

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Academic Plan**  
for  
**Student Achievement**  
(2007-2008 School Year)

**Clarendon Alternative Elementary**  
School

478  
CDS Code

April 13, 2007

## **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 plan 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.

## **DATA SUMMARY**

*(To be provided by Research, Planning and Accountability, format TBD)*

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## EXECUTIVE SUMMARY

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### **Analysis of Current Educational Practice**

*The following questions will help you reflect on current educational practices at your school and its impact on improving student achievement, and to craft your academic plan for the 2007-2008 school year:*

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**Currently, what are the two or three (2-3) key objectives for the school in 2006-2007 (across the five District goals)? For each objective, please briefly answer the following questions, if applicable:**

- a) What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**
  - b) What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**
  - c) How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**
  - d) What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**
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#### **Current-Year Objective 1:**

**There will be a 10% gain of 3<sup>rd</sup> grade ELL students moving from Basic to Proficient in the CST for ELA.** Based on the 2006 results, the school has almost met this objective (52.8% in 2005 to 61.1% in 2006). Nevertheless, Clarendon continues to focus on this objective, through discussions among its staff and ELAC committee. Teachers from each grade level are currently engaged in off-site professional development in interactive editing and writing with an emphasis on scaffolding techniques, with an eye towards our ELL students. The District has recently updated its CELDT data, enabling us to more accurately target our ELL students at their appropriate level. A staff meeting this fall provided training for all of our teachers in the proper use of the new LALAR form. And finally, we've dedicated some of our ELAC budget for new ELL instructional materials and additional professional development.

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#### **Current-Year Objective 2:**

**There will be a 10% increase in the number of fifth grade students scoring at Proficient or above in math on the 2006 CST.** Based on the 2006 results, the percentage of fifth grade students scoring at Proficient or above jumped by almost 14% (59.4% in 2005 to 73.1% in 2006). This is very good news. However, if we track the same students over time, the 5<sup>th</sup> grade results are not quite as encouraging. While 73.1% of 5<sup>th</sup> graders scored at proficient or above in 2006, 72.8% of the same students scored at proficient or above when they were 4<sup>th</sup> graders in 2005 – an increase of only .3% for these students. If we look at the 2005 5<sup>th</sup> graders, we see that those students actually reached proficiency at a higher rate (by 2.4%) when they were 4<sup>th</sup> graders in 2004.

Nevertheless, the trends for this year were positive, and we hope to build upon them this year and next. We have recently initiated a Classroom SST process, which takes a closer look at each

student who might be struggling academically and/or behaviorally. And, we identify additional interventions (in the class and out) that may be offered by our school or community partners. We're exploring additional professional development opportunities in math for our entire staff, and we hope to introduce a math tutoring program next year.

We are also working more closely with teachers to align the curriculum to state standards, and analyze individual student data, by specific strands. Cruncher training, given this month, will assist with this analysis. Armed with this data, we're also attempting to convene more meetings with parents of students who are struggling, so that we can discuss the child's needs, and ways in which the parents can also assist at home.

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**Current-Year Objective 3:**

**Significantly increase the involvement of a broader base of parents and community at the school level.** From a large number of conversations we've had with parents in both programs, it appears that this objective has not been reached. During our orientation meetings in the fall, and our numerous school tours, we have emphasized the need for (& benefits from) more parental involvement. In an effort to reinforce that point, the principal is preparing a social contract for parents to review and sign this spring and again next fall. We want to impress upon parents how critical their involvement is for the school's success, and explain carefully the many ways they can be involved both at school and at home. We are also increasing our after school enrichment offerings, in an effort to draw more children and families onto campus after school. We're also exploring new community-building social events. We would use these events to build community and enlist volunteers for subsequent school activities.

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## Priorities for 2007-2008

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP targets. Below are the data conclusions for each of the five District Goals and the school's key objectives and strategies for the upcoming 2007-2008 school year.

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### **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.*

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#### **Data Conclusions for Goal 1**

*Questions to cover:*

- 1. What are the key data findings observed from last year's CST? What achievement gaps exist (can be grade-level gaps, subject-subject, by racial subgroups, EL vs. non-EL students, Special Ed vs. non-Special Ed students, EDY vs. non-EDY students, etc.). [Note: The overall performance of English learners, Special Ed, and socio-economically disadvantaged students should be addressed in Goal 2; however, any achievement gaps that exist for or within these subgroups should be addressed here in Goal 1.]*
  - 2. What patterns or trends have been observed over multiple years?*
  - 3. What additional school data was analyzed, if any (i.e. data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*
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#### **Key Findings:**

CST data for Clarendon Elementary reveals a gradual upward trend in both English Language Arts (ELA) and Math. Among the more pronounced gains was a 20% increase in the number of English Language Learners (ELLs) who scored proficient or above in ELA – fulfilling an objective from the 2005-06 plan.

However, there remain notable achievement gaps in both core subjects for several other targeted groups at various grade levels. SPED students (14.1%) and Latino students (11.1%), both experienced a drop in the number of students scoring proficient or above in ELA in 2006. These declines reflect a downward trend for both groups over the past five years. SPED students reached proficiency in ELA at a rate of 56.5% in 2002, but only 29.6 % of these students reached proficiency in 2006. Likewise, 73.8 % of Latino students reached proficiency in ELA in 2003, but only 58.3% of Latino students reached that mark in 2006. Over this same time period, the Latino population at Clarendon has dropped by 40%, suggesting perhaps that the specific demographics for this population have changed as well. Consequently, we'll study the make-up of this population to ascertain whether there are additional interventions that may be appropriate to assist these students.

In math, the school scored a 4.7% increase in the number of students scoring proficient or above, bringing the total percentage of students scoring at that level to over 79%. However, 4<sup>th</sup> grade math students experienced a 6.8% drop, cutting across several student groups. Moreover, 5<sup>th</sup> grade Japanese American students also experienced a 15.9% drop in the number of students reaching proficient or above in math.

While the number of African American students reaching proficiency or above in math rose by 9.1% gain in 2006, this population experienced a much more modest gain of 1.1% in ELA. Notwithstanding these gains, there remains an almost 20% gap between the percentage of

African American students reaching proficiency and the student body as a whole in both ELA and math.

We also note that among our African American students, there are a large number of newcomers and 1<sup>st</sup> generation Americans. We recognize the value of knowing more about these students and their cultures, in order to more effectively serve them.

### **Key Objectives for Goal 1**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 1 for the school.]*

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**Objective 1:** Increase the percentage of Latino students scoring at proficient or above in ELA and math by 10%. In ELA, that would mean an increase from 58% to 68% proficient. (The school wide proficiency rate was 77% last year.) And in math, that would mean an increase from 63% to 73% proficient. (The school wide proficiency rate was 79% last year.)

**Objective 2:** Increase the percentage of African American students scoring at proficient or above in ELA and math by 10%. In both ELA and math, that would mean an increase from 57% to 67% proficient. (Last year, the school wide proficiency rates for ELA and math were 77% and 79% respectively.)

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### **Key Strategies for Goal 1**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved student achievement.]*

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**Key Strategy 1:** The school will offer an informal mentoring program for African American students scoring below proficient in ELA and/or math in grades 3-5. For students in grades K-2, we'll rely on teacher assessments to identify those students performing below grade level in ELA and/or math.

**Key Strategy 2:** In addition to individual SSTs, Clarendon will conduct classroom SSTs to focus on all of the school's underperforming students. These team meetings will often lead to additional interventions.

**Key Strategy 3:** Clarendon will continue and expand an after school tutoring program for low performing students in ELA, while instituting a similar program for low performing students in math. We will also endeavor to add tutoring before and during the school day, for those students who cannot remain after school.

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## **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 for Goal 2**

*Questions to cover:*

- 1. What special programs (Special Education, GATE, Honors, AP, ELD, language immersion, arts magnet, etc.) are offered at your school?*
  - 2. What are the key data findings observed for students participating in these programs from last year's CST? [Note: If academic achievement for students in these programs was disaggregated by racial subgroup and any achievement gaps were observed, these gaps should be discussed in Goal 1.]*
  - 3. Are any racial subgroups underrepresented or overrepresented in certain programs (i.e. low African American students in GATE, Honors, and/or AP programs, high numbers of EL students in Special Education)?*
  - 4. What patterns or trends have been observed over multiple years?*
  - 5. What additional school data was analyzed (can be data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*
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### **Key Findings:**

In 2006, Clarendon's SPED students suffered a 14.1 % decrease in the number of students scoring proficient or above in ELA, and a 4.4% drop in math. As noted above, these numbers reflect a steady decline in test scores over the past several years.

In both ELA and math, 4<sup>th</sup> grade students experienced a drop in the number of students scoring proficient or above (3.1% and 6.8% respectively). In the 5<sup>th</sup> grade ELA, the students saw a small drop (0.5%), attributable to a larger drop in female student scores (4.2%). In 5<sup>th</sup> grade math, the students scored a 13.7% increase in the number of students scoring proficient or above. However, in both 4<sup>th</sup> and 5<sup>th</sup> grade, the percentage of students scoring at proficient or above in math is still significantly lower than the students in 2<sup>nd</sup> and 3<sup>rd</sup> grade (87.1% and 86.7% versus 66% and 73.1% respectively).

The school's GATE coordinator continues to offer advice to teachers on effectively differentiating instruction, and extending lessons for students requiring a greater challenge. The GATE coordinator also works with the staff to purchase GATE related material and technology for the school. An informal review of our GATE population reveals that approximately half of our students are designated GATE or high potential. We are now undertaking a more in-depth analysis of this population to create a profile of all these students. We want to ensure that there is no segment of our school population is under-represented.

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Our Japanese Bilingual Bicultural Program (JBBP) is a predominantly heritage language program, as opposed to an immersion program. In a given year, the entering kindergarten class

in JBBP consists of 15-30% students from families that are native Japanese speakers. All students receive both formal and informal Japanese language instruction from their classroom teachers, with the assistance of a Japanese language consultant.

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### **Key Objectives for Goal 2**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 2 for the school.]*

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**Objective 1:** Increase the percentage of 4<sup>th</sup> and 5<sup>th</sup> grade students scoring proficient or above in math by 10%. This would mean an increase in the proficiency rate from 66% to 76% for the 4<sup>th</sup> grade, and an increase from 73% to 83% in the 5<sup>th</sup> grade.

**Objective 2:** Increase the percentage of SPED students scoring proficient or above in ELA and math by 15%. This would mean an increase in the proficiency rate from 30% to 45% of all SPED students.

**Objective 3:** 75% of all Japanese Bilingual Bicultural Program (JBBP) students will show one year's growth in Japanese language skills, using assessment tools devised by the teachers and the Japanese curriculum coordinator. The JBBP program encompasses half of our student body, approximately 270 students.

**Objective 4:** Present greater challenges to all of our GATE and high potential students.

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### **Key Strategies for Goal 2**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved student achievement.]*

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**Key Strategy 1:** Individually and in grade level meetings, the 4<sup>th</sup> & 5<sup>th</sup> grade teachers will review the present curriculum to ensure that it is aligned with state standards, with a focus on the power standards.

**Key Strategy 2:** The SPED staff will work closely with the regular education teachers to guarantee that pull out instruction is carefully tailored to the standards, and the curriculum being offered in the regular classroom.

**Key Strategy 3:** JBBP teachers will review, revise and articulate specific benchmarks for students at each grade level, and structure the curriculum accordingly.

**Key Strategy 4:** Teachers will maintain high expectations for all of our students, and differentiate their instruction in such a way as to challenge every student in their classroom, with a particular focus on the highest and the lowest quartiles.

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### **Goal 3: Instruction Improvement**

*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**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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#### **Key Findings:**

Clarendon's Academic Performance Index (API) score for 2006 was 906, a 3.9% increase over last year's score of 872, which was identical to our 2004 score. As Clarendon's API progress has slowed, its standing among similarly situated schools in California has floundered between a ranking of 1 and 4, on a scale of one to ten. Last year's same schools ranking was a 2.

Since professional development for teachers is critical to student success, it's important to gauge our commitment to the staff's professional growth. All of our teachers received training in vocabulary instruction last year (whole staff meetings) and this year (grade level meetings). All of the staff attended District in-service training on the new social studies curriculum, and a majority of the staff received additional training with the math and science curriculum. Representatives from every grade are currently participating in a series of trainings off-site in interactive editing and writing, and will subsequently train their grade level peers. Grade level meetings were sporadic in the fall, but have now become a monthly routine. Some grades meet more frequently.

These efforts, while commendable, do not adequately reflect the commitment of our school to professional growth for all of our staff. In the coming year, we will be formulating a professional development plan, with a specific focus, which systematically addresses the needs of our staff.

Clarendon's number of ELL students dropped to fewer than 17% of the entire school population, and the vast majority of these students are in the early intermediate to early advanced level of transition to English proficiency. The majority of our ELL students are in the Japanese Bilingual Bicultural Program (JBBP), although we do have a significant number of ELL students in Second Community as well.

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### **Key Objectives for Goal 3**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 3 for the school.]*

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**Objective 1:** Increase our API score by 5%.

**Objective 2:** Raise our similar schools ranking to a 6.

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### **Key Strategies for Goal 3**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved instructional practice at the school.]*

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**Key Strategy 1:** Develop a professional development framework that provides all staff with ongoing, sequential, research-based training that is embedded within the curriculum in a logical scope and sequence.

**Key Strategy 2:** Conduct an analysis of Bay Area schools considered “similarly situated” by the California Department of Education to better understand the reasons behind their higher performance.

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#### **Goal 4: School Climate**

*Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.*

#### **Data Conclusions for Goal 4**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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#### **Key Findings:**

Several staff members have expressed concern that there has not been a school wide code of conduct for several years. The staff believes this has led to an uneven level of enforcement of school rules, with an unpredictable set of consequences that can vary from room to room, student to student, situation to situation.

The District has recently completed the long-awaited capital improvements on campus, modifying doorways and bathrooms, adding two elevators, and making the school fully accessible for all of our students. With the construction complete, the school can re-evaluate its student pick-up/drop-off procedures and crisis response plan. Construction also temporarily changed the configuration of our yards, exacerbating the problems of inadequate open space for our large student population during recess and lunch.

Parents, staff and neighbors continue to express concern that, aside from the walking bridge downhill from the school, there is no safe way to traverse Clarendon Avenue. On a daily basis, both before and after school, parents and their children jaywalk across Clarendon Avenue.

The three gates fronting the school (one on each yard level) are now locked during non-school hours.

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#### **Key Objectives for Goal 4**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 4 for the school.]*

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**Objective 1:** Introduce and uniformly enforce a school wide code of conduct for students.

**Objective 2:** Slow traffic on Clarendon Avenue and make it safer to legally cross the street, and dissuade parents from illegally crossing the street.

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### **Key Strategies for Goal 4**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved school climate.]*

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**Key Strategy 1:** Complete, endorse, distribute and enforce a school wide code of conduct for students.

**Key Strategy 2:** Provide greater supervision and support for our students during lunch and recess, while offering more structured activities in the yard.

**Key Strategy 3:** Work with the city to make physical changes to Clarendon Avenue to slow traffic and guide pedestrians safely across the street.

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## **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**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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#### **Key Findings:**

Members of both parent organizations – JBBP and Second Community – have expressed concern about the declining number of parents participating at a school wide level. There is a drop in the number of parent volunteers for school activities and fundraisers. Attendance at school activities remains high, but the number of parents involved in putting these events together has declined. Attendance at school wide meetings is holding steady. Clarendon continues to draw large crowds of approximately 75-100 parents for its school tours. And, there are still a significant number of parents participating in the classroom, particularly in the lower grades.

This year we've noticed a disturbing trend of students arriving late to school. This is particularly vexing considering that we are a 9:25 a.m. school. On a given day, there are 10-12 students reporting 5-10 minutes late to their class. Even more troubling are the half dozen students who often arrive much later, or, on many days, don't show up at all. In response to these attendance trends, we've contacted specific parents, issued reminders to all parents about the importance of punctual attendance.

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### **Key Objectives for Goal 5**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 5 for the school.]*

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**Objective 1:** Increase parent participation at the school by 20% in both programs, as measured by parent surveys.

**Objective 2:** Reduce the total number of student absent and tardy days by 20% each.

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### **Key Strategies for Goal 5**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved parent and community involvement.]*

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**Key Strategy 1:** Create, endorse and market a voluntary parent participation pledge.

**Key Strategy 2:** Increase interventions for children who are habitually tardy or absent from school.

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## ACTION PLAN

*The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the key objectives and implement the key strategies set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards:*

### 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.

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: Increase the percentage of Latino students scoring proficient or above in ELA and math by 10%.</b></p> <ul style="list-style-type: none"> <li>• Initiate Classroom SST meetings with each teacher to discuss all of their high risk/ high needs students to guarantee that all reasonable interventions (inside the classroom and out) are being undertaken, including response to intervention strategies.</li> <li>• Teachers will meet in August to review and analyze student CST data, disaggregated by ethnicity, gender, ELL, SPED and EDY status to plan for improvement in achievement levels for all targeted groups.</li> <li>• Teachers will meet monthly in grade level groups to review pacing, curriculum mapping, instruction, and benchmark assessments that are aligned with content standards and addressed to meet targeted student needs.</li> <li>• English Learners (ELLs) will be provided with English language development (ELD) instruction that is based on ELD standards and appropriate for their identified levels of language proficiency, for at least 30 minutes a day, using the District supplemental adoption and/or additional ELL materials.</li> <li>• Teachers will meet in grade level groups to analyze new CELDT</li> </ul>	Sept. -- May 2 mtgs. w/ each teacher	\$2,500.00		WSF	
	August			WSF	
	Monthly			WSF	
	Daily			ELAC	
	October			WSF	

<sup>1</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p>data in the fall and measure student progress against previous year's performance in all strands. Teachers will discuss curriculum, ELL grouping, and ELD instruction.</p> <ul style="list-style-type: none"> <li>• The Parent advisor will monitor the progress of targeted students in both school work and homework.</li> </ul>	Ongoing			TII Block Grant	
<p><b>Key Strategy 2: Increase the percentage of African American students scoring at proficient or above in ELA and math by 10%.</b></p> <ul style="list-style-type: none"> <li>• The principal, student advisor and learning support professional will mentor African American students scoring below proficient in the CST in either ELA or math (grades 3-5); and students in the lower grades (K-2) who are not meeting grade level standards as measured by classroom portfolios and Brigance scores. We will work with these students to establish relationships and assist with setting and meeting academic goals. We will also attempt to enlist African American business community members to assist with mentoring.</li> <li>• Initiate Classroom SST meetings with each teacher to discuss all of their high risk/ high needs students to guarantee that all reasonable interventions (inside the classroom and out) are being undertaken, including response to intervention strategies.</li> <li>• Teachers will meet in August to review and analyze student CST data, disaggregated by ethnicity, gender, ELL, SPED and EDY status to plan for improvement in achievement levels for all targeted groups.</li> <li>• Teachers will meet monthly in grade level groups to review pacing, curriculum mapping, instruction, and benchmark assessments that are aligned with content standards and address targeted student needs.</li> <li>• Principal will work with the student advisor to closely analyze special education, discipline and GATE data to see if African American students are either over-represented (discipline and special education), or under represented (GATE). Principal will meet with staff to discuss, understand and remedy any large disparities, if possible.</li> <li>• The principal will meet with staff to review profiles of our newcomer African American students, and invite newcomer parents to our staff and/or grade level meetings to share cultural information.</li> </ul>	<p>Ongoing</p> <p>Sept. – May; 2 mtgs.w/ each teacher</p> <p>August</p> <p>Monthly</p> <p>Fall</p> <p>Ongoing</p>			<p>WSF, Prop H</p> <p>WSF</p> <p>WSF</p> <p>WSF, TII Block Grant</p> <p>WSF</p>	

## **Monitoring and Assessment for Goal 1**

*Questions to cover:*

- 1. How will the school monitor implementation of the high leverage activities above?*
  - 2. How will the school evaluate its progress towards achieving the desired objective(s)?*
  - 3. What data will be collected to measure progress?*
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The principal will gather data relevant to these activities and present it to both the School Site Council and the staff at regularly scheduled meetings in January. Such data will include, but not be limited to: 1) the number of Classroom SST Meetings and the number of increased student interventions; 2) principal observations regarding ELD instruction in each classroom; 3) the number of mentoring contacts between staff and each student; 4) teacher portfolios and assessments; 5) GATE and special education rosters; and 6) discipline statistics. We will measure our progress at the half way point of the year, and decide upon any changes to these activities in order to reach our objectives by the end of the year.

## 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.

Actions to be Taken to Reach This Goal <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: The 4<sup>th</sup> &amp; 5<sup>th</sup> grade teachers will review the present curriculum to ensure that it is aligned with state standards, with a focus on the power standards.</b></p> <ul style="list-style-type: none"> <li>• Upper grade teachers will meet in grade level and cross grade level teams (grades 3-5) to analyze CST data obtained from Cruncher, disaggregated by particular math/ELA strands, to find common weaknesses for 4<sup>th</sup> &amp; 5<sup>th</sup> grade teachers.</li> <li>• Teachers will use benchmark and periodic assessments to gauge progress of their students towards reaching these standards, and modify their instruction accordingly.</li> <li>• Staff will begin using a new professional resource library, installed in the staff lunchroom.</li> <li>• Starting with the upper grades, teachers will begin using a portable laptop cart to enhance instruction in the classroom and increase the level of research and project-based learning.</li> <li>• Teachers will initiate more project-based learning as a vehicle for: integrating the curriculum, meeting the content standards more frequently and in more depth, and incorporating a greater variation of instructional strategies.</li> <li>• Teachers will meet in grade level teams, and program teams, to review pacing, create curriculum maps, compare instructional strategies, and share benchmark assessments that are aligned with content standards and address all students' needs.</li> <li>• Upper grade teachers will engage in professional development linked to instruction of the core subject areas, which offers instructional strategies for project-based learning.</li> </ul>	August/Sept.			WSF	
	Ongoing		\$750.00	WSF	
	August – June			SIP	
	Ongoing			Tech. Grant	
	Ongoing			WSF	
	Monthly			WSF	
	Ongoing			\$5,000.00	WSF, SIP, EIA

<sup>3</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p><b>Key Strategy 2: The SPED staff will work closely with the regular education teachers to guarantee that pull out instruction is carefully tailored to the standards, and the curriculum being offered in the regular classroom.</b></p> <ul style="list-style-type: none"> <li>• Principal and special education staff will guarantee that the SPED staff has ready access to all core curriculum and instructional materials, including HM and Harcourt, for each grade level.</li> <li>• Principal and special education staff will guarantee that each classroom has sufficient supplemental materials, regular and adaptive, and other supplies/equipment to support special education students in the regular classroom – including, for example, listening centers.</li> <li>• Principal will meet with RSP and Full Inclusion teachers to review CST data for special education students, disaggregated by strands, and compare it with the students’ IEP goals.</li> <li>• Special education staff will work closely with paraprofessionals and regular education teachers to guarantee that each student’s IEP goals are rigorously addressed.</li> <li>• The principal will meet monthly with the special education staff and the SPED content specialist to discuss student progress, professional development, and IEP timelines.</li> <li>• The school will utilize parent and community volunteers (e.g., SFSV) to augment the services provided to each student pursuant to their IEPs.</li> </ul>	<p>August</p> <p>August</p> <p>Monthly</p> <p>Ongoing</p> <p>Monthly</p> <p>Ongoing</p>		<p>\$3,500.00</p> <p>\$2,000.00</p>	<p>WSF – SPED, SIP</p> <p>SIP</p> <p>WSF, SPED</p> <p>SPED</p> <p>WSF, SPED</p>	
<p><b>Key Strategy #3: JBBP teachers will review, revise and articulate specific benchmarks for students at each grade level, and structure the curriculum accordingly.</b></p> <ul style="list-style-type: none"> <li>• JBBP teachers will complete a teaching and learning survey at the end of each school year and review survey results at the beginning of the school year to determine what types of supports, workshops or professional development is needed/desired by the staff for Japanese instruction.</li> <li>• JBBP teachers will continue to employ a FLES model of Japanese instruction, with greater emphasis on teacher delivery of the instruction.</li> <li>• JBBP teachers will work together in grade level and program meetings, with the Japanese language consultant to specify Japanese language benchmarks for each grade level.</li> </ul>	<p><b>Fall, Spring</b></p> <p><b>Ongoing</b></p> <p><b>Monthly</b></p>			<p>WSF, JBBP SIP, JBBP Parent Funds</p> <p>WSF, JBBP SIP, JBBP Parent Funds</p> <p>WSF, JBBP SIP, JBBP Parent Funds</p>	

<ul style="list-style-type: none"> <li>• JBBP teachers will follow the “K-5 Standards-based Japanese Scope and Sequence” which is in line with the national language standards.</li> <li>• JBBP teachers will use supplemental materials to integrate Japanese vocabulary and writing conventions into the core curriculum.</li> <li>• The JBBP consultant and teachers use Japanese oral and written language in non-core curriculum instruction (i.e. art, computer, P.E.) in order to further support language acquisition</li> <li>• Add more Japanese language instructional materials to each classroom and the library, using the K-5 Japanese standards to guide these acquisitions.</li> <li>• Teachers and parents will continue to emphasize the Japanese cultural events on campus and in the community so as to enrich the students’ language instruction.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>			<p>WSF</p> <p>WSF, LEP Parent Funds</p> <p>WSF, JBBP Parent Funds</p> <p>WSF, LEP JBBP Parent Funds</p> <p>WSF, JBBP parent funds</p>	
<p><b>Key Strategy 4: Teachers will maintain high expectations for all of our students, and differentiate their instruction in such a way as to challenge every student in their classroom, with a particular focus on the highest and lowest quartiles.</b></p> <ul style="list-style-type: none"> <li>• The GATE Coordinator will create a profile of our GATE and high potential students, looking at demographic, grade level, and CST data, and the school will identify any segment of the population that is under-represented in GATE.</li> <li>• The staff will analyze the GATE profiles and discuss means of addressing the needs of students who are under-represented in the GATE program.</li> <li>• We will supplement our GATE curriculum materials at every grade level to ensure that every teacher has the means to sufficiently challenge every student in the core subjects.</li> <li>• Teachers will assess the particular needs of their GATE and high potential students.</li> <li>• A donated laptop cart with PCs will be utilized to provide higher level extensions and project-based learning opportunities for all students capable of meeting a particular challenge in any lesson offered.</li> <li>• Provide professional development for all staff on how to effectively differentiate instruction in every unit, so as to challenge every student in the classroom.</li> </ul>	<p>Fall</p> <p>Fall</p> <p>September</p> <p>September</p> <p>Ongoing</p> <p>Ongoing</p> <p>This Spring</p>		<p></p> <p></p> <p>\$1,500.00</p> <p></p> <p>\$500.00</p> <p>\$5,000.00</p>	<p>WSF</p> <p>WSF</p> <p>WSF, Sch &amp; Lib. Block Grant WSF</p> <p>WSF, Ed Tech Funds</p> <p>Parent Funds</p> <p>WSF</p>	

<ul style="list-style-type: none"> <li>• Cluster GATE and high potential students in every classroom.</li> <li>• Translate all GATE notices and parent materials into other primary languages used by our GATE families.</li> <li>• Implement Classroom SSTs, with a focus on the lowest quartile of students, adding additional interventions as needed.</li> </ul>	<p>Ongoing</p> <p>Fall, Spring</p>		<p>\$500.00</p>	<p>ELL funding</p>	
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**Monitoring and Assessment for Goal 2**

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

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The principal and staff will gather data relevant to these activities and present it to both the School Site Council and the staff at regularly scheduled meetings at the close of each progress report period, and halfway through the school year (late January). Such data will include, but not be limited to: 1) upper grade teacher portfolios and assessments; 2) the number of upper grade level meetings, and the content of those meetings; 3) observations of laptop cart use; 3) special education IEP schedules; 4) budget expenditures related to special education; 5) special education meeting minutes; 6) Japanese language benchmarks for each grade level; 7) Japanese language benchmark assessments for each grade level; 8) GATE profile data; and GATE/high potential student portfolios. We will measure our progress at the half-way point of the year, and decide upon any changes to these activities in order to reach our objectives by the end of the year.

### Goal 3: Instructional Improvement

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.

<p>Actions to be Taken to Reach This Goal<sup>5</sup>            Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date<sup>6</sup>            Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>District Support(s) Needed</p>
<p><b>Key Strategy 1: Develop a professional development framework that provides all staff with ongoing, sequential, research-based training that is embedded within the curriculum in a logical scope and sequence.</b></p> <ul style="list-style-type: none"> <li>• Teachers will complete a teaching and learning survey at the end of each school year and review survey results at the beginning of the school year to determine what types of supports, workshops or professional development is needed/desired by the staff.</li> <li>• The principal will work with the school leadership team and the UBC to create more grade level meeting time during the school day, and more staff opportunities for peer observations and off-site workshops.</li> <li>• Using off-site and on-site expertise, train all staff to use a variety of instructional strategies (e.g., scaffolding) aimed at improving literacy in a number of key areas: phonemic awareness (blending, segmenting, manipulating and code knowledge skills), phonemic awareness about print, use of high frequency words in authentic reading and writing, effective comprehension, and writing in a variety of genres.</li> <li>• Using off-site and on-site expertise, train all staff to use a variety of instructional strategies aimed at improving math in a number of key areas: mental math, abstract concepts, algorithms, and applications.</li> <li>• Established focus walls in the classroom will reflect a positive learning environment, and reinforce current reading themes, math concepts, and writing exercises.</li> <li>• Timely training in the new science curriculum.</li> </ul>	<p>Spring, Fall</p> <p>Fall</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall</p>		<p>\$6,466.00</p> <p>\$5,000.00</p>	<p>WSF</p> <p>WSF</p> <p>WSF, EIA</p> <p>WSF, Disc. Block Grant</p> <p>WSF</p> <p>WSF</p>	

<sup>5</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>6</sup> List the date an action will be taken or will begin, and the date it will be completed.

<ul style="list-style-type: none"> <li>• Teachers will initiate more project-based learning as a vehicle for: integrating the curriculum, meeting the content standards more frequently and in more depth, and incorporating a greater variation of instructional strategies.</li> <li>• 50% of staff and grade level meetings will be dedicated to improving instructional delivery by reviewing student work and assessment data.</li> <li>• Principal and grade level teachers will develop school-wide plan for student portfolios and performance-based assessments that show student growth from the beginning of the school year to the end of the school year, and from one year to the next.</li> <li>• Handle more school business via e-mail, daily bulletins and the mailbox – leaving more staff meeting time for professional development.</li> <li>• Teachers will complete a teaching and learning survey at the end of each school year and review survey results at the beginning of the school year to determine what types of supports, workshops or professional development is needed/desired by the staff.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Fall</p> <p>Ongoing</p> <p>Fall, Spring</p>			<p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF, Sch &amp; Lib Block Grant</p>	
<p><b>Key Strategy 2: Conduct an analysis of Bay Area schools considered “similarly situated” by the California Department of Education to better understand the reasons behind their higher performance.</b></p> <ul style="list-style-type: none"> <li>• Research the CDE list for comparable Bay Area schools in size, funding, and demographics.</li> <li>• Select a diverse team of staff members to personally visit comparable Bay Area schools, observe classrooms, and meet with school officials</li> <li>• Assess the feasibility of adopting specific pedagogical approaches from these comparable schools at Clarendon</li> <li>• Meet with full staff to discuss the relevance and appropriateness of specific adaptations from other schools to Clarendon</li> </ul>	<p>Fall</p> <p>Fall</p> <p>Winter</p> <p>Winter, Spring</p>			<p>WSF</p> <p>WSF, Disc. Block Grant</p> <p>WSF</p> <p>WSF</p>	

### **Monitoring and Assessment for Goal 3**

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*
  2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
  3. *What data will be collected to measure progress?*
- 

See the Monitoring and Assessment plan for goals 1 and 2. Additionally, during our January Academic Plan review, we will gauge our progress in implementing key strategies, and reaching our primary objectives for goal 3.

### Goal 4: School Climate

Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Actions to be Taken to Reach This Goal <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: Complete, endorse, distribute and enforce a school wide code of conduct for students.</b></p> <ul style="list-style-type: none"> <li>• Principal and School Climate Committee will draft code of conduct and school rules for every portion of the campus.</li> <li>• The entire school community will review, revise and endorse a code of conduct for the school.</li> <li>• The staff will meet with the students to discuss the school rules, and the rules will be posted throughout the school.</li> <li>• Parents will receive a copy of the code of conduct and school rules, and will sign an acknowledgment form, agreeing to review them with their child, and re-enforce their importance.</li> <li>• Students who violate the code of conduct and school rules will face the consequences prescribed in these documents.</li> </ul>	Spring, Fall			WSF	
	Spring			WSF	
	Spring, Fall			WSF	
	Fall		\$150.00	WSF, SIP	
	Ongoing			WSF	
<p><b>Key Strategy 2: Provide greater supervision and support for our students during lunch and recess, while offering more structured activities in the yard.</b></p> <ul style="list-style-type: none"> <li>• Hire a consultant to create, organize and supervise more structured activities for the students during the lunch recess period.</li> <li>• Promote a Conflict Management Program, enlisting more students to participate across all upper grade levels, and offer more training.</li> <li>• Regular meetings between the principal and noon-time monitors to ensure consistent enforcement of yard rules, and full knowledge of any issues on the yards. This information will then be shared with classroom teachers via staff meetings and/or the Daily Bulletin so they can support the yard monitors' efforts.</li> </ul>	Ongoing		\$3,500.00	Second Com., JBBP Parent Funds	
	Ongoing			Prop H	
	Bi-Monthly			WSF	

<sup>7</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>8</sup> List the date an action will be taken or will begin, and the date it will be completed.

<ul style="list-style-type: none"> <li>• Provide staff with professional development in assets development for our students, so as to bolster self-reliance and self-confidence in our students.</li> </ul>	Fall			WSF	
<p><b>Key Strategy 3: Work with the city to make physical changes to Clarendon Avenue to slow traffic and guide pedestrians safely across the street.</b></p> <ul style="list-style-type: none"> <li>• Enlist the assistance of the City to guarantee that the flashing yellow lights above and below the school on Clarendon Avenue are operational during all childcare and school hours.</li> <li>• Seek a stop light/sign and crosswalk across Clarendon Avenue in front of school from the City’s Department of Parking and Traffic.</li> <li>• Now that school construction has been completed, modify parent pick-up and drop-off procedures as necessary to guarantee a safe and efficient transfer of students to/from school.</li> </ul>	Fall			WSF	
	Fall			WSF	
	Fall			WSF	
	Fall			WSF	

### Monitoring and Assessment for Goal 4

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

We will continue to convene regular School Climate Committee meetings and Safety Committee meetings to assess our progress on meeting all of these objectives.

### Goal 5: Parent and Community Involvement

Significantly increase the involvement of a broad base of parents and community at the school level.

Actions to be Taken to Reach This Goal <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: Create, endorse and market a voluntary parent participation pledge.</b></p> <ul style="list-style-type: none"> <li>• Through parent interviews, assess the reasons for the drop in parent participation, and address those reasons in any efforts to enlist more parent involvement.</li> <li>• Greater efforts to market school activities and various volunteer opportunities – at school and off-site – through e-mail, flyers, newsletters, posters, and personal contacts.</li> <li>• Offer more community-building social activities that require little organization and are not designed to directly elicit funds, but which advertise a wide range of future volunteer opportunities.</li> <li>• Broader use of school-wide Internet group list to communicate important information to parents, and promote dialogue.</li> <li>• Outreach efforts to all incoming Kindergarten parents to fully participate in parent leadership activities.</li> </ul>	Fall			WSF	
	Ongoing			WSF	
	Ongoing			WSF	
	Ongoing			WSF	
	Fall			WSF	
	Fall			WSF	
<p><b>Key Strategy 2: Increase interventions for children who are habitually tardy or absent from school.</b></p> <ul style="list-style-type: none"> <li>• Contact parents by mail if their child is consistently late or absent from school.</li> <li>• Meet with parents whose children’s attendance does not immediately improve following the correspondence.</li> <li>• Educate parents as to the importance of timely attendance at school, and offer information regarding support services.</li> <li>• Encourage teachers to offer attendance awards to students who are consistently in attendance and on-time.</li> </ul>	Ongoing			WSF	
	Ongoing			WSF	
	Ongoing			WSF	
	Ongoing			WSF	

<sup>9</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>10</sup> List the date an action will be taken or will begin, and the date it will be completed.

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**Monitoring and Assessment for Goal 5**

*Questions to cover:*

- 1. *How will the school monitor implementation of the high leverage activities above?*
  - 2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
  - 3. *What data will be collected to measure progress?*
- 

At monthly meetings with both parent groups, and monthly staff meetings, we'll assess the level of parent participation at school. Our SARC committee will meet periodically to make sure that have made every effort to communicate with families of truant students. We'll track the total number of absent/tardy days for each month, to look for trends.

## School Site Council (SSC) 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
Mark Barmore		X					
Carolyn Hutchinson					X		
Ann Comoglio					X		
Daniel McDonald					X		
Alexis Limberakis					X		
Peter Hippard			X				
Chris Arenas				X			
Prudence Hull			X				
Akiyo Hirose			X				
Michael Singsen					X		
Michele Jones-Siegel					X		
Sandy Stefanuto-Clift			X				
Numbers of members of each category		1					

*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 "nonschoolsite 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 Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Mark Barmore		X						
Noriko Araya					X			
Sandra Hernandez					X			
Anna Sanchez					X			
Kyoko Vo					X			
Numbers of members of each category								

*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 (SAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Numbers of members of each category							

*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: February 6, 2007
  - B. One meeting to present plan upon its completion. DATE: March 6, 2007
7. This school plan was adopted by the school site council on: March 14, 2007.
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:

_____	_____	_____
Typed name of school principal	Signature of school principal	Date

_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date