

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13CA28**

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Mr. Allen Lee

Official School Name: John Yehall Chin Elementary School

School Mailing Address: 350 Broadway Street  
San Francisco, CA 94133-4503

County: San Francisco State School Code Number\*: 38684786113252

Telephone: (415) 291-7946 E-mail: leea@sfusd.edu

Fax: (415) 291-7943 Web site/URL: https://chin-sfusd-ca.schoolloop.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Richard Carranza Superintendent e-mail: RicardCarranza@sfusd.edu

District Name: San Francisco Unified School District District Phone: (415) 241-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Rachel Norton

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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.

## ART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 72 Elementary schools (includes K-8)  
12 Middle/Junior high schools  
18 High schools  
0 K-12 schools  
102 Total schools in district
2. District per-pupil expenditure: 6708

### 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: 12
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	23	44
1	26	18	44
2	22	21	43
3	26	19	45
4	22	20	42
5	26	20	46
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			264

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
90 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
4 % White  
3 % 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 2011-2012 school year: 2%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2011	253
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 69%  
Total number of ELL students in the school: 183  
Number of non-English languages represented: 10  
Specify non-English languages:

Arabic, Cantonese, Fijian, Hindi, Khmer, Mandarin, Portuguese, Spanish, Taishanese, Thai

9. Percent of students eligible for free/reduced-priced meals: 84%  
 Total number of students who qualify: 221

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: 3%  
 Total number of students served: 7

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</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:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>8</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>6</u>
Total number	<u>14</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:

24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	99%	99%	99%	99%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? 2005

## **PART III - SUMMARY**

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John Yehall Chin Elementary School (JYC) is a K-5 traditional calendar public school located on the northeastern corner of San Francisco, California, right outside Chinatown, North Beach, and the Financial Districts. Two hundred-sixty-four students currently attend JYC. Our school building, built in the mid-1910's, has been renovated a couple of times, most recently, during the 2002-2003 School Year. JYC was originally named Washington Irving Elementary School. During the mid-1960's, due to declining enrollment in the Chinatown area, Washington Irving morphed and became The School of Business and Commerce, essentially, an adult education school. Then, in 1995, due to a swell of elementary school student enrollment in the Chinatown area, this building went through an extensive renovation and again began operating as an elementary school. This time, the school was renamed after John Yehall Chin, one of the earliest and most respected local Asian American pioneers in education.

JYC serves a richly diverse community. The majority of JYC students reside in the neighborhoods of Chinatown, Visitacion Valley, and the Tenderloin. Families at JYC currently represent a multitude of languages, not including several different dialects of Chinese. The highest language concentration is Cantonese Chinese. Sixty-nine percent (69%) of JYC students are considered Limited English Proficient (LEP). Over eighty-four percent (84%) of JYC students qualify for free or reduced breakfasts and lunches. More than fifteen percent (15+%) of JYC students are identified as Gifted and Talented (GATE) and/or High Potential. Three percent (3%) of JYC students are receiving Special Education services. The mobility rate of the 2011-2012 School Year was two percent (2%), and JYC has not had to suspend any student over any and all types of behavioral infractions ever since we reopened our doors as an elementary school back in 1995. Given these myriad of factors, JYC students are given ample opportunities to model respect for diversity.

Through the expert utilization of the Direct Instruction model, our Classroom Teachers as well as our Support Staff design and teach interconnected lessons that have been tailored to address each student's unique needs. Our Classroom Teachers and our Support Staff understand the simple and undeniable fact that we can do nothing to change any of the myriad of factors that our students are associated with as they walk through our doors. We hold high expectations of all of our students, in spite of the above mentioned factors and challenges. Having disaggregated our state/district/school/classroom assessment data, we adapt and modify our instructional practices, assessment modalities, and even personnel assignment to make certain that all of our students have full access to our curriculum.

For example, after having disaggregated our state assessment data from the 2007-2008 as well as the 2008-2009 School Years, JYC Staff decided to modify and fortify our instructional practices, assessment modalities, and even personnel assignment in order to bolster our students' performance in the specific areas of vocabulary, literary analysis, and comprehension. Students who were/are struggling in the areas of vocabulary, literary analysis, and comprehension have received/are receiving one-on-one or small group in-depth instruction and support through our Literacy Specialist Program three days a week. This shift in our daily instructional practices has already paid resounding dividends in our students' performance on last year's state assessments. We will continue to monitor our data for further gains in student performance.

Despite negative trends in our school site budget for the last twelve school years, JYC students still receive an array of support from various in-district as well as outside sources. From early intervention for struggling students, to classroom Student Support Teams (SST) for "run of the mill" students, to acceleration and enrichment for GATE/High Potential students, JYC students are individually treated with care and respect. "No Child Left Behind" is not just a mere political slogan with a lot of empty promises here at JYC. Our Staff work tirelessly, before school, after school, and during lunch to make certain that indeed no child has been/is/will be left behind.

Since a majority of our students are also English Language Learners, the JYC staff needs to differentiate and build accessible scaffolds for our students. The use of academic language needs to be introduced, modeled/taught, differentiated, encouraged, practiced, evaluated/assessed, and repeated as needed. Instead of relying strictly on lecturing, JYC staff recognizes the necessity for our ELL's to practice the use of academic language through lively discussions and multi-faceted writing assignments.

In order for our students to be successful in their future academic endeavors, they will have to jump through all kinds of hoops, of varying shapes and sizes. Whether the assessment is holistically based or standardized based, our duty as educators is to expose and familiarize our students with all types of assessment modalities. Staying above the common political fray is an important factor to our school's overall success.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A. Each spring, students at John Yehall Chin Elementary School take the California Standards Test (CST). The CST's in language arts and mathematics are administered to students from grades 2-11. The CST in writing is only administered to 4<sup>th</sup> and 7<sup>th</sup> graders. The CST's measure each student's grade-level skills and knowledge as required by the California Academic Content Standards. Only students who scored at the "Proficient" and "Advanced" (top two) levels on the CST's are considered to have demonstrated/met the state's standards.

At the school & district levels, measurement of school/student achievement in the state of California is the Academic Performance Index (API). The API measures both the academic performance and the ongoing growth of California schools. It is a numeric index that ranges from a low of 200 to a high of 1000. The statewide API target for all schools is 800.

In the 2005-2006 School Year, JYC's CST scores garnered us an API of 873. In the 2006-2007 School Year, our CST scores garnered us an API of 888. In the 2007-2008 School Year, our CST scores garnered us an API of 869. In the 2008-2009 School Year, our CST scores garnered us an API of 872. In the 2009-2010 School Year, our CST scores garnered us an API of 901. In the 2010-2011 School Year, our CST scores garnered us an API of 939. In the 2011-2012 School Year, our CST scores garnered us an API of 987.

B. A more thorough and in-depth analysis of our overall assessment data from the 2007 - 2008 School Year to the 2011 - 2012 School Year by grade level (3rd - 5th grades) and by subject matter (reading & mathematics) has revealed the following performance trends.

Under reading in 3rd grade, the percentage of students who have scored in the "Proficient plus" category has increased by 30 percent, from 65 percent to 95 percent. The percentage of students who have scored in the "Advanced" category has increased by 43 percent, from 25 percent to 68 percent. Under mathematics in 3rd grade, the percentage of students who have scored in the "Proficient plus" category has increased by 10 percent, from 88 percent to 98 percent. The percentage of students who have scored in the "Advanced" category has increased by 22 percent, from 68 percent to 90 percent.

Under reading in 4th grade, the percentage of students who have scored in the "Proficient plus" category has increased by 27 percent, from 68 percent to 95 percent. The percentage of students who have scored in the "Advanced" category has increased by 33 percent, from 37 percent to 70 percent. Under mathematics in 4th grade, the percentage of students who have scored in the "Proficient plus" category has increased by 2 percent, from 98 percent to 100 percent. The percentage of students who have scored in the "Advanced" category has increased by 21 percent, from 63 percent to 84 percent.

Under reading in 5th grade, the percentage of students who have scored in the "Proficient plus" category has increased by 53 percent, from 44 percent to 97 percent. The percentage of students who have scored in the "Advanced" category has increased by 61 percent, from 19 percent to 80 percent. Under mathematics in 5th grade, the percentage of students who have scored in the "Proficient plus" category has increased by 24 percent, from 73 percent to 97 percent. The percentage of students who have scored in the "Advanced" category has increased by 31 percent, from 46 percent to 77 percent.

Therefore, overall, from 3rd - 5th grades in both reading and mathematics, the percentages of students scoring in both the "Proficient plus" as well as the "Advanced" categories have all gone up from the 2007 - 2008 School Year to the 2011 - 2012 School Year.

A disaggregated analysis of our statistically valid subgroups (Socio-economic Disadvantaged Students, English Language Learner Students, & Asian American Students) has revealed these performance trends.

For our Socio-economic Disadvantaged Students, under reading, the percentages of students who have scored in the "Proficient plus" and "Advanced" categories have increased in all three grade levels. Under mathematics, the percentages of students who have scored in the "Proficient plus" and "Advanced" categories have increased in all three grade levels.

For our English Language Learner Students, under reading, the percentages of students who have scored in the "Proficient plus" and "Advanced" categories have increased in all three grade levels. Under mathematics, the percentages of students who have scored in the "Proficient plus" and "Advanced" categories have increased in all three grade levels.

For our Asian American Students, under reading, the percentages of students who have scored in the "Proficient plus" and "Advanced" categories have increased in all three grade levels. Under mathematics, the percentages of students who have scored in the "Proficient plus" and "Advanced" categories have increased in all three grade levels.

In the overall analysis of our students' academic gains over the five years, the following factors, we believe, were the most instrumental: #1. Our classroom teachers infuse energy, pizzazz, and applicable technology into their daily instructional delivery through the utilization of their very own classroom interactive SMART Board, ELMO Projector, and teacher laptop; #2. Our Literacy Support Teacher provides in-depth and differentiated literacy support for previously identified focal students utilizing both the push-in as well as the pull-out models; #3. Our classroom teachers make the best and the most professional use of our state and district adopted instructional materials without angst and blind distrust; #4. We keep our students and parents fully informed and interactively updated through monthly school newsletters, bi-weekly classroom newsletters, and bi-weekly student progress updates (for each and every student); #5. All of us here at JYC, as stakeholders, fully accept the role of accountability without angst and we aim to never mire ourselves in pointless political debates that may distract us from our primary mission of educating our students.

## **2. Using Assessment Results:**

Assessment data are reviewed on both a regular and an as-needed basis to help us identify our collective as well as individual strengths and weaknesses. Once these strengths and weaknesses are clearly identified and defined, we will determine what our students' needs are. Alignment of instructional practices with assessment modalities should be transparent to all stakeholders at any given school.

We continue to make sound, deliberate, and systematic instructional decisions based on the assessment data of our students. As the instructional decisions are being implemented, we further analyze ongoing assessment data to fine-tune the implementation of different instructional deliveries. No instructional decision will be made in a vacuum, absent from analysis of assessment data.

At JYC, assessment results, especially ones that indicate weaknesses and needs, are not utilized as excuses for not succeeding. At the school level, we utilize a multitude of assessments because we understand and readily accept the simple fact that there is not a "perfect" assessment program. Rather, assessments and assessment results are analyzed and utilized as tools in order to better modify/align our daily instructional practices and intervention strategies.

Data crunching enables us to leave nothing to luck or chance. JYC support staff meets regularly with our classroom teachers so they can, as a cohesive team, closely and systematically monitor the progress and/or the struggles of our students. Our SST process, in conjunction with assessment data, will pinpoint the specific learning needs of our students. If identified to have special needs, our Resource Specialist students receive constant academic support through both the push-in and pull-out models from our

Literacy Support Teacher, RSP, and Speech Therapist. Similarly, our after-school program provides directed daily enrichment support interventions for those students who have scored below the "Proficient" quintile.

After assessing her/his students, high-quality instructional feedback that is timely and appropriate can be very useful to students. Timely feedback can positively influence the next steps in a student's learning process. Feedback that is both diagnostic and prescriptive will reinforce precisely what students were expected to learn, identify what was learned well, and describe what needs to be learned better. Instructional feedback should go beyond "right and wrong;" progressive instructional feedback should include suggestions on how the students can improve her/his academic achievement next time.

Data from formative assessments can provide teachers and school support staff with in-depth information about their instruction -- what worked, what did not work, and what to try next. The assessment data doesn't need to be overly specific and minute. Teachers can compile student assessment data to find out which students are missing achievement targets and how. Many times, patterns or trends will emerge when teachers ask and answer key questions such as -- "Are all of my students making the same kind of error?"; "Do we need to further fortify their background knowledge they need in order to understand this particular standard?"

Assessment data that indicate a student has not learned certain key standards will necessitate corrective instruction and additional opportunities for the student to demonstrate learning. In order to be optimally effective, re-teach lessons must be differentiated from the previous lessons. Certain degrees of variation in the re-teach lessons should result in certain degrees of variation in the assessment data. If whole class direct instruction was utilized for the previous lesson, a re-teach lesson that makes effective and efficient use of manipulatives might garner better assessment data.

Students can be homogeneously grouped so that those who have demonstrated a clear understanding of the standards are provided with engaging enrichment activities while others who need additional re-teach instructional time are provided with differentiated and scaffolded instruction. For certain lessons, heterogeneous pairing of students can benefit both learners.

### **3. Sharing Lessons Learned:**

JYC Staff strives to maintain a strong collaborative relationship with other schools in our district. Some of our classroom teachers have taken leadership roles in various district curriculum & instruction committees. These leadership roles allow our classroom teachers the opportunities to share our successes with classroom teachers from other schools in our district.

Even though JYC is a relatively small school located on the northeastern corner of the city of San Francisco, we readily welcome teachers and administrators from other schools in and/or out of our district to visit us and glean instructional ideas from us. Various local universities and colleges have chosen to place their student teachers from their teacher preparation programs here at JYC. These student teachers have in turn put into use in their own classrooms the skills they have learned from our classroom teachers.

More than eleven years ago, JYC chose to adopt and implement the commercially successful Kaplan Test Readiness Preparation Program. Since then, along with the hard work and the perseverance of our students and staff, we have made a gain of 242 points on our state's Academic Performance Index, from 745 points to 987 points. JYC Staff has readily shared our success with many other schools' staff and a majority of these other schools have since chosen to also adopt and implement the Kaplan Test Readiness Preparation Program.

From the utilization of SMART Board technology in all of our classrooms to learning about the implementation of Results To Intervention, JYC's Principal strives to share as many helpful school-wide practices with his colleagues as long as they are willing to listen to his enthusiastic pitches, in person,

over the phone, or through e-mails. There has been a tremendous increase in these requests for assistance from other schools since JYC was awarded with the Blue Ribbon Award (in 2005), the California State Title I Academic Achievement Award, and the California Distinguished School Award.

In the next couple of years, JYC will aim to further expand our school web site so that other schools from around the world can tap into the resources that we have successfully utilized with our students. Last but certainly not least, if awarded with the National Blue Ribbon Award in 2013, our Blue Ribbon application will be posted on the U.S. Department of Education's web site for dissemination to other schools across the country and around the world.

#### **4. Engaging Families and Communities:**

JYC communicates student performance information, including assessment data, to parents, students, and the community through a variety of channels. This constant back and forth communication fortifies our goal of keeping all of the stakeholders in the loop so to speak. The reinforced communication also helps all of us in focusing on student achievement/performance.

On top of regular report cards, our classroom teachers send out bi-weekly Student Progress Updates to give our parents immediate feedbacks as to how their children have done during the last two weeks of school. Once these bi-weekly Student Progress Updates are brought home, parents are asked to review the data and the comments, discuss the ramifications of the data and the comments, then sign and return the Student Progress Updates back to the classroom teachers.

On the alternate weeks when the bi-weekly Student Progress Updates aren't send out to our parents, our classroom teachers send out bi-weekly Classroom Newsletters to inform our parents as to what has been happening and what will be happening in their respective classrooms. Each classroom teacher sends out a unique set of Classroom Newsletters that are tailored for her/his students and families.

Both the bi-weekly Student Progress Updates as well as the bi-weekly Classroom Newsletters have proven to be very powerful communication tools between JYC and our families. In order to supplement the bi-weekly Classroom Newsletters with updates regarding school-wide events, JYC sends home a school newsletter titled *Yehall Times* on a monthly basis. On these school newsletters, parents and the community at large are informed about school-wide activities, school-wide safety reminders, and last but certainly not least, the date and time of the next joint School Site Council/English Language Advisory Council/Parent Teacher Club monthly meeting.

During these monthly meetings, parents, staff, and community members are kept informed about the school's Site Plan/Balanced Score Card. Voting members will also make important decisions on the expenditures of the school and the PTC budgets. School-wide as well as disaggregated student assessment data are also shared with the parents, staff, and community members during these monthly meetings. Last but not least, at the beginning of each subsequent school year, the State Superintendent of Public Instruction at the California Department of Education sends home *The STAR Student Report* to all JYC families.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

The San Francisco Unified School District has adopted rigorous standards that are aligned with California's state standards in all curricular areas. Moreover, we have managed to interweave as many curriculum areas/subjects together as we can. JYC classroom teachers meet regularly to address the issues associated with articulation and transition from one school year to the next, from one grade level to the next.

Reading/Language Arts – All grade levels utilize the District adopted Macmillian/McGraw-Hill California Treasures series. The series provides systematic and explicit instruction for language acquisition. The Macmillian/McGraw-Hill reading curriculum is supplemented as needed with the *On Our Way to English* and *Wordly Wise* series. The *On Our Way to English* series further delineates our language acquisition goals and standards for our English Language Learners. The *Wordly Wise* series, on the other hand, extends our language acquisition goals and standards for our advanced learners.

Mathematics – All grade levels utilize the District adopted University of Chicago Everyday Mathematics series. The series provides a concrete and systematic format for mathematics instruction – introduce, teach, practice, and assess. The Everyday Mathematics series is supplemented as needed with the Harcourt math series. The Harcourt math series further provides the classroom teachers additional opportunities for reteach and provides our students extended practices so they can fine-tune their math skills.

Social Studies – Kindergarteners, 1<sup>st</sup> graders, 2<sup>nd</sup> graders, 3<sup>rd</sup> graders, and 4<sup>th</sup> graders utilize the District adopted Harcourt social studies series while 5<sup>th</sup> graders utilized the State and District adopted Oxford University Press social studies series. Both of these series provide rich and relevant content. Both series utilize a variety of assessment modalities to check our students' recall of factual information and their application of that knowledge. Most importantly, both series stress the important value behind respect and diversity.

Science – All grade levels utilize the District adopted University of California, Berkeley Lawrence Hall of Science's Full Option Science System, better known as FOSS. 4<sup>th</sup> and 5<sup>th</sup> graders also utilize the State and District adopted Harcourt science series as supplement. The FOSS curriculum is inquiry-based where the students learn science by doing. For assessment purposes, the FOSS curriculum utilizes a number of formative and summative strategies to help monitor student progress. The Harcourt Science series is organized into Life, Earth, and Physical Science units. The Harcourt Science series employs an assessment system that measures both content and process in an array of contexts.

Technology – All JYC students utilize the ST Math Program when each class visits our School Computer Lab. A few of the key benefits of the ST Math Program are: innovative visual (as there is a minimal amount of text on the program) approach that focuses on teaching the math concepts; game platform that actively engages students who have otherwise struggled with conventional approaches to learning math; and self-paced courseware making instruction (without a Computer Technology Integration Specialist) easier to handle.

Physical Education/Health/Nutrition – Through a grant that was co-authored with the YMCA of Chinatown in San Francisco, a Physical Education Consultant works with JYC teachers and students, focusing on the implementation of traditional as well as non-traditional PE activities. JYC teachers regularly and consistently integrate PE and health with other core curriculum.

Fine Arts – JYC teachers regularly and consistently promote fine arts activities throughout the school year, often integrating fine arts with other core curriculum. In addition, JYC has a consultancy based

partnership with LEAP...Imagination for Learning where a resident instructor spends half of the school year working with all JYC students on a particular aspect of the fine arts. For the current 2012-2013 School Year, our focus is in performing arts.

## **2. Reading/English:**

The Macmillian/McGraw-Hill California Treasures reading series was recently adopted by SFUSD for the current 2012-2013 School Year. The Macmillian/McGraw-Hill reading series was chosen because it delivers explicit, systematic instruction that is aligned with the California English Language Arts Standards. In the Lower Grades, JYC classroom teachers seek to develop the students' foundational reading skills by building on their oral language, phonemic awareness, letter recognition, phonics and blending skills, and high-frequency vocabulary recognition. Utilizing a full selection of engaging text from the adopted series, JYC classroom teachers aim to focus on decoding skills for our lower graders. In the upper grades, JYC classroom teachers gradually transition the students from decodable text to trade literature.

All JYC classroom teachers utilize various multifaceted, balanced, and yet distinct reading instructional models so we can improve our students' reading skills whether they are below, on, or above grade level: #1. Large group instruction – including shared reading in which classroom teachers model various reading techniques; #2. Small group instruction – including guided reading in which students read from their assessed instructional levels; #3. Literature circle – giving students opportunities to discuss at greater length and depth different literature selections under the direction and guidance of classroom teachers; #4. Independent reading – allowing the students to read independently at their own reading levels.

The plethora of literature that JYC classroom teachers can infuse in their reading lessons include literature big books, student book, read-aloud anthology, decodable reader library, content big book, skill-based practice readers (approaching, on, and beyond levels), English Learner readers, retelling cards, classroom library trade books, and oral vocabulary cards. Teaching support that is provided by the MacMillian/McGraw-Hill reading series include teacher's edition, teacher's resource book, transparencies, vocabulary cards, high-frequency word cards, word-building cards, sound boxes, puppet, sound-spelling cards, photo cards, teaching chart, and sound-spelling work boards.

Throughout the entire Macmillian/McGraw-Hill reading series, there is a consistent development of comprehension strategies and skills. For students who may be in need of additional support and intervention, JYC classroom teacher can provide a myriad of support and intervention strategies from the English Learner Resource Book, Newcomer Resources, Intervention Anthology, and Teacher's Guide for Phonics/Word Study. Our Literacy Support Teacher will also utilize these intervention materials in order provide prescribed differentiated small-group and individual lessons for those students in need of additional literacy support. Students who are working above grade-level are given project-based assignments in order to extend their learning.

The Macmillian/McGraw-Hill reading series employs a comprehensive system of diagnostic, prescriptive, and summative assessments, including Progress Monitoring Assessment, Diagnostic Assessment, as well as Summative Assessment. Throughout the school year, every JYC teacher will utilize, interchangeably, the diagnostic, prescriptive, and summative assessments that are provided by Macmillian/McGraw-Hill as well as their own teacher created diagnostic, prescriptive, and summative assessments.

## **3. Mathematics:**

The University of Chicago Everyday Mathematics series was adopted by SFUSD in the 2007-2008 School Year. The Everyday Mathematics series provides JYC students ample opportunities to solve meaningful, challenging, and real-world mathematically related problems. The series also provides a sufficient amount of practices for every lesson so that JYC students can build upon their foundational computational and procedural skills.

JYC classroom teachers aim to address these basic principles during their daily mathematics lessons -- #1. Provide an instructional program that preserves the balance of computational and procedural skills, conceptual understanding, and problem solving.; #2. Assess student progress frequently toward the achievement of the mathematics standards and adjust instruction accordingly; #3. Provide the learning in each instructional year that lays the necessary groundwork for success in subsequent grades or subsequent mathematics courses; #4. Create and maintain a classroom environment that fosters a genuine understanding and confidence in all students that through hard work and sustained effort, they can achieve or exceed the mathematics standards; #5. Offer all students a challenging learning experience that will help to maximize their individual achievement and provide opportunities for students to exceed the standards.

Deductive and inductive mathematical reasoning are emphasized by all JYC classroom teachers. Students are constantly reminded that there may be more than one correct way to solve any given math problem. Once a given math problem is solved, students are required to justify their answer. In utilizing Everyday Mathematics, JYC classroom teachers supports two basic types of mathematical assessment -- ongoing & periodic. Both formative as well as summative assessment are imbedded by JYC classroom teachers as they utilize the Everyday Mathematics series.

In order to reach each student's individual academic needs in mathematics, differentiated instruction during Universal Access will address the learning needs of English Learners, at-risk students, gifted students, and other special needs students, improving the mathematics skills of students who are performing below, on, or above grade level.

#### **4. Additional Curriculum Area:**

The Harcourt Reflections social studies series was adopted by SFUSD in the 2007-2008 School Year for our Kindergarteners, 1st graders, 2nd graders, 3rd graders, and 4th graders. In the meantime, the Oxford University Press A History of U.S. social studies series was adopted by SFUSD in the 2007-2008 School Year for our 5th graders.

The Harcourt series was chosen because it -- presents history as a story; highlights significant people from the past; locates important places and integrates geography into the story of history; identifies important events and locates them in time; defines important history-social science vocabulary; introduces literature from and about each historical period; and reflects current and confirmed research in the field of history-social science. The Harcourt series is aligned with the California History-Social Science Standards.

The Oxford University Press series was chosen because it -- presents present history and geography in a holistic manner, integrated with the humanities and the social sciences; presents history as an exciting and fascinating story; portrays the experiences of men, women, children, and youth as well as of different racial, religious and ethnic groups; treats significant topics in depth; presents historical controversies with a variety of perspectives by the participants; and blends in numerous primary sources that enable students to get an authentic sense of other times and places. The Oxford University Press series is aligned with the California History-Social Science Standards.

Both of these series provide enriching and relevant content. Most importantly, both series consistently stress the important value behind respect and diversity. Within the design of the various chapters and lessons from both series, students are explicitly taught and then encouraged to ask straightforward questions, engage in critical thinking, express their comprehension or impressions through writing, ponder upon their own lives, link literature to social studies, and strengthen geography skills and referencing skills.

Throughout both of the social studies series, there is a consistent development of comprehension strategies and skills that including questioning, predicting, visualizing, inferring, connecting, analyzing, and synthesizing. For students who may be in need of additional support and intervention, both series

provide a plethora of support and intervention strategies. Assessment wise, both social studies series employ comprehensive systems of diagnostic, prescriptive, and summative assessments.

## **5. Instructional Methods:**

JYC Staff utilizes a myriad of different instructional methods in order to improve student learning. The utilization of these different instructional methods is systematic, equitable, student-centered and last but not least, needs-based. When needs arise, we will collaboratively generate various approaches in order to address the needs of our students.

In order to assess our students' needs, JYC Staff takes time to individually assess their students. The results from the assessment will allow classroom teachers to determine the overall needs of the class at large. The results from the assessment will also provide rationales for the classroom teachers to put together learning groups/centers throughout the day. Some classroom lessons are taught in whole-class settings while others are taught in smaller learning groups/centers in order to address the unique needs of certain students. Writer's Workshops and Literature Circles are examples of other instructional delivery methods that our classroom teachers employ on a consistent basis.

Our Upper Grade students provide cross age tutoring through our "classroom buddies" program where an Upper Grade classroom is matched up with a Lower Grade classroom. This program allows our students opportunities to interact with one another. We have found that this particular program, along with the use of Specially Designed Academic Instruction in English (SDAIE), Crosscultural Language and Academic Development (CLAD), Bilingual Crosscultural Language and Academic Development (BCLAD), and TPR (Total Physical Response) techniques are especially helpful with our English Language Learners.

Using interactive technology such as the SMART Board and the SMART document camera (each and every single JYC classroom is equipped with a SMART Board and a SMART document camera), JYC teachers can further provide and differentiate instruction at yet another level. Our GATE/High Potential students are grouped in a multi-graded project-based learning classroom. These students are required to utilize their higher-level critical thinking skills and to think outside of the conventional box. We have adapted our instructional methodologies accordingly in order to better facilitate this higher order of learning.

## **6. Professional Development:**

Both the San Francisco Unified School District and JYC have placed a lot of importance on maintaining excellent professional development programs for all of our staff. Over the past twelve years, considerable effort and resources have been expanded toward better preparing our staff to help students achieve the state content standards across various curricular areas with a particular emphasis on our work with our English Language Learners.

New teachers are strongly encouraged to participate in the district's Beginning teachers Support and Assessment program (BTSA). As a part of the BTSA program, new teachers are partnered with more experienced mentors on-site and attend regular BTSA specific in-services held at the district level. Many of our district's Professional Development Institute sessions are designed specifically for the unique professional needs of our new teachers. As an example, in the last two years, three new teachers at JYC attended a series of workshops that were offered as part of the district Professional Development Institute. Subject matters that are discussed at these sessions include but are not limited to – Common Core State Standards, classroom management, parent communication, assessment, student motivation, special education, etc.

At the site level, many of these issues that were discussed in the previous paragraph are reinforced on an ongoing basis through site level in-services, collegial presentations, grade-level meetings, daily bulletins



and other written communiqués, and planning sessions. JYC classroom teachers are always encouraged to learn from their colleagues (whether on-site or off-site) by seeing them in action.

All JYC stakeholders are encouraged to participate in staff development activities during the school year and during the summer months outside the district and site levels. For example, one of our kindergarten teachers attended an Area Kindergarten Teacher's Conference. In addition, JYC's GATE Coordinator and three of our Upper Grade teachers attended a GATE Conference last school year. Upon the conclusion of these conferences, these JYC teachers shared with their colleagues what they learned at these conferences. The instructional applications from having attended these Professional Developments have definitely translated to increased student achievement in all curricular areas.

## **7. School Leadership:**

A principal and other school leaders should all aim to be student-centered and their school vision should center around the needs of the students. Every lesson and every learning activity that are strategically planned in your building should revolve around what is best for the students. Our vision is to create a micro-society of learners where students are being constantly challenged by their peers and their teachers. Classroom teachers should become facilitators of learning opportunities for their students. All students should experience meaningful academic and personal growth each day.

As a principal it is crucial to establish and maintain a warm sense of community around the school campus. A warm sense of community will behoove growth among all stakeholders of your school community. Too many times we shortsightedly only focus on the stakeholders inside the school building, when the outside community at-large can offer a whole lot that will benefit the stakeholders inside the school building. The school's leadership team needs to implement strategies to make best use of outside resources in order for our school to be successful.

A school's leadership team should aim to empower various stakeholders at the school site to step up by delegating power, resources, and of course, providing consistent guidance. A principal should be the kind of leader that others trust and respect, but the trust and respect has to be earned over time and mutual. If one expects to gain the respect of teachers, students, staff, and the community in general, one has to give respect first.

A principal, her/his leadership team, and all of the stakeholders at the school should work to build a positive and efficient school structure that is supported by a safe and caring environment. Student achievement can occur under a variety of circumstances and conditions. As a school leader, one will have to immerse oneself into the particular culture of the school before one should even attempt to change the structure at the school. Understand that sudden and unsustainable changes will most likely promote active and worse yet, passive aggressive resistance towards those changes. Whenever possible, a principal and her/his leadership team should present a cohesive plan for change that includes strategies for the change agents to take at least some ownership for the changes that are about to be implemented.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: STAR

Edition/Publication Year: Spring of 2012 Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient Plus	98	100	98	95	88
Advanced	90	90	93	83	68
Number of students tested	41	39	41	40	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus	97	100	100	95	89
Advanced	87	88	94	82	70
Number of students tested	31	33	36	39	37
<b>2. African American Students</b>					
Proficient Plus	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		2	2	4
<b>3. Hispanic or Latino Students</b>					
Proficient Plus		Masked		Masked	Masked
Advanced		Masked		Masked	Masked
Number of students tested		2		1	2
<b>4. Special Education Students</b>					
Proficient Plus		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		3	1		2
<b>5. English Language Learner Students</b>					
Proficient Plus	97	100	100	100	93
Advanced	91	88	93	91	76
Number of students tested	34	34	28	33	29
<b>6. Asian Americans</b>					
Proficient Plus	100	100	100	100	94
Advanced	94	91	97	94	74
Number of students tested	36	32	36	34	31
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CA28

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: STAR

Edition/Publication Year: Spring of 2012 Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient Plus	95	72	68	68	65
Advanced	68	31	34	18	25
Number of students tested	41	39	41	40	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus	94	67	72	67	65
Advanced	61	27	33	15	24
Number of students tested	31	33	36	39	37
<b>2. African American Students</b>					
Proficient Plus	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		2	2	4
<b>3. Hispanic or Latino Students</b>					
Proficient Plus		Masked		Masked	Masked
Advanced		Masked		Masked	Masked
Number of students tested		2		1	2
<b>4. Special Education Students</b>					
Proficient Plus		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		3	1		2
<b>5. English Language Learner Students</b>					
Proficient Plus	97	71	61	73	62
Advanced	68	27	29	15	28
Number of students tested	34	34	28	33	29
<b>6. Asian Americans</b>					
Proficient Plus	97	69	69	77	61
Advanced	69	25	36	18	29
Number of students tested	36	32	36	34	31
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA28

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: STAR

Edition/Publication Year: Spring of 2012 Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient Plus	100	100	92	88	98
Advanced	84	98	85	77	63
Number of students tested	43	41	47	48	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus	100	100	90	87	97
Advanced	83	97	83	76	63
Number of students tested	41	35	41	45	30
<b>2. African American Students</b>					
Proficient Plus		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	1	3	3
<b>3. Hispanic or Latino Students</b>					
Proficient Plus	Masked		Masked	Masked	
Advanced	Masked		Masked	Masked	
Number of students tested	1		2	2	
<b>4. Special Education Students</b>					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	1	1
<b>5. English Language Learner Students</b>					
Proficient Plus	100	100	97	90	97
Advanced	82	100	90	80	62
Number of students tested	38	29	38	40	34
<b>6. Asian Americans</b>					
Proficient Plus	100	100	98	91	97
Advanced	81	100	91	79	64
Number of students tested	37	37	42	42	36
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA28

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: STAR

Edition/Publication Year: Spring of 2012 Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient Plus	95	90	81	65	68
Advanced	70	54	53	31	37
Number of students tested	43	41	47	48	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus	95	89	78	62	67
Advanced	68	51	56	27	33
Number of students tested	41	35	41	45	30
<b>2. African American Students</b>					
Proficient Plus		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	1	3	3
<b>3. Hispanic or Latino Students</b>					
Proficient Plus	Masked		Masked	Masked	
Advanced	Masked		Masked	Masked	
Number of students tested	1		2	2	
<b>4. Special Education Students</b>					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	1	1
<b>5. English Language Learner Students</b>					
Proficient Plus	95	86	84	65	65
Advanced	66	48	55	28	29
Number of students tested	38	29	38	40	34
<b>6. Asian Americans</b>					
Proficient Plus	95	89	86	64	69
Advanced	65	51	57	29	36
Number of students tested	37	37	42	42	36
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CA28

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: STAR

Edition/Publication Year: Spring of 2012 Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient Plus	97	83	84	77	73
Advanced	77	63	52	47	46
Number of students tested	39	48	50	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus	97	80	83	76	74
Advanced	78	60	52	45	46
Number of students tested	32	40	46	38	46
<b>2. African American Students</b>					
Proficient Plus		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		1	3	4	1
<b>3. Hispanic or Latino Students</b>					
Proficient Plus		Masked	Masked		
Advanced		Masked	Masked		
Number of students tested		2	1		
<b>4. Special Education Students</b>					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	5	2	4
<b>5. English Language Learner Students</b>					
Proficient Plus	100	87	85	80	74
Advanced	77	66	56	46	46
Number of students tested	30	38	41	39	46
<b>6. Asian Americans</b>					
Proficient Plus	97	88	85	81	74
Advanced	75	70	54	50	49
Number of students tested	36	43	46	42	43
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA28

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: STAR

Edition/Publication Year: Spring of 2012 Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient Plus	97	75	52	51	44
Advanced	80	46	30	30	19
Number of students tested	39	48	50	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus	97	73	50	45	41
Advanced	81	48	26	26	17
Number of students tested	32	40	46	38	46
<b>2. African American Students</b>					
Proficient Plus		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		1	3	4	1
<b>3. Hispanic or Latino Students</b>					
Proficient Plus		Masked	Masked		
Advanced		Masked	Masked		
Number of students tested		2	1		
<b>4. Special Education Students</b>					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	5	2	4
<b>5. English Language Learner Students</b>					
Proficient Plus	100	79	51	46	41
Advanced	80	47	27	26	20
Number of students tested	30	38	41	39	46
<b>6. Asian Americans</b>					
Proficient Plus	97	79	52	50	44
Advanced	81	51	28	31	21
Number of students tested	36	43	46	42	43
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA28