are a K-2 only school and only our 2nd graders take the STAR test, every teacher at Leitch takes on the responsibility of preparing our students for their district and state tests, as well as teaching

state standards. Teachers have attended a variety of trainings to help meet the needs of our student subgroups. Courses such as GATE (Gifted and Talented Education) and GLAD (Guided Language Acquisition Design) have enabled teachers to make the curriculum accessible to all students.

Along with our district adopted reading program, Open Court, teachers also use an assessment system called Reading Lions. This assesses the students' abilities to read words, comprehend what they are reading and to write comprehensive sentences/paragraphs. The data is then available online for the teacher, categorized by each student, so that the teacher can modify instruction based on the information gathered from the assessments.

Technology is also pivotal in Leitch's instructional delivery. Visualizers, laptops, and projectors are used daily to help make the curriculum accessible to all levels of learners. Specific details and information can be differentiated for students so they understand the concepts being introduced. Computers are used to reinforce the curriculum both in the classroom and in the computer lab. Programs like Accelerated Reader allow students to read a book at whatever level they are able to read and then take a quiz to test their comprehension. Students at every level benefit from the use of technology.

Parent volunteers are abundant at Leitch. They are utilized in a variety of ways. Some parents assist with centers where skills are reviewed. Others work one on one with students on specific skills/activities that the teacher supplies. This one on one time helps to build confidence and enables students to practice the skills they are learning.

Our Leitch Language Institute (LLI) is another component of our instructional strategies. As a school we identified the need of having small group instruction for our Level 1-3 ELL students. The modified lessons they complete in LLI enable them to access the curriculum so that when they return to the general education classroom they are able to fully understand the concepts being taught.

6. Professional Development:

Leitch teachers and staff have had access to many types of professional development over the years. Our increase in test scores attests to the helpfulness of the courses/classes that the teachers have attended. The administration at Leitch has always supported continued professional development. Some examples of courses that have been offered are Everyday Math strategies and implementation, GLAD strategies, ELL strategies, PE strategies to use in the general education class, as well as 6+1 Writing strategies. At staff meetings, many concepts are discussed so that the school as a whole has a focus. For many of the years, the goals have revolved around reading/writing/language acquisition given our population. Seeing our test scores continue to rise and seeing individual subgroups making progress on the state tests, encourages us that our focus is where it should be. Helping all students at all levels learn to read and write has been a primary focus for Leitch. Books, videos and special teaching materials to support the courses (like the "Trait Crate" for 6+1 Writing) have been purchased so that the information learned during the courses can be fully implemented into the classroom.

District personnel, like our math coach, have been brought into staff meetings to help further support the staff. Collaboration has been a key component of Leitch's professional development. Staff meetings during the school year, days before school starts, release days and general grade level meetings are all geared to giving the teachers an opportunity to align the curriculum to the academic standards. This collaboration has had a positive impact on student achievement as proven by our increase in test scores.

Teachers have also been trained in scoring writing samples that are part of our district assessments. This is another example of how collaboration helps guide our instruction. The teachers learn what is and is not working in the other classrooms and grade levels can determine "best practices" for their specific grade levels.

7. School Leadership:

Leitch's leadership encompasses many facets of our school, just like its diverse population. Our principal has lead us for the past 8 years. She has an open door policy which teachers, parents and students have come to rely on. As principal, she has encouraged everyone to do our best to be Leitch Learners. She works in tandem with the principal at our sister school Warm Springs (grades 3-6) to ensure that the students make a smooth transition to their new school environment. In addition to our principal, our school also has a strong Parent Teacher Organization (PTO). They help Leitch understand the needs of the parents and the community. The PTO is very involved in decisions that affect the students at Leitch. Our School Site Council (SSC) team is comprised of teachers, the principal, and parents. They help address the financial needs of the school. The SSC team ensures that money is spent on things that will benefit the students and their specific needs. Our Student Study Team (SST) is comprised of our principal, the speech therapist, the school psychologist and our resource teacher. They assist teachers with students who have special needs. Having students identified with special needs is important so the teacher will know how best to teach the students. Another component of our school leadership is our grade level chairs. These teachers meet with our principal on a regular basis. They are a direct connection between our principal and the teachers. The grade level chairs identify grade level concerns with the principal and solutions are discussed. The information is then shared with teachers at the specific grade levels. The key to Leitch's success is the willingness to openly discuss options and develop creative solutions to help all of our students.

Our leadership at Leitch is strong, but we are also a part of the Fremont Unified School District. We constantly have visitors coming to tour our campus, checking on the status of our students and making sure that we are complying with district standards. Leitch is considered a model school to visit since we are working in such a rich, diverse environment.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: STAR

Edition/Publication Year: 1/2009

Publisher: Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	91	94	94	87	88
Advanced	77	73	66	57	67
Number of students tested	210	185	214	174	225
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	12	5	5	14	10
Percent of students alternatively assessed	1	1	1	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	63		88	75	76
Advanced					
Number of students tested	16		16	12	21
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					50
Advanced					
Number of students tested					16
4. Special Education Students					
Proficient and Advanced	55		54	65	59
Advanced					
Number of students tested	11		13	23	17
5. English Language Learner Students					
Proficient and Advanced	91	96	98	89	89
Advanced					
Number of students tested	85	93	83	55	61
6. Asian					
Proficient and Advanced	96	99	95	93	94
Advanced					
Number of students tested	155	132	153	91	129
NOTES:					

11CA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: STAR

Edition/Publication Year: 1/2009

Publisher: Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	91	88	89	88	80
Advanced	74	67	56	57	26
Number of students tested	211	185	214	174	225
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	12	5	5	14	10
Percent of students alternatively assessed	1	1	1	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced			75	92	62
Advanced					
Number of students tested			12	11	13
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					44
Advanced					
Number of students tested					16
4. Special Education Students					
Proficient and Advanced	42		46	65	53
Advanced					
Number of students tested	12		13	23	17
5. English Language Learner Students					
Proficient and Advanced	89	91	92	78	53
Advanced					
Number of students tested	85	93	83	55	61
6. Asian					
Proficient and Advanced	94	94	93	89	85
Advanced					
Number of students tested	155	132	153	91	129
NOTES:					

11CA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	91	94	94	87	88
Advanced	77	73	66	57	67
Number of students tested	210	185	214	174	225
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	12	5	5	14	10
Percent of students alternatively assessed	1	1	1	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	63		88	75	76
Advanced					
Number of students tested	16		16	12	21
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					50
Advanced					
Number of students tested					16
4. Special Education Students					
Proficient and Advanced	55		54	65	59
Advanced					
Number of students tested	11		13	23	17
5. English Language Learner Students					
Proficient and Advanced	91	96	98	89	89
Advanced					
Number of students tested	85	93	83	55	61
6. Asian					
Proficient and Advanced	96	99	95	93	94
Advanced					
Number of students tested	155	132	153	91	129
NOTES:					

11CA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	91	88	89	88	80
Advanced	74	67	56	57	26
Number of students tested	211	185	214	174	225
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	12	5	5	14	10
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SUBGROUP SCORES					
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Proficient and Advanced			75	92	62
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Number of students tested	155	132	153	91	129
NOTES:					

11CA4