

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Gordon J. Lau Elementary School
School

6040877
CDS Code

[4/13/07]
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 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.

ACADEMIC PROGRAM SURVEY

The Academic Program Survey (APS) is an assessment tool developed by California Department of Education (CDE) for schools to examine implementation of the nine Essential Program Components (EPCs) which serves as a guide for schools to improve student academic achievement and identify areas of strength and weakness. Submit the completed APS to your Assistant Superintendent separate from the Academic Plan and Budget.

Each component will be rated on a scale of 0 to 3, as follows (**BOLD** the appropriate rating):

- 3** – Full level of implementation
- 2** – Substantial level of implementation
- 1** – Partial level of implementation
- 0** – Minimal level of implementation

All components in the academic survey must receive at least a rating of 2 for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation.

<p>1. Instructional Program To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math – “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <p>Intervention</p>
<p>2. Instructional Time To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students – “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students – “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students – “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <p>Math: 3 2 1 0</p> <p>Intervention</p>
<p>3. Principals’ Instructional Leadership To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum – “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year – “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 – “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 – “2 - Substantially” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year – “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training – “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>

<p>5. Student Achievement Monitoring System(s) To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being <u>used in a timely manner to determine student progress and modify instruction</u> - “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u> - “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered - “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>6. Ongoing Instructional Assistance and Support for Teachers To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials - “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers - “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers - “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school - “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels - “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels - “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

DATA SUMMARY

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

EXECUTIVE SUMMARY

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:

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:

The school will meet or exceed its API and AYP targets including all significant subgroups each year. Student progress will be reflected and monitored monthly in portfolios maintained by teachers. Portfolios will be shared with parents at least two times per year.

Staff development, grade level, and program collaboration among teachers and staff are ongoing. Activities to address student needs, increase academic achievement, and differentiate instruction are developed and implemented on an ongoing basis as reflected in action and lesson plans. Reading/ELA and math intervention programs as well as other supplemental programs (i.e. Americorps, Junior Achievement) are implemented to increase academic achievement.

Split grades in the Spanish bilingual program and in one ELD class makes meeting the needs of all students more difficult as the teacher is responsible for teaching two separate curricula in many subject areas. Teachers at each grade level provide support to those who have split grades (i.e. assist with program planning, sharing of lessons, assisting with preparation of materials, team teaching). Additional para time is also assigned to split classes.

The school has a high population of English language learners, which can make understanding certain problems and writings more difficult. Teachers use SDAIE strategies and provide rich, hands-on experiences to make language more comprehensible for the students.

Core curriculum is taught throughout the grade levels and supplementary materials, such as Modern Curriculum Phonics, Math Steps, and Houghton Mifflin Spelling Vocabulary are

being used schoolwide to assist all students in meeting standards. Paras, field trips, and computer instruction further enhance our programs and help our students meet standards.

The Chinatown Beacon Center facilitates the operation of the After School Learning Program and has provided additional enrichment programs (i.e. Yearbook Committee, organized games during lunchtime, Americorps Volunteers, Grandparents meeting, parent dinners and workshops). These activities have promoted positive self-esteem and has strengthened parent-teacher involvement and bonds.

Current-Year Objective 2:

During monthly grade level meetings, teachers will collaborate to develop strategies in reading, vocabulary, and math problem solving to incorporate into Action Plans they have created to meet identified student needs.

Staff links standards to reading, language arts, writing, and math as reflected in lesson and action plans. Collaboration during grade and program meetings focus on standards and instructional strategies in ELA and math skills.

Staff attend high quality, researched based professional development focusing on different curricular areas (i.e. ELA, math, social studies) on an ongoing basis.

Having a large staff with many different personalities and opinions sometimes hinders progress in our endeavors to collaborate. Team building activities and having an administrator participate in the meetings help develop collaboration skills among the staff.

Teachers have great ideas for meeting individual student needs and would like to implement innovative programs and activities into their lessons. However, budget constraints prevent teachers from fully implementing all of their ideas. Teachers have sought donations from outside resources and have written grants through the S.F. Education Fund and Donors Choose to try to fund their projects.

One faculty meeting each month is devoted to grade level and program planning in order to provide continuity and to align the curriculum / standards across all grades and across all programs. In addition, teachers share strategies and review student assessment and test data. Teachers also discuss how to best use monetary resources to meet student needs and to enable underperforming students to meet standards.

Community resources such as Bay Area Writing Project and the Chinese Historical Society, have provided staff development at meetings to help teachers at each grade level develop effective lessons in meeting standards. Other community organizations have provided resources for our students. Because of their help and dedication, our students have positive role models (Junior Achievement, Americorps, MYEEP interns), additional activities (Junior

Achievement, Beacon Center, Girls Scouts), and much needed services (CCDC counseling, YMCA activities).

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.

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 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:

There is a need for improvement in reading, language arts, and writing in grades 2,3,and 5. Grade 4 students outperformed students in other grade levels.

54.4%, 41.1%, 71%, and 43.2 % of students scored at or above proficient in ELA in grades 2,3,4, and 5 respectively.

There is a need to focus instruction in ELA and math to better meet the needs of Latino students and to provide better support to Spanish bilingual teachers, who are teaching combination grades, K/1; 2/3; 4/5.

Latino students did not meet their API target of 693 (API = 662).

Latino students did not perform as well as our other major ethnic subgroup, Chinese students. 29.4% and 38.2% of Latino students scored at or above proficient in ELA and math, respectively. 57.9% and 77.8% of Chinese students scored at or above proficient in ELA and math, respectively.

There is a need to focus instruction in reading for ELL students.

41.6% of ELL students scored at or above proficient in ELA vs. 80.5% of non-ELL students.

There is a need to focus math instruction in grade 5.

73.8%, 71.6%, 86%, 47.7% of students scored at or above proficient in math in grades 2,3,4, and 5 respectively.

There is a need to focus instruction in ELA and math for special education students.

4.3% of Special Education students scored at or above proficient in ELA and math; 51% and 73.2% of non-Special Education students scored at or above proficient in ELA and math, respectively.

Key Objectives for Goal 1

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

Objective 1: The school will meet or exceed its API and AYP targets including all significant subgroups each year. Student progress will be reflected and monitored monthly in portfolios maintained by teachers. Portfolios will be shared with parents at least 2 times per year.

Objective 2: At least 34.4% (increase of 5%) of Latino students and 46.6% (increase of 5%) of EL students will score at or above proficient in ELA on the CST. At least 43.2% (increase of 5%) of Latino students will score at or above proficient in math on the CST.

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.]

Key Strategy 1: Staff development, grade level, and program collaboration among teachers and staff will be ongoing. Daily ELD activities for all EL students in all strands and activities to address student needs, increase academic achievement, and differentiate instruction will be developed and implemented on an ongoing basis as reflected in action and lesson plans.

Key Strategy 2: Classroom instructional practices will reflect identified “best practices” from State Frameworks and Standards’ exemplars. Classroom instruction and lesson plans will demonstrate universal access for all students and the use of modifications, adaptations, extensions, differentiation, and front loading/SDAIE strategies for EL students to address identified student learning needs.

Key Strategy 3: Teachers will select at least 5 students to create ongoing Action Plans to assist them in moving up from below basic to advanced on the CST.

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:

There is a need for improvement in reading, language arts, and writing.

Students in most major subgroups scored higher in math than ELA on the CST.

Additional services for SED students were effective; though, teachers still need to focus instruction in ELA and math to assist SED students in performing as well as non-SED students.

51.4% and 68.9% of SED students scored at or above proficient in ELA and math, respectively. 60.5% and 75% of non-SED students scored at or above proficient in ELA and math, respectively. SED students as a group, have shown improvement over the last 5 years in ELA and math.

Percentages of SED students who scored at or above proficient in ELA in 2002, 2003, 2004, 2005, and 2006: 32.1, 36.85, 38.4, 42.8, 51.4.

Percentages of SED students who scored at or above proficient in math in 2002, 2003, 2004, 2005, and 2006: 40.3, 52.3, 57.6, 64.0, 68.9.

ELL students made gains in ELA and math from 2005 to 2006.

29.9% and 41.6% of EL students scored at or above proficient in ELA in 2005 and 2006, respectively. 68.2% and 80.5% of EL students scored at or above proficient in math in 2005 and 2006, respectively.

There is a need for improvement in math for Latino students.

Latino students have generally improved in ELA every year since 2002. However, the percentages of students who scored at or above proficient in math have fluctuated (increased and decreased) from year to year since 2002.

Chinese students have improved in ELA and math every year since 2002.

Key Objectives for Goal 2

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

Objective 1: The percentage of all students scoring at or above proficient will increase by 10% in ELA on the CST.

Objective 2: Based on data analysis, teachers will create Action Plans to identify individual student needs and provide daily support activities and/or extended learning time. At-risk students will be referred to the SST / CARE team by their teachers.

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.]

Key Strategy 1: Staff development, grade level, and program collaboration among teachers and staff will be ongoing. Activities to address student needs, increase academic achievement, and differentiate instruction will be developed and implemented on an ongoing basis as reflected in action and lesson plans.

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.]

Key Findings:

There is a need to focus ELA instruction to meet the needs of ELL and Latino learners.

41.6% of EL students and 29.4% of Latino students scored at or above proficient in ELA on the CST. Schoolwide, 52.3% scored at or above proficient in ELA.

Based on analyzed parent needs assessment surveys, teachers need to focus teaching on social studies, art, and research skills.

Key Objectives for Goal 3

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

Objective 1: Latino and EL students will meet AYP criteria on the CST in ELA.

Objective 2: During monthly grade level meetings, teachers will collaborate to develop differentiated activities and strategies in ELA (i.e. using BAWP resources), social studies, art, and research skills to incorporate into daily lesson plans. Teachers will also study student work and create Action Plans to meet identified student needs.

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.]

Key Strategy 1: Staff will link standards to and differentiate instruction in reading, language arts, writing, and math as reflected in lesson and action plans.

Key Strategy 2: Collaboration during grade level and program meetings will focus on standards and instructional strategies in ELA, math, social studies, art, and research skills.

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.]

Key Findings:

Please state your data patterns and trends. Describe any other school level data you may have gathered and analyzed.

The annual needs assessment survey was given to parents. Results were analyzed and key findings are stated below.

As in past years, parents are pleased with the school.

The students and parents are happy with Gordon J. Lau School.

Additional precautions should be taken to ensure the safety of students before, during, and after school.

Key Objectives for Goal 4

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

Objective 1: As evidenced by annual parent surveys, a 10% increase of parents will continue to identify a positive school climate as a strength of the school.

Objective 2: The school grounds and facilities will be secured and maintained for the health and safety of the entire school community as measured by annual needs assessment surveys, custodial staff reviews, and informal input from Crisis Response Team meetings, staff, parents, and students. All students and staff will be appropriately prepared in the event of any emergency or natural disaster, as measured by monthly fire drills and quarterly disaster drills.

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.]

Key Strategy 1: Positive behavior and school climate, and the reinforcement of school rules will be promoted daily by all staff. Teachers and parents meet to discuss student progress/behavior during parent/teacher conferences and throughout the school year as needed. A report form is available for teachers to inform parents of daily progress. Parent communication is written in a log. Students will participate in activities which promote self

esteem (i.e. Student Council, Chinese New Year Parade, Spelling Bee, Student of the Month, oral presentations, art residencies, and performances).

Key Strategy 2: The Crisis Response Team will meet on an ongoing basis to ensure safety policies. All teachers and staff identify and make requests for improved/safe facilities (i.e. work order requests).

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.]

Key Findings:

The annual needs assessment survey was given to parents. Results were analyzed and key findings are stated below. As in past years, communication and parent involvement are important issues. Parents would like more parent communication throughout the school year. Parents would like more opportunities for parental involvement (i.e. workshops, meetings, volunteer work). Parents would like to expand the After School Program to include more student participants.

Key Objectives for Goal 5

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

Objective 1: During the 2007-08 school year, newsletters, translated into 3 languages, will be sent home monthly.

Objective 2: Attendance at SSC and ELAC meetings will increase from 72% to 77%. Attendance at parent workshops will increase by 10% from 16 % to 26%.

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.]

Key Strategy 1: Parent involvement opportunities and communication will increase as a result of additional contacts through newsletters, phone calls, meetings, and workshops.

Key Strategy 2: Parent meetings will be held to provide specific skills training and materials to address working with children to address achievement (i.e. in literacy, math, technology); understanding content standards and assessments; monitoring a child's progress; working with teachers to improve achievement; supporting and reinforcing classroom learning at home; understanding study skills; advocating for children; understanding behavior models used at the school; and ways parents can support the school's efforts on discipline practices at home. Trilingual notices are sent home prior to each event. Teachers will present at meetings; question and answer sessions will be incorporated into workshops. Parents will have the opportunity to meet in smaller groups with teachers from their own children's grade level. (i.e. Parents of 1st grade students will meet with 1st grade teachers). Workshops will be provided in English, Chinese, and Spanish.

<ul style="list-style-type: none"> ❑ The use of materials and manipulatives to provide concrete learning experiences. ❑ Preteaching of vocabulary to front load instruction. <p>1.1.3 Students will benefit from a unified curriculum and will make a smoother transition between grade levels and show consistent growth as teachers meet periodically in cross-grade level teams according to program. (Bilingual and ELD) Staff will discuss and align instruction to the standards. Students will know and understand specific learning objectives for performance indicators in reading comprehension and problem solving at each grade level.</p> <p>1.1.4 Staff will attend professional development that will address increasing standardized test scores, enhancing English language learning, helping students meet content standards, developing keys to literacy, and creating assessment tools.</p> <p>1.1.5 To meet the individual needs of our high population of English language learners and at-risk students, a class size reduction teacher will provide one to one and small group learning in reading and math to our identified students and instructional support strategies to our teachers.</p>	<p>August June (Ongoing)</p> <p>August June (Ongoing)</p> <p>August June (Ongoing)</p>	<p>22,694 (Salary) 8,386 (Benefits) .2 FTE (Salary and Benefits)</p>		<p>Title I SWP Title I SWP ELAP</p>	
<p>Key Strategy 2:</p> <p>1.2.1 Students in the lower grades, will use guided reading strategies and appropriate literacy materials and will be provided instruction aligned with the standards. All students will participate in problem solving activities aligned to the standards that will help prepare them for the CST/Aprenda.</p> <p>1.2.2 To improve all students' reading skills, Houghton Mifflin Reading workbooks, will be implemented daily by classroom teachers (grades 1-5). Supplementary materials (i.e. Scholastic, Modern Curriculum Phonics) will be used to meet student needs.</p> <p>1.2.3 All students will also have the opportunity to participate in the Reading Club, which encourages and recognizes students who read at home. Students are assigned reading as part of their</p>	<p>August June (Ongoing)</p> <p>August June (Ongoing)</p> <p>August June (Ongoing)</p>				

<p>homework.</p> <p>1.2.4 The staff will attend professional development on standards and various curricular programs (i.e. On Our Way to English, Houghton Mifflin Language Arts) during faculty and grade level meetings throughout the school year.</p> <p>1.2.5 Parents will attend training workshops focusing on how they can work with their children to improve achievement. Topics may include literacy, math, science, discipline, and technology.</p>	<p>August June (Ongoing)</p> <p>August June (Ongoing)</p>				
<p>Key Strategy 3:</p> <p>1.3.1 Teachers will differentiate the curriculum, using the ELD Curriculum Guide, Core Curriculum Guides, and supplementary materials and supplies to meet the individual needs of all students. Lesson plans will include standards. Teachers will meet in grade level and cross grade level meetings at least one time per month to review standards, curriculum, benchmarks, differentiation strategies, test scores, assessment data, academic instructional plans, strategies to improve instruction and other student data in order to meet identified student needs. Conclusions will be made and used to write an action plan to differentiate instruction to address all individual students needs, but particularly the needs of low-achieving children, of those at risk of not meeting the state standards, and of those EL students who have not met AMAO 1 and AMAO 2. Special education teachers and paras will be included in grade level collaboration meetings and will develop appropriate activities using core and supplementary instructional materials and supplies to meet student needs.</p> <p>1.3.2 At-risk 3rd, 4th, and 5th grade students scoring at far below basic on the CST in math or language arts will have priority in participating in the After School Learning Program. Those scoring at below basic will attend pending availability of space. Paraprofessionals and certificated staff will provide assistance to students who participate in this program.</p> <p>1.3.3 All children, particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards required by section 1111(b)(1) will continue to receive and work on extended learning activities such as homework packets and test ready materials.</p>	<p>August June (Ongoing)</p> <p>September May</p> <p>August June (Ongoing)</p>	<p>643 (I/M) 1,000 (I/M) 13,189 (O/S) 2,000 (O/S) 876 (O/S) 1,000 (O/S) 2,000 (O/S)</p>	<p>WSF-Sp Ed EIA-LEP WSF Title I SWP EIA-LEP CD SIP</p>		<p>More funding to provide After School Services to K-2 students is needed.</p>

<p>1.3.4 Based on assessments GATE and high potential students will participate in differentiated language arts activities which extend the language arts curriculum (i.e. research projects, interview, report writing, contracts/individual/self initiated projects, reader’s theater, presentations). Lessons will be provided by the classroom teacher.</p>	<p>August June (Ongoing)</p>				<p>GATE Office: Provide GATE information to parents and teachers on a timely basis.</p>
<p>1.3.5 At-risk students will work with the student advisor, and classroom teacher or paraprofessional on math and language arts skills. Paras will work one to one or in small groups tutoring/supporting students under the direction/guidance of classroom teachers. When working with ELL students, they will use primary language skills and SDAIE strategies when appropriate to model, follow up, and to provide support and access to the core curriculum. The student advisor will meet daily with and tutor 4th and 5th grade students who score at far below basic or below basic on the CST. The advisor will have daily/weekly meetings with classroom teachers to ensure students are progressing and that learning is coordinated.</p>	<p>August June (Ongoing)</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?*

To improve student performance and the overall instructional program, teachers will select and utilize a variety of assessment methods, such as observations, interviews, projects, tests, performances, experiments, journals, portfolios, and standardized tests (i.e. CST/Aprenda) on an ongoing basis. Student work in math and language arts will be reviewed against the SFUSD standards.

The principal and assistant principal will conduct walkthroughs. The principal will monitor all programs/materials funded with consolidated funds to ensure they do not isolate or segregate students on the basis of race, ethnicity, religion, gender, or socioeconomic status.

Ongoing evaluation of all students and the overall educational program will be based on student progress, progress reports, student attendance, and student portfolios. Yearly evaluations will be based on gains of CST and Aprenda scores & LALAR. Students will be given pre/post tests in the areas of reading and math to measure gains. Student work in language arts and math will be reviewed against SFUSD Standards and language arts rubrics, which were developed by each grade level to align the curriculum across all grade levels and to demonstrate mastery of performance standard. Assessment and achievement data disaggregated by gender, EL (language) status, and educationally disadvantaged youth status will be provided by the district’s Assessment and Evaluation Office. The Assessment and Evaluation Office will also provide parents with individual student assessment results and staff will interpret results for parents during the Fall Parent/Teacher Conference week or upon parent request.

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 ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <p>2.1.1 Teachers will differentiate the curriculum using the ELD Curriculum Guide, Core Curriculum Guides, etc. to meet the individual needs of all students. Lesson plans will include standards. Teachers will meet in grade level and cross grade level meetings to review standards, test scores, assessment data, academic instructional plans, and other student data. Conclusions will be made and used to write an action plan to differentiate instruction to address all individual student needs, but particularly the needs of low-achieving children and those at risk of not meeting the state standards. (2.2.1)</p> <p>2.1.2 All EL, SED, high potential, and GATE students will be provided appropriate, challenging lesson modifications to support their learning needs with differentiated instruction and core and supplementary curriculum throughout the day. All teachers are trained at providing differentiated instruction. Teachers meet by grade level and/or program to discuss teaching strategies. Lesson and action plans reflect modifications for SED, GATE, high potential, and EL students. Ongoing assessments determine appropriate lessons.</p>	<p>August June (Ongoing)</p> <p>August June (Ongoing)</p>	<p>15,000 (I/M) 1,209 (I/M)</p>		<p>WSF CD</p>	

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

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

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?*
-

CELDT, LALAR, and other assessment results will be used to provide appropriate instruction which includes SDAIE strategies and native language instruction when possible. Assessment results will be analyzed and interpreted: by individual teachers and at grade level meetings:

- at the beginning of the school year to develop an Action Plan for instruction;
- on an ongoing basis to plan, modify and provide appropriate instruction to EL students;
- to determine the effectiveness of classroom instruction.

CELDT and LALAR scores are also used to identify students ready to be reclassified to FEP status.

Teachers will review student portfolios, assessments, report cards, work, and other appropriate data on an ongoing basis to plan appropriate lessons for all students. Timely adjustments of program services will be made based on these reviews to best meet student needs.

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.

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <p>3.1.1 Based on conclusions from our data analysis, the staff will focus on linking the standards to our focus areas: reading comprehension, vocabulary, and math problem solving. Students will use appropriate core and supplemental materials and software(i.e. Wordly Wise, Math Step, Modern Curriculum Press Phonics, Spelling vocabulary, Read It! Draw It! Solve It!) to address their needs in these areas.</p> <p>3.1.2 Teachers will provide monthly and daily lesson plans which reflect how the curriculum aligns and addresses content and performance standards.</p> <p>3.1.3 To improve learning and instruction for all students, and to enable students to meet state standards, staff will attend high quality, research based, and ongoing professional development focusing on reading, math, language arts, computer literacy, and technology. Possible topics include Hyper Studio, Chinese Language software, Macintosh basics, Microsoft Word, Apple Works, internet, Slingerland, and training on student software applications. Teachers will also meet to share strategies learned and for cross grade communication, grade level standard setting, and grade level planning. A committee will coordinate the staff development sessions. Professional development consultants may also present at parent meetings.</p>	<p>August June (Ongoing)</p> <p>August June (Ongoing)</p> <p>August June (Ongoing)</p>	<p>7,985 (I/M)</p> <p>11,000 (Consultant Fees)</p>		<p>(73980)</p> <p>Title I SWP</p>	<p>CAO/Multi-Lingual Office: List of consultants who can provide quality staff development would be helpful in identifying appropriate resources. Multi-Lingual: Workshop/Information on strategies for</p>

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

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

<p>3.1.4 To improve reading comprehension in addition to the district’s adopted curriculum, all students including EL, at-risk, GATE, and special education will participate in: daily DEAR, writing books, reading leveled books and multiple copies from the classroom and/or school library, guided reading, reading books and participating in reading activities using software (i.e. Living Books) in class or computer lab, and/or listening to good literature read daily by the classroom teacher, literacy specialist, librarian, and/or para. Library books will be purchased annually. Materials will be purchased/processed by the librarian/secretary/clerk typist.</p> <p>3.1.5 To meet identified student needs, supplementary materials will be incorporated through the reproduction/purchase of materials (i.e. SRA, Houghton-Mifflin, Spelling-Vocabulary, Modern Curriculum Press Phonics, Wordly Wise, Math Steps, teacher created and other reading/math materials.)</p>	<p>August June (Ongoing)</p> <p>August June (Ongoing)</p>	<p>2,945 (I/M) 2,773 (I/M) 2,800 (Lib. books) 250 (Telephone)</p> <p>6,000 (Printing) 6,000 (Printing) 7,000 (Rental Equi.) 5,000 (Repair/Main) 1,500 (Repair/Main) 1,500 Repair/Main)</p>		<p>Title I SWP SIP WSF SIP</p> <p>Title I SWP SIP WSF WSF Title I SWP CD</p>	<p>ELL is needed. CAO: Professional development support for staff in any new curriculum areas. (i.e. s.s., math, science) is needed.</p> <p>Timely return of reproduction requests is needed.</p>
<p>Key Strategy 2: 3.2.1 All students will participate in school wide vocabulary building and reading comprehension activities. Program teachers will work together to share ideas and to implement consistent strategies aligned with the standards to best serve their specific student populations. New teachers will be given</p>	<p>August June (Ongoing)</p>				

<p>release time to observe other teachers and receive support from colleagues during monthly grade level meetings and through the BTSA Program.</p> <p>3.2.2 All students will publish their writings and reinforce and enrich skills in all subject areas by using computers, software, CD-ROMS, software licenses, desktop projectors, overhead projectors, screens, sound system, digital cameras, scanners, printers, TV, VCRs, DVD players, typewriters, laminating film/machines, chart printer, Ellison machine die-cuts, magnetic whiteboards, book binding machines, and other educational supplies and materials, thereby improving performance as demonstrated on CST/Aprenda and other assessments. Students also participate in field trips, community resources, and overnight outdoor education to complement and enrich classroom experiences. In addition to the classroom teachers, the TRT will provide computer instruction in Apple Works, word processing, databases, Internet, keyboarding, programming, and/or a variety of software which reinforces and enriches curricular areas in the school's new mini computer lab.</p> <p>3.2.3 All students will participate in specific daily integration activities as determined by the collaboration of grade level teachers using team teaching strategies. This process will include students who receive bilingual, Title I, GATE, and special education services.</p> <p>3.2.4 Professional collaboration among teachers of GATE students focuses on how to differentiate instruction/curriculum to challenge GATE students. Best practices are shared at grade level meetings regarding open-ended and independent research projects to further stimulate the learning of GATE students.</p>	<p>August June (Ongoing)</p> <p>August June (Ongoing)</p> <p>August June (Ongoing)</p>	<p>11,039 (Other Equip.) 12,330 (Other Equip.) 12,330 (Other Supplies) 4,000 (Field Trips) 2,000 (Sub Days)</p>		<p>(73960)</p> <p>(67610)</p> <p>(67610)</p> <p>SIP</p> <p>Title I SWP</p>	
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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?*
-

Teachers will monitor student progress through reviews of standards, teacher created and commercially made assessment data, standardized test results, and portfolios. Teachers will also monitor, on an ongoing basis, the progress of students selected for the Action Plans, to ensure student improvement. They will provide supplementary activities to meet the individual needs of students based on progress. Teachers will meet with students' former teachers to discuss student progress/portfolios.

At the end of each report card period, teachers will review student work to determine mastery of reading and math standards.

Staff will attend workshops on the value of parent involvement and reaching out to, communicating with, and working with parents as equal partners to implement/coordinate parent programs.

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 ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <p>4.1.1 Students will participate in school beautification projects (i.e. art consultancies), creating murals and three dimensional artifacts, showcasing work in display cases, and art projects facilitated by artist residencies (i.e. Young Audiences) pending availability of funds. (Elementary Arts Program)</p> <p>4.1.2 The school encourages and promotes school-wide positive behavior. School site staff will assist with the implementation of school wide rules, classroom rules, and individual student behavior plans. Rules are posted in the hallways. Students are praised and positively reinforced for good behavior choices and receive consequences when making poor behavior choices. Puberty education is part of the 5th grade curriculum.</p> <p>4.1.3 The Student Council will meet to provide input on safety/school climate program planning on an ongoing basis.</p> <p>4.1.4 All students will be provided activities throughout the school year to enhance self-esteem and reward and encourage positive behaviors, thereby improving academic performance in math and language arts. Activities include: Student Council, School Spirit Days, Spelling Bee Awards, Reading Club Award, Reading Club Bulletin Board, Read Aloud Day, Perfect Attendance Awards, Family Day, Field Day, Jump Rope for Heart, assemblies, performances, Chinese New Year Parade, Spring Festival, A Smile for All Seasons. A public address system will enhance schoolwide projects, activities, and</p>	<p>August June (Ongoing)</p> <p>August June (Ongoing)</p> <p>August June (Ongoing)</p> <p>August June (Ongoing)</p>	<p>9,763 (I/M)</p> <p>2,000 (Consultants)</p> <p>2,000 (Sub. Days)</p>		<p>Prop. H</p> <p>WSF</p> <p>WSF</p>	

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

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

<p>assemblies. Two-way radios will provide a means of communication between staff as well as ensure student safety during schoolwide activities.</p>					
<p>Key Strategy 2: 4.2.1 All staff are informed of and educated on safety procedures implemented on site, including: Child Abuse Reporting, Emergency and Crisis Response, Suspensions and Expulsions, Sexual Harassment Policy, School wide staff dress code procedures to notify teachers of dangerous students, staff ingress and egress, procedures for a safe and orderly environment, and rules procedures on discipline. Parents, students, and staff are encouraged to report crimes or suspicious activities to the police and/or office.</p> <p>4.2.2 A Crisis Emergency Response Committee/Team has been established to create and review procedures and protocols for the safety of the students, staff and school. They will provide school safety checks each semester. They have provided emergency food and water and first aid kits for all classrooms.</p> <p>4.2.3 A Site Security Committee and a Crisis Response Committee have been formed to address the safety issues of the school. In addition, safety information has been provided to all staff by the school’s assigned police officer. School site staff and SRO collaborate to promote a safe school.</p> <p>4.2.4 Staff are trained with basic knowledge of disaster and emergency procedures, routine and emergency first aid, medication administration, and know the location of the school’s emergency supplies. The Crisis Response Committee along with the administrators, develop, review, and update Emergency Care Plans regarding asthma, diabetes, seizures, allergies, etc. annually and on an as needed basis.</p>	<p>August June (Ongoing)</p> <p>August June (Ongoing)</p> <p>August June (Ongoing)</p> <p>August June (Ongoing)</p>				<p>Building and Grounds: Timely response to site requests would help maintain a secure, clean and orderly school environment.</p>

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?*
-

The Crisis Emergency Response Committee will perform semester monitoring checks to ensure safety policies and procedures are in place well known, and implemented. The Crisis Emergency Response Committee has documented the Safety Plan and the status of facilities upgrades and maintenance.

The administrators meet with the assigned police officer to review past security measures/strategies implemented and to plan for future activities to ensure a safe learning environment.

Teachers, secretary, parent liaison, and principal monitor individual and school-wide behavior attendance, academic progress, and process letters as needed and established by the Student Attendance Review Team. School climate will be assessed on site using surveys, meetings, and observations.

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 ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <p>5.1.1 Parent committees will help plan, sponsor, and participate in various activities, including fundraising events, Staff Appreciation Day, Chinese New Year Parade, Spring Carnival, and Kindergarten and 5th Grade Promotion activities. Activities will be included in the school newsletter.</p> <p>5.1.2 A parent leadership team will be developed to help with activities at school including preparation of newsletter, written and oral translations, and presentations at parent workshops.</p> <p>5.1.3 All students will deliver monthly newsletters in English, Spanish, and Chinese to their parents inviting them to participate in parent-school functions and informing them about educational and extracurricular activities, programs, and student projects.</p>	<p>September June (Ongoing)</p> <p>September June (Ongoing)</p> <p>September June (Ongoing)</p>				
<p>Key Strategy 2:</p> <p>5.2.1 All students, including EL, at-risk, GATE, and special education students, their parents, and staff will be welcomed to participate in all parent-school functions, including the activities listed below. All communication and meetings will be facilitated using digital translation devices as well as Chinese and Spanish speaking staff/ parent liaison to assure ongoing two-way communication in a format/language parents can understand.</p> <p>A. Back to School Night (September) B. Parent Meetings (SSC, ELAC, Parent Club) (at least 4x per year) and Principal chats.</p>	<p>August June (Ongoing)</p>	<p>1,230 (Postage)</p>		<p>SIP</p>	

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

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

<p>C. Parent workshops (informational and educational). Activities will be geared toward improving communication between families of the multicultural school community and assisting students with special needs (i.e. ELL, at-risk, GATE, migrant, and special education). (Monthly)</p> <p>D. Volunteering in classrooms, office, and library and on field trips (i.e. assisting students, monitoring centers, duplicating, cutting, preparing materials, book making). (Weekly)</p> <p>E. Work sessions (i.e. parade committees). (on an as needed basis)</p> <p>F. Parent/Teacher conferences to discuss student progress, attendance, and methods parents can use to support their child's education. (Nov, April)</p> <p>G. IEP meetings to discuss progress of special education students and eligibility of students referred for special education assessment due to learning concerns.</p> <p>Arrangements for state and federally funded workshops will be prepared with the assistance of the state/federally funded clerk/typist. Informational notices to parents will be sent home in English, Chinese, and Spanish and will be typed by the clerk/typist using the appropriate language software. Staff will respond in a timely manner to suggestions made by parents.</p> <p>5.2.2 Each parent, student, and staff will sign the home-school compact, which outlines how parents, staff, and students share the responsibility for improved student achievement. The compact was created by the school community with input from parents.</p> <p>5.2.3 To encourage parents of EL students to attend all parent activities, translations of notices informing parents of upcoming events will be provided in English, Chinese and Spanish. All parent activities and communication will also be</p>	<p>September</p> <p>August June (Ongoing)</p>				<p>Pupil Services: Quicker response and follow through by the district is needed when student attendance issues arise.</p>
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<p>5.2.4 provided in 3 languages via translations and an interpretations. Parents will attend monthly parenting workshops focusing on the core curriculum and standards and how they can assist their children to best meet their needs (i.e. Parent Place consultant, Math Night, Literacy Night, Science Night, discipline at home and school).</p>	<p>September May</p>				
<p>5.2.5 To encourage and increase parent involvement at the monthly parent meetings and workshops, parents and/or students will receive an incentive (i.e. gift certificates, informational books, light snacks, bookmarks – pending availability of funds) for their participation. The parent liaison will coordinate refreshments at the parent meetings and workshops. Childcare services will also be provided. Meetings and workshops will be held in English, Chinese, and Spanish at a time when most parents can attend.</p>	<p>September May</p>				

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?*

Ongoing and yearly evaluation will be based on the number of participants at school-parent/family functions.

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
		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 schoolsite 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
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: 1/29/07
 - B. One meeting to present plan upon its completion. DATE: 2/26/07
7. This school plan was adopted by the school site council on: February 26, 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:

<u>Marlene Callejas</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
 <u>Julunda Mendoza</u>	 _____	 _____
Typed name of SSC chairperson	Signature of SSC chairperson	Date