

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Balboa High School
School

38 68478 3830288
CDS Code

April 16, 2007
Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

This academic plan meets the content requirements of amended Education Code Section 64001 (effective January 2002) for a single school plan for pupil achievement. Such a plan must be developed at each school that operates any programs funded through the Consolidated Application.

This academic plan provides a single, comprehensive school plans to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The template provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the template includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, if all applicable portions of the template are properly completed, school plan content requirements will be met for all programs for which the school has an allocation in the Consolidated Application.

Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

Balboa's curriculum and instruction are aligned with grade level content and performance standards. Benchmark tests are administered to students three times a year in all core subjects, and are designed to assess student mastery of and progress with the content standards. All instructional materials are selected to facilitate student achievement of the standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

Balboa has purchased and will continue to purchase and fully implement adopted instructional materials and standard-based supplemental materials for all students including materials to challenge GATE students and texts for EL and Special Education classes.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Wednesday Teacher Common Planning Time (WTCPT) rotates each week between small learning communities, departments and school-wide initiative meetings. The school-wide time is used to train teachers in standards alignment, ongoing assessments, including benchmark testing and diagnostic instructional practices. SLCs and Departments will also use the WTCPT to calibrate grade level standards based instruction and connect BBC Aims to the standards. This professional development time also trains teachers in the other school-wide initiatives meeting the needs of GATE, EL, Special Education, and all other students through differentiated instruction.

4. Services provided by the regular program to enable under-performing students to meet standard:

Small Learning Communities are designed to help identify under performing students and to provide students at risk with individual attention and programs that will help them meet standards. District approved Reading and Math Intervention programs are offered to all identified students in need of additional support and skill development.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Categorical funds are used to reduce the size of 9th and 10th grade Math, English, and Science classes.

6. Use of state and local assessments to modify instruction and improve student achievement:

Balboa uses state and local assessments to identify individual student instructional goals, modify instruction and improve student achievement. We use the data compiled for WASC to prioritize needs. Our Master Schedule allows for classes that will target areas of academic need and strength. Balboa offers REACH reading sections, Math intervention sections, 9th and 10th grade Honors classes, and an increased number of AP classes. CRUNCHER is used for ongoing disaggregated data analysis. We analyze this data, develop standards based achievement targets, and direct classroom instruction based on the most current information available.

7. Family, school, district and community resources available to assist these students:

In addition to STAR resources, Balboa receives financial assistance from the 21st Century Grant. The San Francisco Bar Association, Balboa Teen Health Center, Alumni, Magic Theatre, Park and Recreation, 26 Valencia St., and Bernal Heights are some of the other community resources that assist students.

8. School, district, and community barriers to improvements in student achievement:

Many of our students come from families and communities that have histories of violence, gang allegiance and activities, drugs, alcohol, abuse and extreme poverty. Students who live in these environments often come to school hungry, agitated, and ill prepared for school structure and compliance with policies essential for academic success. Balboa historically has a very high percentage of special education students (10%-18%). Meeting the needs of students with severe emotional, academic, family and community problems requires additional resources, such as security, counselors, head counselors, behavior consultants and administrators. EL students comprise 22% of the Balboa population, with approximately 21% designated to Levels 1-4. This creates additional pressures on our Master Schedule and test results. Not factored into the WSF, these barriers place Balboa at a considerable disadvantage.

9. Limitations of the current program to enable under-performing students to meet standards:

The challenge for Balboa teachers is to teach to grade level standards in core courses, differentiate the instruction of standards, implement research based strategies and best practices, scaffold, motivate and fill in the numerous gaps in background knowledge and language development, while simultaneously engaging and serving students who are preparing for 4-year colleges and universities.

S.F.U.S.D. School Profiles 2006-07 (Fall 2006)

Balboa High School

[> Work in Progress <]

Balboa HS
 1000 Cayuga Avenue
 San Francisco, CA 94112
 (415) 469-4090

Ms. Patricia Gray, Principal

Student Data

School Number	439		
Grade Span	9-12	Avg Daily Attendance	92.4%
Student Enrollment	1098	Excused Absences	3.4%
ELL (LEP/NEP)	225 (20.5%)	Unexcused Absences	4.2%
Special Education	135 (12.3%)	Dropout Rate	3.1%
EDY	640 (58.3%)	Suspended	121
GATE	195 (17.8%)	Teacher Attendance	99.0%
Free Lunch	510 (46.4%)	Building (Sq. Ft.)	261,700
Reduced Lunch	136 (12.4%)	Yr Constructed	1928
Graduation Rate	116 (85.3%)	Children Center	No

STUDENT ETHNIC REPRESENTATION by GRADE LEVEL

(% = Percent)

	Total Number	L %	OW %	AA %	C %	J %	K %	AI %	F %	ONW %	DS %	M/F %
Grade 09	373	28.4	5.9	17.4	31.4	0.0	0.0	0.8	9.7	5.4	1.1	60.9/ 39.1
Grade 10	283	20.8	4.9	13.1	24.7	0.4	1.8	0.7	19.8	12.0	1.8	56.5/ 43.5
Grade 11	247	13.4	4.9	10.1	35.6	1.2	0.8	0.0	20.6	12.6	0.8	57.5/ 42.5
Grade 12	195	16.9	3.6	7.2	36.9	1.0	1.5	0.0	19.0	11.8	2.1	51.8/ 48.2
Total %		21.0	5.0	12.8	31.6	0.5	0.9	0.5	16.4	9.8	1.4	57.4/ 42.6
Total #	1098	231	55	141	347	6	10	5	180	108	15	630/ 468

CLASS SIZES

	School Average	Dist Avg	Contract Ratio	Goals
English	28.1	25.1	34.4	25.0
Math	25.3	25.8	34.4	30.0
Science	32.9	29.5	34.4	30.0
Social Studies	31.1	29.2	34.4	30.0

STANDARDIZED TESTING AND REPORTING PROGRAM (STAR)

California Standards Test (CST)

	Percent at or above Proficient	Number Tested
Y06-Y05	-----	-----

Grade	Diff	2006	2005	2004	2003	2002	2006	2005	2004	2003
2002										
Eng Lang Arts										
09	7.9	47.3	39.4	27.6	10.6	8.8	239	274	254	255
217										
10	7.2	30.2	23.0	8.8	10.0	6.6	278	235	240	241
241										
11	23.1	33.6	10.5	16.3	8.8	7.9	226	220	166	216
214										
Math										
09	10.6	40.2	29.6	14.0	8.5	5.9	194	203	222	235
185										
10	-0.2	21.4	21.6	12.4	9.0	4.5	262	236	233	233
223										
11	-3.1	14.8	17.9	12.7	10.5	4.0	217	212	165	210
173										

Certificated Site Staff

Principal:	1	Certificated Staff:	64
Asst Principal(s):	3		
		Avg Yrs of Service- SFUSD:	8.1
		Average Age of Staff:	42.9
Classroom Teachers:	51	Average Salary of Staff:	\$54,739
Resource Teachers:	2		
Counselor(s):	5	Staff recorded with:	
Librarian:	0	Advanced Degrees:	31.3%
Other Certificated:	2	Additional Credentials:	64.1%

Total Site Staff Data

Ethnic Representation

(% = Percent)	L	OW	AA	C	J	K	AI	F	ONW	DS
	%	%	%	%	%	%	%	%	%	%
Certificated	12.5	42.1	7.8	6.2	0.0	1.5	1.5	7.8	3.1	17.1
Classified	13.3	20.0	13.3	46.6	0.0	0.0	0.0	0.0	6.6	0.0
Paraprof.	16.0	12.0	36.0	12.0	0.0	0.0	0.0	12.0	4.0	4.0

	M/F	Total
	%	Number
Certificated	53.1/ 46.8	64
Classified	26.6/ 73.3	15
Paraprof.	56.0/ 44.0	25

Fiscal Profile

[Click here to see
Fiscal Profile](#)

[\[Top\]](#)

Please note that this information is excerpted from the document *SFUSD District and School Profiles*. The original document contained a number of appendices that should be read in order to read this data accurately. The general student data is extracted at the same time every October.

--(SFUSD: Balboa HS)

ACADEMIC PLAN EXECUTIVE SUMMARY

Goal 1: Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Data Conclusions Related to Goal 1:

Balboa High School surpassed its statewide Academic Performance Index Target of 637 by 43 points. In English Language Arts, 70% of 9th graders scored basic and above, up from 63% of the previous year; 60% of the 10th graders scored basic and above in ELA, up from 49%; and 54% of the 11th graders scored basic and above, up from 44% from the 2004-05 school year. In Math, 47% of the 9th graders scored basic and above, up from 39% of the previous year; 50% of the 10th graders scored basic and above, up from 45 %; and 41% of the 11th graders scored basic and above, up from 34% of the 2004-05 school year. The 2006 STAR Data revealed an achievement gap among the minority students. For example, 53% of the AA 9th graders still scored below basic (12%) or far below basic, (41%) in ELA; 72% of the AA 10th graders scored below basic (21%) or far below basic (51%); and 70% of the AA 11th graders scored below basic (50%) or far below basic (20%) in ELA. In Math, 16 AA 9th graders took the General Math test, 100% of them scored below basic (37%) and far below basic (63%). Another 16 AA 9th graders took the Integrated Math 1 test, 69% of them scored below basic (38%) or far below basic (31%); 22 AA 10th graders took the Integrated Math 1 test, 95% of them scored below basic (50%) or far below basic (45%); and 14 AA 10th graders took the Integrated Math 2 test, 93% of them scored below basic (79%) or far below basic (14%); 9 AA 11th graders took the Integrated Math 3 test, 78% of them scored below basic (22%) or far below basic (56%).

Balboa will implement the REACH reading program and a Math intervention program. The school will continue to teach and reinforce organizational skills, vocabulary development and writing strategies. Analysis of the above data will drive grade level standards based instruction that is calibrated to close the achievement gap.

Based on the above data conclusions, the following are the objectives for Goal 1:

Objective 1: Currently, there are **287** students who scored Below Basic in ELA and **184** students who scored Basic. The ELA target is to move at least **5%** or **15** students to the Basic or Above Basic range and **8%** or **15** students to the Above Basic range. **32%** of EL students perform At or Above Basic in Reading. The EL target is to increase performance by **5%**.

Objective 2: Currently, there are **382** students who scored Below Basic in Math and **166** students who scored At or Above Proficient. The Math target is to move at least **10 %** or **39** students to the Basic or Above Basic range and **10 %** or **17** students to the At or Above Proficient Range. **21.9%** of EL students perform At or Above Proficient in Math. The EL target is to increase performance by **10%**.

The above objective(s) will be achieved by the implementation of the following activities:

1. Continued implementation of the REACH reading program (including monthly progress monitoring) for all students, including ELL and SPED students, in need of reading remediation based on test data and individual Balboa testing.

2. Continued implementation of a math intervention program for all students (including department monitoring), including ELL and SPED students, in need of math remediation based on data and math testing.
3. Math and English Departments will administer standards based benchmark tests three times per year to identify achievement gaps, calibrate grade level instruction and drive diagnostic teaching. SLC's will reinforce reading strategies across the curriculum.
4. English Learners (EL's) will be provided with English language development instruction based on the California ELD Standards, which is appropriate for their identified levels of language proficiency through the use of Longman, Thomson, and ELD materials provided by the SFUSD Multilingual Department.
5. On-Site after school tutoring will be offered for students performing below Basic in English Language Arts and/or Math, with priority given to subsection students and those with a home language other than English.

Goal 2: Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Data Conclusions Related to Goal 2:

All SPED, GATE, Honors, AP, and ELD students will receive appropriately differentiated services and programming at Balboa High School. GATE data and Honors/AP class data indicate that we have an increase in students who have been categorized as GATE and or potential GATE. Of the total number of GATE students, 8% represent Latino students and 3% represent African American students. The number of AA, L, and EL students taking AP classes at Balboa has increased by 5% from 2006-07. Balboa will continue to offer Honors and AP classes to meet the needs of high potential students; 48% of Latino students and 9% of African American students are enrolled in the Honors and AP programs. Our goal is to recruit students into Honors and AP classes who reflect the ethnic percentage of the entire school community, increasing participation of AA, L, and EL students by another 5% for the 2007-08 school year.

Based on the above data conclusions the following are the objectives for Goal 2:

Objective 1: Balboa will increase the enrollment and retention of AA and Latino students in Honors and AP classes by 10% for the 2007-08 school year.

Objective 2: Balboa will increase the level of rigor in the core curricular program by teaching to grade level standards and differentiate instruction based on student ability levels. Standards based benchmark core curricular tests administered three times per year will show a 10% improvement in all student scores per test cycle.

The above objective(s) will be achieved by the implementation of the following activities:

1. Recruitment of AA and Latino students for Honors and AP classes, based on past performance and potential will begin in April 2007 for the 2007-08 school year.
2. Instruction will be paced and differentiated to meet the needs of GATE students, EL students and Special Education students.
3. An EL master schedule will be developed first for the 2007-08 school year. An EL counselor will be designated to ensure that EL students have access to core curriculum.

Goal 3: Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions Related to Goal 3:

Data from the California Standards Test (CST) show:

- The percentage of Balboa students who met or exceeded the standards (scored at the proficient or advanced level) in the English/Language Arts (ELA) portion of the CST increased from 17.9% in 2005 to 25.4% in 2006.
- The percentage of Balboa students who met or exceeded the standards (scored at the proficient or advanced level) in the mathematics portion of the CST increased from 28.5% in 2005 to 39.9% in 2006.

The majority of our students are still in the two lowest quartile groups in all subject areas. Balboa must move more students into the At/Above 50th percentile range and into the Proficient range. The results from the CST will drive standards-based differentiated instructional planning and delivery.

Based on the above data conclusions the following are the objectives for Goal 3:

Objective 1: School-wide BBC Informal Observation of Teachers Rubric scores will be at 90%, as evidenced by ongoing monitoring, in order to improve instructional delivery.

Objective 2: Every Department and SLC will analyze student benchmark test data 3 times per year, identify and prioritize 3 targets for academic growth, and then teach and reinforce those targets.

The above objective(s) will be achieved through the implementation of the following activities:

1. Intra departmental and Administrator ongoing rotational BBC and EDI monitoring.
2. CRUNCHER analysis during WTCPT and SLC common prep time to connect student data and power standards to lesson planning.
3. Departments will establish benchmark testing dates and targets for the year by September 20, 2007 and adhere to these deadlines.

Goal 4: School Climate: Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior

Data Conclusions Related to Goal 4:

The number of Level 2 referrals is **462**; repeat referrals account for a portion of the total. All **66** teachers have issued at least **1** referral. The Tardy Room attendance during the fall 2007 semester was **2,284** representing a total of **714** students. This number must be significantly reduced.

Based on the above data conclusions the following are the objectives for Goal:

Objective 1: Level 2 referrals to the counseling department will decrease by 10% by December 2007 and this level will be sustained or improved through June 2008.

Objective 2: Tardy Room referrals will decrease by 10% by December 2007 and this level will be sustained or improved through June 2008.

The above objective(s) will be achieved by the implementation of the following activities:

1. Level 2 student data will be analyzed monthly by the AP Pupil Services and used to arrange parent conferences and SST's.
2. Weekly documentation and intervention will be reported to and monitored by the SLT.
3. Tardy Room student data will be analyzed monthly and used to arrange parent conferences and SST's.
4. Counseling and behavior strategies will be provided for students who have multiple Level 2 referrals and/or Tardy Room visits.

Goal 5: Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

Data Conclusions Related to Goal 5:

2004-05 PTSA membership was **47**; 2005-06 membership was **68**; 2006-07 membership is **123**. Monthly newsletters have been produced throughout the 2006-07 school year.

Based on the above data conclusions the following are the objectives for Goal 5:

Objective 1: Parent Liaisons and PTA officers will increase parent membership in the PTSA by 20% by December 2007 and this increase will be sustained or improved through June 2008.

Objective 2: Home-school communication by newsletters, autodial and e-mail will improve by 5% for the 2007-08 school year.

The above objective(s) will be achieved by the implementation of the following activities:

1. Parent Liaisons will record phone calls home on monthly phone logs in order to increase school-wide parent involvement.
2. A school newsletter will be produced by the Parent Liaisons, and sent home by the 15th of every month for 2007-08 school year. The newsletter will be translated in English, Chinese and Spanish.
3. The Parent Liaison will continue developing the parent email list and follow-up with monthly logged contacts.
4. Parent Liaisons and PTA officers will organize and implement the annual PTSA recruitment drive in January.

Action Plan

GOAL #1 Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Student groups participating in this goal: AA, SS, ELL, EDY and Special Education students

Performance gains expected for these students: Students will improve by 10%

Means of evaluating progress toward this goal: School-wide, department and benchmark tests

Group data needed to measure academic gains: Standardized test scores, CELDT results and departmental benchmark tests

Objective #1

The 2008 CST average reading percentages will increase by 10% for student groups participating in Goal 1.

Objective #2

The 2008 CST average math percentages will increase by 10% for student groups participating in Goal 1.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of Standards-Based instruction to Content Standards</p> <p>a. All small learning communities will continue to develop and reinforce rigorous learning opportunities and close achievement gaps by teaching the content standards in a thematic context across interdisciplinary subjects. SLC and departments will align instruction to the California Content Standards, and focus on improving skills for under- achievers while maintaining the integrity of each program.</p> <p>b. Master schedule prioritization will coordinate remedial classes and SLC pathway schedules, where possible, to support all students in need of remediation, including low performing math students.</p>	<p>Faculty Departments IRF Administration SLC's</p> <p>Teachers SLT</p>	<p>August-June</p> <p>Fall '07 Spring '08</p>		

<ul style="list-style-type: none"> c. Teachers will analyze all available testing information and standards-based benchmark tests to identify achievement gaps in ELA, Mathematics, Science, and Social Studies for students that scored below or far below basic. They will then develop departmental achievement targets; which will drive instruction, and help close the gap by re-teaching identified areas of need. d. All students who score far below basic in ELA will be given an individual REACH decoding assessment to determine placement in a REACH class designed to meet their special needs. e. All departments will develop a curriculum map (long range backwards planning) for each core subject area to assist and further implement a uniform and consistent standard based instruction and assessment. f. A relevant multicultural curriculum will target the engagement of at risk students through ethnic studies. 	<p>Teachers Department Heads</p> <p>IRF Reach Coach</p> <p>APCI IRF Department Heads Teachers</p> <p>Teachers APCI Librarian</p>	<p>August-June</p> <p>August-June</p> <p>July-December</p> <p>August-June</p>		
<p>1.2 Improvement of Research-based Instructional Strategies and Materials</p> <ul style="list-style-type: none"> a. Through the master schedule and after school tutorial program, reading and mathematics intervention strategies will be offered to all students performing below the proficient level to improve proficiency levels, striving to meet the State’s proficient and advanced levels of student academic achievement as cited in NCLB section 1111 (b) (1) (D). b. Instructional strategies specifically identified to close the achievement gap will be taught in all classes. These include, but are not limited to: multilingual methodologies, diagnostic teaching, explicit direct instruction (TAPPLE), random questioning techniques, critical/mastery thinking taxonomies, the use of EDI whiteboards, differentiated instruction, previewing vocabulary, teaching roots and prefixes in content context, SLC thematic integration and metacognitive reading strategies. 	<p>IRF Administration Trained teachers All teachers</p> <p>IRF Administration Trained teachers All teachers</p>	<p>August-June</p> <p>August-June</p>		

<p>c. The Andy Platt “Skillful Teacher” Symposiums will guide the instructional practices of teachers to ensure the use of higher order critical thinking, questioning strategies, and the delivery of a mastery/thinking level curriculum.</p> <p>d. Information literacy skills integrated with curriculum content standards will be taught through collaboration between the school library media teacher and classroom teachers</p> <p>e. The SLC teachers and the school library media teacher will collaborate to imbed technology into the acquisition of information literacy skills and mastery of curriculum content standards.</p> <p>f. A department based curriculum library will maximize resources for teachers new to a subject area or new to Balboa High School.</p>	<p>Teachers Administration</p> <p>School Library Media Teacher Teachers</p> <p>SLC Teachers School Library Media Teacher</p> <p>Teachers APCI IRF</p>	<p>October, December, February, March</p> <p>August-June</p> <p>August-June</p> <p>August-June</p>	<p>\$5,000.00</p>	
<p>1.3 Extended Learning Time/Increased Educational Opportunity</p> <p>a. All students, particularly the needs of low-achieving students, SPED students and those at risk of not meeting the state student academic achievement standards required by section 1111 (b) (1) will continue to work on extended learning activities such as the after school tutorial program and CAHSEE Saturday school targeting deficient strands identified by the IRF.</p> <p>b. Targeted students scoring below or far below basic in the STAR tests will be encouraged to attend after school tutoring 2 times per week to close achievement gaps in core content and deficient strand areas identified by the IRF.</p> <p>c. Trained teachers will use the REACH and Math Intervention programs to help identified students develop their math and/or reading skills.</p>	<p>District Administration Parent Liaisons Trained teachers All teachers</p> <p>21st Century Tutors</p> <p>REACH Coordinator Teachers Head Counselor Counselor</p>	<p>January</p> <p>August-June</p> <p>August-June September</p>	<p>\$10,000</p>	<p>21st Century Grant</p>

d. Head Counselors and Counselors will actively recruit underrepresented student groups, including SPED students, for Saturday SAT classes.	Teachers	September-June		21 st Century Grant
e. Saturday CAHSEE classes provide additional support for juniors and seniors who have failed the CAHSEE.	Coaches/Teachers Administration	September-June	\$15,000	
f. After school athletic tutoring will continue to be mandatory.	Counselors	September		
g. Counselors will provide information and coordination for youth involvement, including but not limited to, access to job opportunities, summer activities, and youth internships.	School Library Media Teacher Teachers	September-June		
h. Library and computer lab hours will be extended to provide equal access for students and staff throughout the school day, including before and after school.	School Library Media Teacher Teachers	September		
i. The IRF and School Library Media Teacher will develop individual literacy support plans for the far below basic students in collaboration with classroom teachers to help close the achievement gap.	Head Counselor Teachers	September-January		
j. The Head Counselor and teachers will collaborate to develop individual academic support plans for underrepresented students in honor classes.	Teachers Administration IRF Head Counselors	September-June		
k. Awards ceremonies, assemblies or banquets will provide special recognition for improved academic achievement, community service, and citizenship.	Teachers 21 st Century	September-May		
l. After school extended learning opportunities will include enrichment and intervention programs, including, but not limited to, writing and math.	Teachers/Staff 21 st Century	September-May		
m. After school tutorial and study hall programs will support students based on areas of individual need.	Teachers Staff 21 st Century	September-May		
n. Pending anti-violence funding, Peer Resources will be increased to a .5 position on the master schedule.	Teacher	August-June		

<p>1.4 Staff Development and Professional Collaboration</p> <p>a. Staff and data-driven Wednesday Teacher Common Planning Time (WTCPT) rotation of SLC's, Departments, Subject/Grade Levels, and School-wide Initiatives will provide adequate time for the following prioritized teacher, consultant, and administrator lead, long-term and supported professional development activities:</p> <ul style="list-style-type: none"> • Align curriculum to grade level standards • Connect standards and mastery/critical thinking skill prompts to the BBC • Departments design long range, standards based lesson plans • Data analysis training • Effective instructional strategies and best practices, EDI/TAPPLE, random questioning, student whiteboards, and critical thinking taxonomies • Analyze data in the classroom and reflect upon best teaching practices • Design strategies to meet the needs of low performing students, especially those performing below or far below basic. • Use SDAIE and differentiated instruction methodologies • Provide new teacher orientation trainings addressing all school-wide strategies and initiatives • Reinforce school-wide behavioral essential agreements. • Review, analyze, discuss, and implement current, relevant pedagogical research. <p>a. Balboa teachers will be provided with the opportunity to participate in reciprocal observations and professional development utilizing the resources of SFUSD and neighboring districts.</p>	<p>Administration IRF Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Administration IRF</p> <p>Teachers</p> <p>IRF</p> <p>Admin. IRF, Dean, Counselors, Teachers</p> <p>Teachers/Staff Administration Consultant</p> <p>IRF AP CI Counselors Teachers</p>	<p>September-June</p> <p>August-May</p> <p>September-May</p>		
---	--	--	--	--

<p>1.5 Involvement of Staff, Parents, and Community</p> <p>a. Parent Liaisons and Attendance Clerks will increase attendance at SPED parent meetings, Principal’s Teas and PTSA meetings by calling the homes and sending monthly newsletters, and email correspondence. The EL Counselor will analyze EL student data and implement placement and scheduling.</p> <p>b. Parent Liaisons and IRF will conduct fall evening classes on interpreting student achievement data, report cards, AP and GATE Programs.</p> <p>c. Parent Liaisons and the IRF will maintain close contact with the parents of students who scored far below basic on the STAR, and those who failed the CAHSEE, to communicate intervention program opportunities.</p>	<p>Parent Liaisons Attendance Clerk</p> <p>IRF Parent Liaison Administration Gate Coordinator</p>	<p>August-June</p> <p>Fall 2007</p>	<p>\$2,000.00</p>	<p>WSF</p>
<p>1.6 Non-academic Support Services (Auxiliary Services) for Students and Parents</p> <p>a. SST’s for referred students will analyze and identify concerns, develop academic intervention strategies, follow up procedures, and timelines for assessing and prioritizing desired outcome.</p>	<p>Counselors Deans Administration Teachers</p>	<p>August-June</p>		
<p>1.7 Monitoring Program Implementation and Results</p> <p>a. Departmental benchmark tests will be administered three times per year, with achievement targets set. The results will be used to refine grade level standards based curriculum and drive instruction designed to close the gap. (1.1b)</p> <p>b. Department Heads will monitor BBC’s by using observation forms to improve standards based BBC’s and provide teachers with ongoing feedback.</p> <p>c. Wednesday logs will note outcomes of SLC and Department meetings and will be submitted to APCI.</p>	<p>Department Heads Administration IRF Teachers</p> <p>Department Heads Teachers</p> <p>Administrators Teachers</p>	<p>October, December, February</p> <p>August-June</p> <p>August-June</p>		

<p>d. SPED student achievement will be monitored through the use of a school-wide IEP Master Calendar that integrates all IEP's, including SDC, RSP, Inclusion and Speech. IEP'S will be reviewed for progress annually and should follow all compliance timelines.</p> <p>e. CELDT and other assessment results will identify EL placement to inform appropriate instruction that includes SDAIE and native language instruction strategies when possible.</p> <p>f. Departments will revise and reinforce the implementation of the department benchmark tests based on data analysis of the STAR results.</p>	<p>SPED Department Head Teachers AP CI</p> <p>EL Department Head Teachers</p> <p>Department Heads Teachers Testing Coordinator</p>	<p>August-June</p> <p>September-October</p> <p>Fall '07 Spring '08</p>		
--	--	--	--	--

GOAL #2 Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Student groups participating in this goal: All
Performance gains expected for these students: Higher representation of AA and Latino students in Honors and AP classes, and SPED students in less restrictive academic courses and EL students in higher level EL classes redesignated into General Education classes.
Means of evaluating progress toward this goal: Enrollment comparisons in all of the above groups
Group data needed to measure academic gains: Benchmark tests, standardized test data and AP test data

Objective #1

Balboa will increase the enrollment and retention of AA and Latino students in Honors and AP classes by 10% for the 2007-08 school year.

Objective #2

Balboa will increase the level of rigor in the core curricular program by teaching standards based curriculum, and calibrating instruction based on student ability level. Standards based benchmark core curricular tests administered 2 to 3 times a year will show a 10% improvement in all student scores per test cycle and test results will be used to drive instructional targets.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>2.1 Alignment of Instruction with Content Standards</p> <p>a. Teachers will pace and differentiate instruction to ensure that the core content grade level standards are taught. Standards based curriculum pacing guides will be developed by content departments to ensure that power standards are delivered and assessed on benchmark tests.</p> <p>b. 9th, 10th and 11th grade Honors classes will provide rigorous above level standards based curriculum that will prepare students for AP classes.</p> <p>c. Students with a GPA of 3.0 or higher, including SPED students, will be encouraged to participate in the Honors program. High potential students will be screened for eligibility, adhering to established criteria.</p>	<p>Administration Teachers Departments</p> <p>Honors Teachers AP CI</p> <p>Teachers Counselors</p>	<p>August-June</p> <p>August-June</p> <p>November, May</p>		

<p>d. IEP's will be written and aligned to state core content standards and reflect students' present levels of performance and area of need.</p> <p>e. EL students will be placed in ELD and .6 SDAIE classes based on CELDT results.</p> <p>f. The foreign language programs will be expanded to include AP Chinese, AP Spanish, and additional French sections to the extent that the Master Schedule allows.</p> <p>g. Lost or damaged textbooks will be replaced, ensuring access to the core curriculum for every student.</p> <p>h. Fieldtrips including but not limited to cultural studies will enrich the standards based core curriculum. Substitutes will be provided.</p> <p>i. The creation of a foreign language lab, implementing programs such as, but not limited to, the <i>Rosetta Stone</i>, will expand the depth and breadth of curriculum resources and instructional best practices.</p> <p>j. A comprehensive health education and violence prevention curriculum, especially but not limited to, research validated HIV education and tobacco/alcohol education will heighten student awareness to associated dangers.</p>	<p>SPED Teachers SPED Department Head</p> <p>EL Counselor EL Department Head</p> <p>Foreign Language Teachers & Department Head EL Counselor</p> <p>Administration Teachers</p> <p>Teachers APBG</p> <p>Foreign Language Teacher CTS</p> <p>Health & Science Teachers United Playaz Staff</p>	<p>August-June</p> <p>June</p> <p>March-June</p> <p>Ongoing</p> <p>September-May</p> <p>August-June</p> <p>August - June</p>		
<p>2.2 Improvement of Instructional Strategies and Materials</p> <p>a. All students with learning disabilities will have access to core curriculum materials and appropriate supplemental materials. Where and when possible, SPED core classes will align to general education classes to encourage mainstreaming.</p> <p>b. Teachers will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all GATE and high potential students, providing full access to the core curriculum.</p> <p>c. Curriculum will be accelerated as GATE student's assessments show mastery.</p>	<p>SPED Department Head</p> <p>GATE Coordinator Administration All Teachers</p> <p>Gate Coordinator AP CI Teachers</p>	<p>August-June</p> <p>August-June</p> <p>August-June</p>	<p>\$4090</p>	<p>WSF</p>

<p>d. Teachers will differentiate instruction at the appropriate challenge level for all students within and beyond the classroom curriculum by alternative pacing, providing mastery level higher order thinking assignments, materials and research projects, and special modifications and accommodations.</p>	<p>Teachers AP CI</p>	<p>August-June</p>		
<p>e. EL teachers, using SDAIE strategies, and research based district adopted curriculum will work with EL students through the EL classes, primary language and supplementary instructional materials support, educational field trips and technology enrichment activities to enhance student learning experience and help increase student proficiency level on the CELDT and LALAR to the next level.</p>	<p>EL Counselor EL Department Head EL Teachers</p>	<p>August-June</p>		
<p>f. Every effort will be made to provide whole day library access. The Librarian will be responsible for coordinating all library services including library surveys.</p>	<p>Principal Librarian</p>	<p>August-June</p>		
<p>g. Concerted efforts to maximize the master scheduling process, to reduce class size per UESF recommendations, will better ensure that students receive access to the core curriculum.</p>	<p>Administration Counselors</p>	<p>March-August</p>		
<p>h. The master schedule will be developed to reflect the school-wide priority of supporting EL student placement first, and to the extent possible, the placement of students in SLC pathways. A carefully balanced distribution of master scheduling assignments will ensure an equitable and collectively shared responsibility for students at risk of failure.</p>	<p>Administration Counselors Department Heads Teachers</p>	<p>March-August</p>		
<p>i. Computer technology services will be provided for Balboa staff and students. The system will be maintained by an on-site Computer Technology Specialist (CTS).</p>	<p>CTS</p>	<p>August-June</p>		
<p>j. Technology will be updated and integrated across the curriculum through the use of additional LCD projectors, student computers, and other audio/visual multimedia equipment.</p>	<p>CTS Teachers</p>	<p>August-June</p>		

<p>k. SLC teachers will identify 5 students who are either behaviorally and/or academically at-risk during their weekly TPCT. Intervention plans will be submitted to administration and communicated to parents/guardians.</p>	<p>Teachers Counselors Administration BTHC</p>	<p>August-June</p>		
<p>2.3 Extended Learning Time/Increased Educational Opportunity</p>				
<p>a. Advanced Placement test preparation will be offered on Saturdays and after school, in the spring, during STAR test days.</p>	<p>AP Teachers</p>	<p>Spring '08</p>		
<p>b. Students participating in Honors classes will be offered additional tutoring as a support for the more rigorous curriculum.</p>	<p>21st Century</p>	<p>September-May</p>	<p>\$6,000 Extended hours</p>	<p>21st Century Grant</p>
<p>c. Based on assessments, all GATE students will receive appropriate access to the core curriculum and extensions beyond. In depth, complex, novel and accelerated assignments that differentiate instruction throughout the day will be provided for all students, including AP and honors classes.</p>	<p>GATE Coordinator Counselors Gear-Up Coordinator Administration Teachers</p>	<p>August-June</p>		
<p>d. A CCSF partnership will include concurrent enrollment in advanced language courses for accelerated language students, including GATE students.</p>	<p>CCSF Staff Counselors</p>	<p>September-May</p>		
<p>e. Based on assessments, GATE and high potential students will be offered Honors/AP level courses in the core areas.</p>	<p>Counselors Teachers</p>	<p>August-June</p>		
<p>f. Head Counselors and Counselors will seek out college scholarships for all eligible students in need.</p>	<p>Counselors</p>	<p>September-May</p>		
<p>g. Broadening the elective course offerings and after school programs will ensure greater access to a comprehensive education for all students, and the integration of Honors and non-Honors students.</p>	<p>Administration Counselors Teachers 21st Century</p>	<p>August-June</p>		
<p>h. An annual Career Day will be planned and facilitated by the ROP/ STC Coordinators.</p>	<p>ROP Coordinator STC Coordinator</p>	<p>Spring '08</p>		

<p>i. A broad range of leveled electives will provide access to a well-rounded educational experience for all students.</p>	<p>Teachers IRF SLT 21st Century</p>	<p>August-June</p>		<p>Prop H</p>
<p>2.4 Staff Development and Professional Collaboration</p>				
<p>a. Staff and data-driven Wednesday Teacher Common Planning Time (WTCPT) rotation of SLC's, Departments, Subject/Grade Levels, and School-wide Initiatives will provide adequate time for the following prioritized teacher, consultant, and administrator lead, long-term and supported professional development activities:</p> <ul style="list-style-type: none"> • The alignment and differentiation of a rigorous curriculum to grade level standards. • Calibrating and connecting standards to the BBC and lesson plans. • Benchmark testing and data analysis training including analyzing data in the classroom. • The reflection and implementation of best teaching practices. <p>b. AP teachers will attend workshops in AP class curriculum and instructional strategies.</p> <p>d. EL teachers will attend District ELD and SDAIE trainings as a support system to implement research based strategies in the classroom.</p> <p>e. Software possibilities will be investigated to enhance professional collaboration.</p> <p>f. Counselors will be encouraged to participate in college counseling professional development opportunities.</p>	<p>Administration IRF SLCs Departments AP Teachers</p> <p>AP Teachers</p> <p>EL Teachers EL Content Specialist</p> <p>IRF/Teachers</p> <p>Counselors</p>	<p>August-June</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall '06</p> <p>Ongoing</p>	<p>\$2,000.00 (Instructional Supplies)</p>	<p>WSF</p>
<p>2.5 Involvement of Staff, Parents, and Community</p>				
<p>a. Parents of recruited 9th, 10th, and 11th grade Honors students will meet with counselors and Honors teachers to discuss how to best support and challenge students in this rigorous program.</p>	<p>Gate Coordinator Parents Teachers Counselors</p>	<p>September-May</p>		

<p>b. Parents of at risk students will meet with the SST and SAP to determine and develop interventions designed to support and improve student achievement, conduct, and ultimate success.</p> <p>c. Outreach to extended family members will broaden and strengthen the volunteer corps at Balboa High School and maximize the potential home/school connection opportunities</p>	<p>SST/SAP, Parents, Teachers, IRF,APPS Parent Liaisons, Head Counselor</p> <p>Parent Liaison Parents/Guardians Extended Family</p>	<p>September-May</p> <p>August-May</p>		
<p>2.6 Monitoring Program Implementation and Results</p>				
<p>a. The GATE Coordinator and Parent Representative to the GATE Advisory Council (GAC) will help monitor the GATE program. They will work closely with the SSC and the principal to ensure that the GATE program is implementing differentiated instruction, and providing a challenging curriculum throughout the day.</p> <p>b. CELDT and other assessment results will be used to inform appropriate instruction, including SDAIE strategies and native language instruction when possible.</p> <p>c. Under the direction of the SFUSD, Balboa staff will review its process for the reclassification of EL students to assure there is a consistent process, correct data analysis and follow through.</p> <p>d. Departmental benchmark tests will be used to analyze the alignment of instruction to the content standards and results required to calibrate instruction.</p> <p>e. Data will be collected on under-represented Honors students regarding support, grades, and parent conferences. This data will be used to inform program access and participation.</p> <p>f. Course syllabi will be disseminated by all teachers to students, and readily available for parents, to ensure accountability for and alignment to the California Content Standards.</p>	<p>GATE Coordinator Administration</p> <p>EL Teachers</p> <p>EL Department Head EL Teachers</p> <p>IRF/Teachers Department Heads AP CI</p> <p>Counselors Parents/Guardians Administration GATE Coordinator Teachers</p> <p>Teachers AP CI</p>	<p>August-June</p> <p>September-May</p> <p>Fall '07</p> <p>October, December, February</p> <p>August-June</p> <p>August, January</p>		

<p>g. An expedient SPED assessment process coupled with a timely follow-through of effective individualized responsive interventions will provide access to the core curriculum in the least restrictive environment for all students requiring learning or behavior modification plans.</p> <p>h. Using a “request for information” sheet, RSP students in general education classes will be monitored monthly (every three to four weeks), allowing timely support when needed.</p>	<p>Teachers COST/SST BTHC SPED Dept. Head Counselors</p> <p>SPED Dept. Head SPED Counselors General Ed. Teachers</p>	<p>August-June</p> <p>September-May</p>		
---	--	---	--	--

GOAL #3 Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Student groups participating in this goal: All
Performance gains expected for these students: Students will improve by 10% on the CST, Department Benchmark Tests and Reading and Math.
 Intervention Progress Tests

Means of evaluating progress toward this goal: Benchmark department tests and Reading and Math Intervention progress monitoring tests
Group data needed to measure academic gains: Standardized tests, Benchmark tests, CELDT, CAHSEE results, and Reading and Math Intervention Tests

Objective #1.
 School wide BBC Informal Observation of Teachers Rubric scores will reflect 95% accuracy, as evidenced by ongoing monitoring, in order to improve instructional delivery.

Objective #2
 Every Department and teachers in the SLC's will analyze student benchmark test data three times per year, and identify and prioritize three targets for academic growth. Then teachers will be responsible and accountable for teaching and reinforcing these targets.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>3.1 Alignment of Instruction with Content Standards</p> <p>a. All students will receive a standards based instruction that is delivered through the school-wide BBC reform model. The Blackboard Configuration (BBC) will be used to guide the instructional delivery and clarification of grade level content standards, and related benchmark(s) to be mastered daily. Teachers will write quantifiable AIM's that reflect the California Content Standards.</p> <p>b. Teachers will use data from benchmark department tests to identify content standards that need to be stressed or re-taught during grade level calibrated instruction.</p>	<p>Teachers Administration IRF</p> <p>Teachers</p>	<p>August-June</p> <p>October, December, February</p>		

<p>3.1 Improvement of Instructional Strategies and Materials</p> <p>a. Differentiation strategies such as higher order and mastery thinking skills applications, SDAIE, and the scaffolding of AIMS will be fully utilized daily by general, EL, and special educators.</p> <ul style="list-style-type: none"> • Metacognitive strategies will be used throughout the curriculum daily to improve literacy skills. • The thematic integration of curriculum will reinforce content standards on a daily basis. • School-wide Cornell (organizational) Notes will assist students in the effective organization of their studies. • School-wide Writing Strategy posters will be displayed in every classroom. • School-wide Critical Thinking Strategies will be displayed and utilized daily across the curriculum in every classroom. 	<p>Teachers Administration</p>	<p>August-June</p>	<p>\$10,000 (Instructional Supplies)</p>	<p>WSF</p>
<p>3.3 Staff Development and Professional Collaboration</p> <p>a. Professional collaboration among teachers of GATE students focuses on the differentiation of instruction and curriculum to best challenge GATE students.</p> <ul style="list-style-type: none"> • Best practices are shared at SLC and department meetings regarding open-ended and independent research projects to further stimulate the learning of GATE, Honors and AP students. • High school AP teachers will attend AP professional development. 	<p>GATE Coordinator IRF Administration Teachers</p>	<p>August-June</p>		

<p>b. Professional collaboration among teachers with SPED students will focus on how to differentiate instruction/curriculum to meet IEP requirements.</p> <p>c. Teachers will continue to focus on, fine tune, and be trained in:</p> <ul style="list-style-type: none"> • Creating and applying benchmark tests • Identifying instructional targets and strategies to improve student achievement • Ensuring rigorous grade level standards instruction • Higher order critical/mastery thinking taxonomies • Equity • Classroom management <p>d. Staff led professional development opportunities, with built-in collaborative work time, will include data driven, teachers initiated, areas of need and interest, such as, but not limited to, writing initiative strategies and the structural themes of SLC curriculum.</p> <p>e. New teachers will receive ongoing support through SFUSD’s BTSA Program, as well as regularly scheduled onsite new teachers meetings, facilitated by the IRF, administrators, and special guests. The administration, SLT, and master teachers will demonstrate school-wide initiative strategies to assist new teachers in developing their instructional best practice skills.</p> <p>f. Inter-department collegial exchanges will coordinate interdisciplinary planning across the curriculum.</p> <p>g. The model technology pathway (AOIT) will expose students to cutting edge technological advances and practices for the classroom and beyond.</p>	<p>SPED Dept. Head SPED Teachers SFUSD Con Spec</p> <p>Teachers Department Heads AP CI Other Consultants</p> <p>Teachers Administration</p> <p>Administration IRF BTSA Teachers</p> <p>Teachers APCI</p> <p>AOIT Teachers</p>	<p>August-June</p> <p>August-June</p> <p>September-May</p> <p>August-June</p> <p>August-May</p> <p>August -June</p>		
<p>3.4 Involvement of Staff, Parents, and Community</p> <p>a. Parents/guardians of SPED students will take an active role in their behavioral plans.</p>	<p>SPED Dept Head Teachers Parents/Guardians</p>	<p>August-June</p>		

<p>3.5 Monitoring Program Implementation and Results</p> <p>a. Department Heads will conduct regular schoolwide BBC checks, assessing the level of proficiency through checklists and rubrics. Administrators will focus on lesson steps that identify EDI strategies and critical/mastery thinking taxonomies. Teachers will be given timely feedback to improve instruction. (3.2a)</p> <p>b. The School Leadership Team will establish thrice yearly benchmark testing deadlines and report findings to the administration, SLT and staff.</p> <p>c. Student work will be calibrated, with rubrics used to establish proficiency.</p> <p>d. An IRF generated communication system addressing the needs of at risk students will improve the infrastructure between teachers, administrators, and support services.</p> <p>e. A more responsive SST and COST process will provide effective, targeted intervention for students in crisis.</p>	<p>Department Heads SLT Administration</p> <p>Department Heads Administration</p> <p>Teachers</p> <p>IRF Teachers Administration Counselors</p> <p>SST/COST Members Teachers BTHC</p>	<p>August-June</p> <p>October, December, February</p> <p>September-May</p> <p>Ongoing</p> <p>Ongoing</p>		

GOAL #4 School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

Objective #1

Level 2 referrals to the counseling department will decrease by 10% by December 2007. This level will be sustained or improved through June 2008.

Objective #2

Tardy Room referrals will decrease by 10% by December 2007 and this level will be sustained or improved through June 2008.

Objective #3

All students and staff will be appropriately prepared in the event of an emergency or natural disaster, as measured by monthly fire drills and semi-annual crisis response drills.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>4.1 Procedure/Activity to Improve Climate/Safety</p> <p>a. Balboa will implement a school-wide positive behavior model. Staff will assist in the implementation of individual student behavior plans, and will enforce SST/SAP interventions.</p> <p>b. Balboa's Emergency Crisis Response Team will be regularly updated regarding their various roles and responsibilities.</p> <p>c. The Balboa Emergency Crisis Response Team (CRT) will meet to implement the Emergency/Disaster Preparedness and Response Plan that will be disseminated to, and reviewed annually with all staff. The School Site Council will review the plan annually. The Principal will be responsible for conducting at least 2 practice drills per year.</p> <p>d. The CRT and CR consultant will oversee the procurement of necessary supplies and materials to secure and maintain search and rescue kits for the 6 designated areas of the school. First aid materials and emergency supplies and equipment will be purchased and secured in the bin.</p>	<p>Administration Deans/Counselors Teachers Security</p> <p>Administration Staff, Students Parents/Guardians</p> <p>CRT / SSC Staff Administration</p> <p>CRT / SSC Staff Administration</p>	<p>August-June</p> <p>September, January, April</p> <p>September, January, April</p> <p>August-April</p>	<p>\$2,000.00</p>	<p>WSF</p>

<p>e. Balboa will continue to implement a Three Level Behavior Intervention System to ensure that all students will be appropriately referred and served. All students will adhere to school/district policies. All staff will monitor and enforce said expectations.</p>	<p>AP PS Dean/Security Counselors Students</p>	<p>August-June</p>		
<p>f. Balboa will continue to implement the graffiti abatement and school beautification program to discourage gang related graffiti, and foster student pride and campus cleanliness.</p>	<p>AP PS Security</p>	<p>July-June</p>		
<p>g. Balboa will continue to operate a tardy room and a Special Education focus room to decrease disruptive behavior and improve the classroom-learning environment. The Special Education focus room implements positive and negative behavior modifications and consequences, while incorporating school-wide, classroom and individual student interventions.</p>	<p>AP PS Security Dean</p>	<p>August-June</p>		
<p>h. Balboa will promote after school programs and services that reinforce District Health and Safety Policies.</p>	<p>21st Century Coordinator</p>	<p>September-May</p>		
<p>i. Balboa will identify and integrate a Health Promotion Committee and continue to implement Health Education curriculum and programming.</p>	<p>Teachers TUPE Coordinator</p>	<p>August-June</p>		
<p>j. Balboa will promote and encourage the use of our student hotline.</p>	<p>APPS Counselors Teachers</p>	<p>August-June</p>		
<p>k. A concerted effort to decrease class sizes, to the UESF recommended limit, will ensure a secure learning environment relative to student behavior. Prioritization of additional class size reductions will extend to 9th grade Science, as well as 10th grade Math and English.</p>	<p>Head Counselor Counselors Administration</p>	<p>August-June</p>		
<p>l. Community building events, such as educational family nights, student council sponsored spirit days, and Festibal, will increase “ownership,” connectedness, and school spirit at Balboa High School.</p>	<p>Teachers Student Council IRF AP CI</p>	<p>September-June</p>		
<p>m. Citizenship education will be explored and developed, promoting a “family” atmosphere to increase trust, safety, and cooperation.</p>	<p>Student Council AP CI Teachers Students</p>	<p>August-June</p>		

<p>n. School-wide positive behavior/assertive discipline models will define and increase the consistency of progressive discipline for students demonstrating negative behaviors. Staff will assist with the implementation of individual student behavior plans through the SST and SAP processes. Parents/guardians will receive information outlining designated behavior models to provide additional support and consistency at home.</p> <p>o. Students will participate in recycling activities, with student groups alternating the weekly cleaning of the schoolyard and hallways after lunch, as a way to enhance our school environment.</p> <p>p. School safety procedures will be communicated to staff and families through faculty and community meetings, as well as written correspondence.</p>	<p>Teachers/All Staff, Students, Security Administration, Parent/Guardians</p> <p>Student Clubs Student Association JROTC</p> <p>Administration</p>	<p>August-June</p> <p>September-June</p> <p>Quarterly</p>		
<p>4.2 Staff Development and Professional Collaboration</p> <p>a. All new staff members will receive professional training in the use of Balboa's Three Level Behavior Intervention System.</p> <p>b. All staff will be updated and instructed in the appropriate course of action regarding any safety issues that may arise.</p> <p>c. Community participation in Crisis Response Team activities will be encouraged.</p> <p>d. Staff participation in SHPD health and safety professional development will be required.</p> <p>e. Staff will be involved in health awareness events in collaboration with the SFUSD, BTHC, and the SAP process.</p> <p>f. Security will escort like gendered students to the restroom.</p>	<p>APPS</p> <p>Administration Staff</p> <p>Administration Staff/JROTC</p> <p>Administration</p> <p>TUPE Coordinator Clinic Staff</p> <p>Administration Security</p>	<p>August</p> <p>August</p> <p>September-May</p> <p>Spring '08</p> <p>Spring '08</p> <p>August-June</p>		

<p>g. Emergency training will be provided for all staff. Emergency kits will be provided and maintained for all classrooms and central office spaces. Students, staff and parents will have the opportunity to take part in NERT (Neighborhood Emergency Response Team) training.</p> <p>h. The Balboa Alumni Association will teach the staff (and students) school songs, traditions, and history, as a means to generate and perpetuate school spirit and pride. Staff will reinforce students' active participation and involvement in school-wide assemblies.</p>	<p>Administration Staff, Students Parents/Guardians NERT, Red Cross SFFD, SFUSD</p> <p>Alumni Staff Students</p>	<p>Fall '07 Spring '08</p> <p>Fall '07 Spring '08</p>		
<p>4.3 Engagement of Staff, Parents, Community</p> <p>a. Appropriate resources are made available to assure translation and interpretation services for parents as needed.</p> <p>b. Letters will be sent home and/or phone calls made on a regular basis, regarding student behavior and attendance. Communication logs and/or records will be maintained.</p> <p>c. Attendance Clerks, Counselors, and Parent Liaisons will continue to make home visits to improve student attendance and behavior, and to provide student and family support.</p> <p>d. Attendance Clerks, Counselors and the IRF will communicate and meet with students and parents daily to address emerging and chronic truancy and tardy concerns.</p> <p>e. Staff, parents and students will have access to teachers through e-mail and by phone during prep periods.</p> <p>f. The emergency Crisis Response Team (CRT) will be comprised of the principal, assistant principals, staff members, parents/guardians, and members of the JROTC.</p> <p>h. Educational and social family nights will connect and unite .Balboa's greater school community.</p>	<p>Administration Deans, Counselors Teachers Parent Liaisons</p> <p>APPS, Counselors Attendance Clerk Parent Liaisons</p> <p>Parent Liaisons Attendance Clerks Counselors</p> <p>Attendance Clerks Counselors / IRF Parents/Guardians</p> <p>Teachers Administration</p> <p>Administration CRT, Staff, Students JROTC</p> <p>Administration Staff Students Families</p>	<p>August-June</p> <p>September-June</p> <p>September-May</p> <p>August-June</p> <p>August-June</p> <p>August-June</p> <p>Fall '07 Spring '08</p>	<p>\$4,000 Postage</p>	

<p>4.4 Auxiliary Services for Students and Parents</p> <p>a. SST, COST, and SAP meetings for at-risk students with academic, attendance, and/or behavioral issues, will continue to help staff seek solutions to these problems, and enlist parental and staff support for agreed upon plans.</p> <p>b. Students in need will continue to be referred to the Balboa Teen Health Center for additional counseling services.</p> <p>c. United Playaz will continue to intervene and counsel gang-affiliated students to prevent potential gang violence.</p> <p>d. The School Resource Officer and Balboa security will continue to support students, staff and teachers to ensure a safe and secure school.</p> <p>e. The Drop-out Outreach Coordinator will counsel and teach behavior strategies to students with multiple and severe behavior and attendance issues.</p> <p>f. The Roots Program will continue to support and nurture at risk students who have experienced incarceration either personally or through extended family.</p> <p>g. Community service opportunities will broaden and heighten student awareness, commitment, and responsibility beyond themselves.</p>	<p>Counselors, Clinic Teachers Administration Outreach Coordinator United Playaz Director</p> <p>Staff Administration</p> <p>Gang Prevention Coordinator</p> <p>SRO Balboa Security</p> <p>DPO Coordinator</p> <p>Roots Coordinator Counselors Administration Teachers</p> <p>JROTC Student Government SLC's</p>	<p>August-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p>		
<p>4.5 Monitoring Program Implementation and Results</p> <p>a. Data will be accumulated for all areas of behavior management, including referrals, suspensions and truancy. This data will be analyzed on a regular basis, with results communicated to all persons involved in the welfare of the student. Interventions will be based on the data.</p> <p>b. The Student Assistance Program (SAP), and Student Attendance Review Team (SART) will continue to monitor behavior, attendance and academic progress.</p>	<p>Counselors Deans Administration</p> <p>APPS Counselors Outreach Coordinator</p>	<p>August-June</p> <p>September-June</p>		

<p>c. The Youth Risk Behavior Survey and California Health Kids Survey will be implemented in the spring of 2008.</p>	<p>APPS Outreach Coordinator</p>	<p>Spring '08</p>		
<p>d. Administration will continue to hold regular meetings with security to ensure a safe learning environment.</p>	<p>APPS Security</p>	<p>August-June</p>		
<p>e. Crisis Response drills will be implemented, with emphasis placed on effectively handling non-routine situations.</p>	<p>Administration CRT/Staff JROTC</p>	<p>Quarterly</p>		
<p>f. The school emergency bin and the classroom emergency kits will be inventoried at the beginning of each school year and replenished as necessary.</p>	<p>APCI Teachers</p>	<p>Fall '07</p>		
<p>g. Each student and staff member will have an individual supply of food and water which will be stored in the school's Emergency Bin.</p>	<p>APCI Teachers</p>	<p>Fall '07</p>		
<p>h. Protocol informing teachers of an immediate add/drop of students will be closely monitored and enforced by the APPS and Principal.</p>	<p>Principal APPS Counselors Teachers</p>	<p>August-June</p>		

GOAL #5 Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

Objective #1

Parent Liaisons will increase parent membership in the PTSA by 20% by December 2007. This increase will be sustained or improved through June 2008.

Objective #2

School and parent communication by newsletters, autodial, email and the Principal's Tea will continue on a regular basis, both monthly and as needed, during the 2007-08 school year.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>5.1 Active Parent Involvement in Decision Making Process</p> <p>a. The GAC parent representative will be actively involved in the planning, implementation and monitoring of the GATE program.</p> <p>b. An active SSC/ELAC/SAC governing bodies will ensure active parent, student, and community involvement in the decision making process.</p> <p>c. Monthly parent newsletters and regular email correspondence will keep parents/guardians apprised of important school related information. Outreach to assist families in need of email access will be explored.</p>	<p>Administration Parent Liaisons Teachers Parents/Guardians</p> <p>SSC ELAC SAC</p> <p>Parent Liaisons</p>	<p>September-May</p> <p>September-May</p> <p>August-June</p>		
<p>5.2 Ongoing Communication with Parents</p> <p>a. Parents of children who have not met the State's proficient and advanced levels of student academic achievement in reading and mathematics will continue to work with their children at home on the extended learning homework lessons.</p>	<p>Administration APCI / IRF Parents Parent Liaisons Outreach Coordinator</p>	<p>September-June</p>		

<p>b. The GAC parent representative and GATE Coordinator will hold informational parent meetings to describe the GATE program and issues of concern to GATE parents. They will also hold informational meetings for all parents to describe the identification process and the GATE program.</p> <p>c. The parent involvement policy will be distributed to all families.</p> <p>d. Parent/teacher conferences and programs will be scheduled through the SLCs.</p> <p>e. Teachers, Counselors, and Administrators will continue to phone parents on a regular basis to discuss student progress.</p> <p>f. Parent newsletters will continue to be mailed in three languages.</p> <p>g. The translation system and auto dialer will continue to be used to facilitate communication.</p> <p>h. Monthly Principal’s Teas for parents, teachers, and community members will provide an informal setting to promote open channels of communication.</p> <p>i. Increased membership and participation in the PTSA, SSC, ELAC and SAC will be encouraged through home mailings, e-mails and phone calls.</p> <p>j. Parent–teacher conferences will be schedule twice annually to maintain open lines of communication regarding individual student progress.</p>	<p>GATE Coordinator Parents</p> <p>AP PS</p> <p>SLC Teachers</p> <p>Teachers Counselors Administrators</p> <p>Parent Liaisons</p> <p>APPS</p> <p>Parent Liaisons Outreach Consultant</p> <p>PTSA Board Parent Liaisons</p> <p>Teachers Parents/Guardians</p>	<p>Semi-annually</p> <p>Fall ‘07</p> <p>September-June</p> <p>August-June</p> <p>Monthly</p> <p>Ongoing</p> <p>September-May</p> <p>Fall ‘07</p> <p>Fall ‘07 Spring ;08</p>		
<p>5.3 Address Engagement of Individual Parent Groups including Parents of EL, EDY, Special Education, GATE, Migrant Students</p> <p>a. Parents of student with learning disabilities will be informed of their child’s progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP.</p>	<p>SPED Teachers SPED Dept Head</p>	<p>September-June</p>		

<p>b. Parent Liaisons, APs, and SPED Department Heads will organize Special Education and GATE Parent Meetings.</p> <p>c. The GATE Coordinator and parent representative will submit articles to the school newspaper to inform the community of GATE related areas of interest.</p> <p>d. All school activities will provide full access for parents with disabilities and limited English proficiency.</p> <p>e. An annual meeting to inform parents of their rights and responsibilities will be coordinated and aligned with other regularly scheduled community meetings.</p> <p>f. Necessary steps have been taken to ensure a fully functioning ELAC, which will address the needs of EL students.</p> <p>g. A variety of consistent school to home contact measures will inform parents of important information and community involvement opportunities including: school and sporting events, exams, exam results, and club activities.</p> <p>h. Bilingual Parent Liaisons and staff members will provide assistance for families requiring essential translation services.</p>	<p>Parent Liaisons Teachers Administration GATE Coordinator</p> <p>Parent Liaisons GATE Coordinator</p> <p>Administration Parent Liaisons</p> <p>Parent Liaisons PTSA/SSC/ELAC</p> <p>Administration Parent Liaisons Parent/Guardians</p> <p>Parent Liaisons PTSA Administration Teachers</p> <p>Parent Liaisons Staff</p>	<p>Semi-annually</p> <p>Fall '07, Spring '08</p> <p>August-June</p> <p>Fall '07</p> <p>August-June</p> <p>August-June</p> <p>August-June</p>		
<p>5.4 Providing Educational Opportunities for Parents</p> <p>a. Parent education opportunities, such as: Holding an Effective Parent/Teacher Conference; understanding the California Content Standards; student enrollment, SLC's, GATE, and other topics of interest; will assist parents in monitoring their child's progress. Bilingual communication will be sent home prior to each event.</p> <p>b. English classes will be provided for EL parents.</p> <p>d. <i>Families in Technology</i> computer classes will continue.</p>	<p>Parent Liaisons</p> <p>Parent Liaisons</p>	<p>October–May</p> <p>Ongoing</p>		

<p>5.5 Involvement of Community Partners</p> <p>a. Parents will be invited to work with staff as equal partners to implement and coordinate parent programs and build ties between parents and the school.</p> <p>b. Outreach to parents will be developed through church and community center meetings.</p>	<p>Administration Parent Liaisons Teachers</p> <p>Administration</p>	<p>September-June</p> <p>September-May</p>		
<p>5.6 Monitoring Program Implementation and Results</p> <p>a. Attendance sign-in sheets at school events will be maintained as evidence of parent participation.</p> <p>b. Parent contact logs kept by teachers, counselors, deans and administrators.</p> <p>c. SSC/ELAC/SAC/GATE parent meetings will maintain minutes and attendance logs.</p> <p>d. Documentation outlining the roles and responsibilities of the Parent Liaisons will be communicated to the greater school community to ensure clarity around specific goals, priorities, and expectations.</p>	<p>Administration Parent Liaisons Deans/Teachers</p> <p>Teachers/Deans Administration Parent Liaisons</p> <p>Administrators Chairpersons</p> <p>Administration Parent Liaisons</p>	<p>August-June</p> <p>August-June</p> <p>September-May</p> <p>Fall '07</p>		

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Patricia J. Gray		X					10/05
Michael Rosenberg			X				10/05
Wentworth Houston			X				10/05
Susan Ritter			X				10/05
Sam Davis			X				10/05
Donna Smith				X			10/05
Ella Chiu (alternate)				X			10/05
Nina Gastilo (alternate)					X		10/05
Iris Jones					X		10/05
Emily Li					X		10/05
Robert Pizzi					X		10/05
Max Schreiber						X	10/05
Eric Soohoo (alternate)						X	10/05
Kyla Brooks						X	10/05
Samson Kuang						X	10/05
Numbers of members of each category		1	4	2	4	4	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based school site and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- *Add one or more "non school site personnel" to an existing school site council to form the "school site and community team"; or*
- *Appoint a "school site and community team" unrelated to the membership of the school site council.*

ENGLISH LANGUAGE ADVISORY COUNCIL MEMBERSHIP

Name of Member	Member's Signature	Asst Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Janice Daniels		X						10/05
Amy Chen			X					10/05
Franco Cuba				X				10/05
Jin Hua Guo					X			10/05
Shao Wen Jiang					X			10/05
Guang Hui Lei					X			10/05
Yue Chu Zhong					X			10/05
Horacio Barrios					X			10/05
Freddy Caronado, Sr.					X			10/05
Numbers of members of each category		1	1	1	6			

The composition of the English Learner Advisory Committee (ELAC) must contain parents of EL students.

The percentage of parents of EL students is to be at least the same as that of EL students at the school.

SCHOOL ADVISORY COMMITTEE MEMBERSHIP

Name of Member	Member's Signature	Asst Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Cheng Wu		X					10/05
Nancy Carter					X		10/05
Sharon Wester					X		10/05
Clara Mcdaniel					X		10/05
Frank Viollis			X				10/05
Drake Tenorio			X				10/05
Carol Kurihara				X			10/05
Numbers of members of each category		1	2	1	3		

The composition of the School Advisory Council must be such that it contains a majority of parents.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: 2/13/07
 - B. One meeting to present plan upon its completion.
DATE: 3/1/07
7. This school plan was adopted by the School Site Council on: 3/1/07
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

Patricia J. Gray 4/18/07

_____	_____	_____
Typed name of School Principal	Signature of School Principal	Date
Wentworth Houston		4/18/07

_____	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date