

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**San Francisco Community School**

38 68478 6093488  
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.

# 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><b>1. Instructional Program</b></p> <p>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"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” 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</li> <li>– “<b>0 - Minimally</b>” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>ELA</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math Intervention</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	ELA	3	2	1	0	ELA	3	2	1	0	Math	3	2	1	0	Math Intervention	3	2	1	0										
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<p><b>2. Instructional Time</b></p> <p>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"> <li>– “<b>3 - Fully</b>” means that <u>all</u> classrooms have the appropriate time allocations for students</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> classrooms have the appropriate time allocations for students</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>ELA</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Intervention</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Math:</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math:</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Intervention</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	ELA	3	2	1	0	ELA	3	2	1	0	Intervention					Math:	3	2	1	0	Math:	3	2	1	0	Intervention				
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<p><b>3. Principals’ Instructional Leadership</b></p> <p>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"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</li> <li>– “<b>0 - Minimally</b>” means neither the principal nor vice principal have made arrangements to take AB 430</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0																				
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<p><b>4. Teachers’ Professional Development Opportunities</b></p> <p>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"> <li>– “<b>3 - Fully</b>” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0																				
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<p><b>5. Student Achievement Monitoring System(s)</b>  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"> <li>- “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction</li> <li>- “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u></li> <li>- “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered</li> <li>- “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>6. Ongoing Instructional Assistance and Support for Teachers</b>  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"> <li>- “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</li> <li>- “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers</li> <li>- “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers</li> <li>- “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>7. Monthly Teacher Collaboration by Grade/Content Level</b>  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"> <li>- “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</li> <li>- “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level</li> <li>- “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level</li> <li>- “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>8. Lesson Pacing Schedule (K-8)/Intervention (9-12)</b>  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"> <li>- “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school</li> <li>- “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels</li> <li>- “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels</li> <li>- “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>9. Fiscal Support</b>  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"> <li>- “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</li> <li>- “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</li> <li>- “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</li> <li>- “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</li> </ul>	<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)*

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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:**

70% of students in grades 2-8 will be proficient in math on the CST Math test, including 70% of our African-American, Latino, and Special Education students.

- a)** We have reduced math class size at the 6-8 grade level into straight grade math classes. Math teachers in grades 4-8 are receiving math coaching weekly around lesson plans, scope and sequence, and assessment. We are scoring math work school-wide to support thoughtful analysis of math work and build alignment of learning outcomes K-8.
  - b)** We attribute low test-scores in math in grades 4-8 to mixed grade, large classes in which teachers are not spending sufficient time teaching math standards to low-achieving students.
  - c)** We have funded an additional .5 math teacher at the middle school level to allow for straight-grade, small math classes.
  - d)** Teachers are working to improve regular communication with families via advisors, progress reports, and nightly calls about students' progress in math. All math teachers in grades 4-8 provide one-on-one tutoring to students who struggle in math. We are using ELAP money to fund a tutor to provide homework support each day from 8am-9am to English Language Learners. More and more students are taking advantage of this opportunity.
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#### **Current-Year Objective 2:**

90% of students will achieve rubric scores of 3 or higher on performance assessments, including 90% of our African-American, Latino, and Special Education students.

- a)** Teachers have mapped curriculum and instruction backwards from the essential learning outcomes and have identified performance tasks that demonstrate adequate progress. They use rubrics to assess student work and involve students in the process of analyzing and scoring work. Teachers are monitoring progress using performance assessments in reading, writing, math, social studies, and science.

- b)** Teachers need regular information about how students are doing in their progress toward mastering essential learning outcomes. We need to have evidence that students are making adequate progress or evidence that shows that a student needs more support.
  - c)** Teachers meet regularly after school, once a week as a whole staff and once a week in grade level teams, to plan and score performance assessments.
  - d)** We have held one of two Family Forums this year to communicate to families what students need to know by the end of each grade level. We are working closely with June Jordan School for Equity to implement a successful performance-assessment/ portfolio presentation system.
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**Current-Year Objective 3:**

On challenge-based project assessments, 80% of students will demonstrate mastery of three major project learning outcomes.

- a)** Teachers teach two nine-week, challenge-driven projects designed around science and literacy standards. Teachers have time in meetings to design curriculum and assessments, score student work, and adjust instruction based on assessment data.
  - b)** We have struggled with standardizing project assessments. We are using what we have learned from designing rubrics to inform how we assess student learning in projects.
  - c)** Teachers will have release days to collaboratively plan projects.
  - d)** We host Project Open House at the end of the projects. Project Open House, attended by families and community members, provides authentic audience for student presentations.
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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**

Last year we met most of our statistical goals for moving students from basic or below to basic or proficient or above. We attribute this success to high-quality and focused standards-based instruction supported by time for collaboration and teamwork sustained over time. Despite overall growth in total achievement and a narrowing of our achievement gap, we continue to see under-achievement and a more pronounced achievement gap at the 4<sup>th</sup> and 5<sup>th</sup> grade level and in middle school math. To address this gap, we will devote additional resources to these teams in the form of collaboration time, SFSU interns, efficiency support, and focused coaching from the Head Teacher and coaches through the Excelsior Learning Collaborative. In disaggregating our data from 2005-2006, we notice that our two glaring gaps in achievement are between our Special Education students and regular education students, and our African-American students and students from other ethnic groups. To address these ongoing gaps, teachers are participating in two strands of professional development: one aimed at tightening the planning, instruction, assessment loop and the other at learning about our cultural competence as educators of a diverse student body. During professional development around pedagogy and instruction, teachers are prompted to think specifically about focus students (students from the groups that we need to serve better) and how they will find success in a given lesson or assessment.

#### **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:** 35% of students scoring at below basic or far below basic on the CST ELA and Math tests will move to basic or proficient. 20% of students scoring at basic on the CST ELA and Math tests will move to proficient or advanced. These goals include special education students.

**Objective 2:** 80% of our students will read at or above grade level on our site-based reading comprehension assessments. 80% will perform at or above grade level on Harcourt and CPM math assessments. Similarly, 80% of our African-American, Latino, ELL, Special Education, and low-SES students will read at or above grade level and perform at or above grade level in math, as measured by our site-based assessments (including HM, Prentice Hall, CPM, and Harcourt assessments). 80% of our students will score at "3" (out of 5) or higher on our site-based writing and math performance rubrics at two annual writing scores and two annual math scores. ("At Grade Level", "Above Grade Level", and "Below Grade Level" are the terms we use to describe student reading

levels based on Informal Reading Inventories and Performance Assessments.) All goals include special education students.

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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:** Teachers will plan and implement curriculum mapped backwards from learning outcomes. They will assess student learning regularly using standard and performance assessments to monitor student progress toward learning outcomes. They will develop learning plans for students struggling to meet benchmarks.

**Key Strategy 2:** Teachers will meet regularly in Development Level Teams (once each week) and as a whole staff (once each week) to support planning, assessment, and reflection.

**Key Strategy 3:** Teachers will identify focus students (African-American or Special Education students). They will use the learning of these students as a lens through which to create and evaluate instructional loops.

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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:**

For many years now, we have used a project-based approach to instruction as our central strategy for equitable access and achievement. We have significant anecdotal evidence (interviews with students and families, survey data, etc.) as well as statistical data (improved attendance, reduction in out-of-class referrals, higher GPAs) that this is an effective strategy. However, teacher survey data around project-based instruction indicated that while projects are an excellent teaching strategy, they are made even more powerful when specific learning outcomes are clear, focused and standards-based. We have structured our professional development so that teachers are supported to identify specific learning outcomes within a project and plan the project based on those outcomes. Teachers are also designing projects based on the particular needs and interests of their under-performing students. We are using professional development time to design and create strategic pre- and post- assessments to assess student achievement of learning outcomes for science and social studies standards; and embedded assessments for math and literacy standards. Based on analysis of our CST data, we have also learned that we must continue with regular and consistent literacy and math instruction, supported by Houghton Mifflin, Harcourt, Prentice Hall, and CPM curricula, throughout the school year, even during Projects, to ensure that the development of standards based literacy and numeracy at each grade is uninterrupted and consistent. We have seen that effective planning, a tight feedback loop in which teachers identify learning outcomes, plan curriculum backwards, monitor student achievement through embedded assessments, and adjust instruction to meet the needs of all students, works not only for Projects, but for curriculum planning in general. We plan to use this model for all curriculum planning.

In response to the under-achievement of our middle school students on the 2004-05 CST, we elected to buy an additional half time math teacher this year. This year, all middle school students are in straight-grade math classes of no more than 18 students. Our site-based assessments and anecdotal data reveal that reducing class size and teaching math to one grade level at a time have been powerful strategies. We recognize the

power of Algebra as a barrier to equity, and we know that we must improve our Mathematics instruction not only for 8<sup>th</sup> grade Algebra students, but also for students K-7, so as to ensure that they will be fully prepared for Algebra when they reach the 8<sup>th</sup> grade.

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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.]*

**Objective 1:** African-American, Latino, ELL, Special Education, and low SES students who scored below basic or far below basic in math and/or reading will advance by one level. 80% of 8<sup>th</sup> grade students will perform at Basic or above on the CST Algebra exam. 65% of all students will perform at Proficient or above. 80% of all students and 80% of our African-American, Latino, ELL, Special Education, and low SES students will meet the content and performance standards for each challenge-based project, as measured by quantifiable pre- and post-assessments.

**Objective 2:** Attendance for all students will be 96% or higher. The attendance of students who are identified “at-risk” for attendance will improve by 10%. At least 90% of students who go through our SST process will demonstrate increased achievement on performance assessments, attendance, and STAR testing.

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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.]*

**Key Strategy 1:** Teachers will design and teach two nine-week science based integrated/interdisciplinary projects during 2007-08. They will use the same planning, implementation, and assessment strategies during all instruction throughout the year.

**Key Strategy 2:** We will fund a .5 Mathematics teacher specifically to support Middle School Mathematics instruction.

**Key Strategy 3:** We will conduct professional development around SDAIE strategies so that teachers are equipped to teach English language development as part of the school day.

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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:**

The inquiry-based professional development that we have woven throughout our program is effective in supporting teachers' growth. We have raised grant funds to pay teachers to plan the scope and sequences of their instruction during the summer. We devote one two-hour meeting per month to building teachers' capacity to plan, implement, and assess standards-based instruction, mapped backwards from identified learning goals and performance products, with a particular focus on meeting the needs of students who are currently at the basic and below basic levels. At weekly Developmental Level Team (DLT) meetings, teachers engage in Looking at Student Work protocols to assess the effectiveness of instruction. All teams are preparing their students to assemble and present Portfolios in 2007-2008. Students at the 5<sup>th</sup> and 8<sup>th</sup> grade levels will present their Portfolios to panels of educators, family members, peers, and community members to demonstrate that they are ready and prepared to advance to the next level of school. We are hoping to have a tutoring program in place for 2007-08 to support struggling students to meet the expectations of the Portfolio.

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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:** 80% of students and 80% of our African-American, Latino, ELL, Special Education, and low SES students will demonstrate mastery of grade-level standards as measured by site-based assessments, including guided reading levels, reading comprehension assessments, Harcourt tests, Prentice Hall tests, and CPM assessments.

**Objective 2:** 80% of all students and 80% of our African-American, Latino, ELL, Special Education, and low-SES students will demonstrate mastery of grade-level standards on post-assessments. 100% of students will demonstrate growth and progress toward major project standards as measured by pre- and post-assessment data.

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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:** On-site professional development for teachers at PD staff meetings (2/month) and at DLT meetings (1/week) facilitated by accomplished teachers

**Key Strategy 2:** Teachers will reflect on their instruction by assessing student progress on performance assessments in writing, math, and science. Teachers will be supported to score student work at DLT meetings and full staff meetings.

**Key Strategy 3:** We will conduct professional development around engagement during learning time. We will use Title 1 funds to pay for this PD, as our low-income students are often the students who become disengaged during classroom activities.

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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:**

This year marks our fifth year in a school-wide inquiry around behavior and school climate. Last summer, we refined our school expectations around behavior and escalating consequences for repeated infractions of expectations. While we believe that this has increased the clarity of expectations and consequences, we have not seen a significant reduction in the out-of-class referrals, especially for middle school students. We attribute this to an almost entirely new middle school staff and a need for professional development around developing relationships with and managing the behavior of middle school students. We have also recognized the need for an “out-of-class referral” system, which involves getting students back to class quickly so that they don’t miss out on learning, communicating regularly with families about behavior, consistent responses, and collecting and reflecting on the referral data. We have implemented such a system this year and will refine it for next year based on our data and reflection.

We have also identified a need for extended, varied, and higher-quality before and after school enrichment and care. We conclude that our school environment will be safer, more supportive and more conducive to achievement if we provide supervised, structured activities for students before and after school. We have worked hard this year to diversify the after-school program and to provide high-quality academic tutoring to students who need academic support. We also added early morning care with academic tutoring to our program. As a late-start school, early morning care is particularly essential to support the achievement of our low-income students. We also experienced our first year in the SFUSD Middle School Sports League. Our After School Program has also established affiliation with the Excelsior Sports Collaborative, which includes the Bay Area SCORES soccer and literacy support program, the YMCA, and Explorer Sports.

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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:** There will 30% fewer middle school out-of-class referrals in 2007-08, and 50% fewer out-of-class referrals for African-American students, as measured by out-of-class referrals.

**Objective 2:** 100% of our students will engage in at least one athletic team, lunch club, arts elective, socialization group, after-school program, advisory, or service committee, as measured by attendance logs.

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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:** Implement a clear, well-staffed system for managing behavior and out-of-class referrals that includes regular feedback to teachers about patterns of difficulty with management.

**Key Strategy 2:** Regular professional development for teachers around culturally competent classroom management, including readings, peer observations, and school visits to successful middle schools.

**Key Strategy 3:** We will create and implement a transition plan for students who enter SF Community in middle school. This plan will include an orientation to school culture, expectations, and policies for the student and the family.

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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:**

While we have always had a relatively high level of parent engagement, we are concerned about the patterns of parent participation in school. We see predominantly white, middle class family members at meetings at school while the large majority of our student and family population are people of color. We attribute this pattern partly to our difficulty providing translation at all family gatherings and partly to the culture and leadership of meetings at our school. We have decided to partner with the San Francisco Organizing Project to increase and diversify parent engagement at our school. Jane Lee, an SFOP organizer, has been meeting all year with families to begin to organize families around issues that are important to them.

We also realize that families are key partners in supporting students to meet grade level expectations. As we move toward a system in which students are promoted to the next level of school (elementary to middle, middle to high) based on their mastery of standards as evidenced by a portfolio panel presentation, we need families to buy into the idea of promotion based on readiness. In the case of a struggling student, we will need a strong partnership with the family to identify resources to accelerate or deepen learning so that the student meets the standards. We also need a strong and trusting relationship with a family if we are to retain the child at grade level to allow him or her more time to demonstrate readiness to move to the next level of school.

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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:** Family attendance at family-student-teacher conferences will maintain at 100% at the K-5 and increase by 10% at the middle school. Attendance at Community Meetings, Project Open Houses, and Back-to-School Nights will increase by 10% as measured by sign-in sheets. Attendance at Community Meetings will be proportional to the overall school population.

**Objective 2:** 75% of families will attend and participate in one of the two family forums in 2007-08. 90% of 5<sup>th</sup> and 8<sup>th</sup> grade families will attend portfolio panel presentations.

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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:** Our SFOP organizer and parent-liaisons will hold one-to-one meetings with 75% of families in 2007-08.

**Key Strategy 2:** Two family forums and portfolio panel presentations around student achievement of learning outcomes. This will be coordinated by our community relations specialist, funded partly by Title 1.

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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>Key Strategy 1: Teachers will plan and implement curriculum mapped backwards from learning outcomes. They will assess student learning regularly using standard and performance assessments to monitor student progress toward learning outcomes. They will develop learning plans for students struggling to meet benchmarks.</p> <ul style="list-style-type: none"> <li>• Teachers will plan the scope and sequence of their curriculum during summer planning days.</li> <li>• Teachers will score 5<sup>th</sup> and 8<sup>th</sup> grade math, writing, and science work as a whole staff twice during 2007-08.</li> <li>• Instruction will be focused around identified learning outcomes. Teachers will assess student progress using rubrics specific to performance tasks. Teachers will provide tutoring to students who are not making adequate progress toward learning outcomes.</li> </ul>	June-August	Stipends	\$9000	Grant	Site-based PD days
	Fall/Spring				
	Ongoing				
Key Strategy 2: Teachers will meet regularly in Development Level Teams (once each week) and as a whole staff (once each week) to support planning, assessment, and reflection.		Stipends	\$26,000	Grant	

<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.

<ul style="list-style-type: none"> <li>• Teachers will participate in bi-weekly Looking At Student Work protocols to learn about student progress and to reflect on the effects of instructional strategies.</li> <li>• Teachers and staff will conduct “Safety Nets” during meetings to “catch” students who are struggling to meet standards due to social, emotional, behavioral, or academic issues.</li> <li>• The Professional Development Team (composed of one representative from each grade level) will design and facilitate professional development at staff meetings to keep us focused on our vision and to respond to teachers’ needs for support.</li> </ul>	Bi-weekly				
	Monthly				
	Bi-weekly				
<p>Key Strategy 3: Teachers will identify focus students (African-American or Special Education students). They will use the learning of these students as a lens through which to create and evaluate instructional loops.</p> <ul style="list-style-type: none"> <li>▪ At a PD meeting early in the year, teachers will identify focus students based on student achievement and experience at school. They may be high or low achievers, but come from groups that have been traditionally underserved at SF Community.</li> <li>▪ Teachers will make action plans and check in on the progress of focus students at PD meetings throughout the year.</li> </ul>	September				

**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?*

- Meeting/ summer planning schedules
- Standard and performance assessment data in math, reading, writing, and science, including Houghton Mifflin, PM Reading Levels, Harcourt, CPM, Prentice Hall, and performance assessments
- Two annual writing scores, two annual science scores, two annual math problem-solving scores

- Bi-weekly PD Team reflection on student and school progress toward vision

## 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.

<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>3</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>4</sup>                      Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: K-5 teachers will design and teach two nine-week science based integrated/interdisciplinary projects during 2007-08. Middle school teachers will teach projects embedded in content areas. They will use the same planning, implementation, and assessment strategies during all instruction throughout the year.</p> <ul style="list-style-type: none"> <li>• Students receive instruction through best practices and standards-based lessons, including building prior knowledge, strategic pre-requisite skill-building, scaffolding major standards, student reflection, explicitly communicating learning outcomes, differentiated instruction for EDY and GATE students, and incorporating multiple assessments in order to ensure full access to the core curriculum for all students and to work toward equitable results for all students.</li> <li>• English Language Learners access the core curriculum through language development, SDAIE instruction, and equity pedagogy. Teachers integrate these strategies into project curriculum. Teachers reflect on the success of these strategies with the CELDT and LALAR assessments.</li> <li>• Students living in poverty, African American students, and Latino students access the core curriculum through equity pedagogy, including hands-on learning, multiple modalities, culturally relevant curriculum, self-reflection, and strategic pre-requisite skill-building. Teachers integrate these strategies into</li> </ul>	<p>Oct.-Dec. March- May</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>PD Days for project planning</p>	<p>\$4200</p>	<p>TBD</p>	<p>Site-based PD days</p>

<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.

their instruction on a daily basis. We assess the success of these strategies with our quarterly pre- and post- assessments, with student surveys, with CST and CAT-6 scores, and with teacher observation logs.					
Key Strategy 2: We will fund a .5 Mathematics teacher specifically to support Middle School Mathematics instruction. <ul style="list-style-type: none"> <li>• Students in 6<sup>th</sup>-8<sup>th</sup> grades receive straight-grade math instruction in small classes (&lt;17 students).</li> <li>• The two math teachers will plan collaboratively with a math coach twice a month.</li> <li>• Two math scores per year to monitor student achievement of math problem solving and content standards; monthly scoring of focus student math work at middle school team meeting</li> </ul>			\$38,500  \$1000	Title 1  Parent Fund	Math benchmarks
Key Strategy 3: We will conduct professional development around SDAIE strategies so that teachers are equipped to teach English language development incorporated into all academic subjects, and particularly project-based learning.	Ongoing	Additional .5 teacher will provide release time for PD	\$38,5000	Title 1	Books from Multilingual

### 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?*

- Teachers will teach projects collaboratively (i.e. one project at K/1) for support and accountability
- Monthly PD, planned and facilitated by the PD Team, around the “equity pedagogy”
- Student scores on math assignments using rubrics
- Pre-, during-, and post-assessment data during Projects

### 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 <sup>5</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>6</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: On-site professional development for teachers at PD staff meetings (2/month) and at DLT meetings (1/week) facilitated by accomplished teachers</p> <ul style="list-style-type: none"> <li>• Teachers will participate in bi-weekly Looking At Student Work protocols to learn about student progress and to reflect on the effects of instructional strategies.</li> <li>• Teachers will engage in professional development around cultural competence using scenarios, readings, and guest presentations.</li> <li>• Teachers will learn about teaching an “equity pedagogy” by analyzing student work, classroom videos, and peer observation data.</li> </ul>	<p>Ongoing</p> <p>Bi-weekly</p> <p>Monthly</p>	<p>Stipends</p>	<p>\$26,000</p>	<p>Grants</p>	<p>Site-based PD days</p>
<p>Key Strategy 2: Teachers will reflect on their instruction by assessing student progress on performance assessments.</p> <ul style="list-style-type: none"> <li>• Teachers will learn how to administer performance assessments by scoring work from other teachers’ performance assessments. They will learn how to synthesize the data from standard and performance assessments to accurately assess student progress and learning needs.</li> <li>• Teachers will practice using rubrics to assess student mastery of standards. They will incorporate rubrics into instruction to help students learn to score their own work and thus internalize components of “meeting standard”.</li> </ul>					

<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>We will host two family forums during which teachers will work with families to identify learning outcomes for the year and score student work. We hope to establish partnerships with families around holding students accountable to grade level standards and supporting them to meet the standards.</li> </ul>	Fall and Spring				
<p>Key Strategy 3: We will conduct professional development around engagement during learning time. We will use Title 1 funds to pay for this PD, as our low-income students are often the students who become disengaged during classroom activities.</p>	Ongoing	Additional .5 teacher to provide release time for PD	\$38,500	Title 1	

### 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?*

- 
- The PD Team will plan and facilitate site-based professional development around cultural competence, an equity pedagogy, SDAIE strategies, and a tight loop of instruction and assessment.
  - Teacher survey data
  - Family Forum attendance sheets

### Goal 4: School Climate

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

<p>Actions to be Taken to Reach This Goal<sup>7</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date<sup>8</sup>                      Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>District Support(s) Needed</p>
<p>Key Strategy 1: Implement a clear, well-staffed system for managing behavior and out-of-class referrals that includes regular feedback to teachers about patterns of difficulty with management.</p> <ul style="list-style-type: none"> <li>• We will establish a referral system that teachers can use to remove a student from class if the child is disrupting the learning of other students. We will also have a system for recognizing excellent behavior and learning in the classroom.</li> <li>• One office will be staffed throughout the day to manage students sent out of class with the purpose of returning them to class as quickly as possible (within 5 minutes). The head teacher and the outreach consultant will staff this office.</li> <li>• We will monitor this system regularly by ensuring that all teachers know how to use it, students understand the procedures and consequences, and families know when students are sent out of class. We will provide referral data back to teachers monthly and support them to identify patterns in out-of-class referrals.</li> </ul>	<p>August  August  Ongoing  Monthly</p>	<p>Referral/Honor forms  ORC salary</p>	<p>\$200  \$50,000</p>	<p>P.E./Arts/Music Supplies  SB65</p>	<p>Document Publishing</p>
<p>Key Strategy 2: Regular professional development for teachers around culturally competent classroom management, including readings, peer observations, and school visits to successful middle schools.</p> <ul style="list-style-type: none"> <li>• Teachers will observe each other's instruction using a</li> </ul>			<p>Fall, Winter,</p>		

<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.

<p>structured learning/feedback format.</p> <ul style="list-style-type: none"> <li>• At professional development meetings, teachers will read and discuss equity pedagogy and cultural competence as described by authors such as Asa Hilliard, Lisa Delpit, Carter Woodson, Vivian Paley, Karen Teel, and Jennifer Obidah.</li> <li>• Teachers will have release days to visit other middle schools where teachers are implementing successful classroom management structures and strategies.</li> </ul>	One release day per semester	Sub days	Spring Ongoing  \$1500	State and Federal Carryover	State and Federal Carryover
<p>Key Strategy 3: We will ensure that students have a broad range of activities in which to participate to create a sense of belonging and ownership of school.</p> <ul style="list-style-type: none"> <li>▪ Middle school sports league</li> <li>▪ Middle school and K-5 assemblies</li> <li>▪ K-5 Lunch clubs</li> <li>▪ After school enrichment program</li> </ul>	Fall, Winter, Spring Ongoing				
<p>Key Strategy 4: We will create and implement a transition plan for students who enter SF Community in middle school. This plan will include an orientation to school culture, expectations, and policies for the student and the family.</p>	Summer 07  Ongoing throughout the year				

**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?*

- Out-of-class referral data
- Peer observation records
- PD Meeting agendas
- The Lead Team will monitor the discipline system. The PD Team will monitor the professional development activities around building cultural competence and equity pedagogy.

### Goal 5: Parent and Community Involvement

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

<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>9</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>10</sup>                      Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: Our SFOP organizer and parent-liaisons will hold one-to-one meetings with 75% of families in 2007-08.</p> <ul style="list-style-type: none"> <li>• Parent liaisons, together with the SFOP organizer, will engage families in discussions about school culture, curriculum, and program.</li> <li>• Parent liaisons will recruit parents to participate in the School Site Council and ELAC.</li> <li>• To be able to communicate with as many families as possible, our parent liaisons will be bilingual in Cantonese and Spanish or have regular access to translation.</li> </ul>	<p>Ongoing</p>	<p>Two part-time parent liaisons</p> <p>Translators</p>	<p>\$50,000</p> <p>\$3000</p>	<p>Grant</p> <p>Grant</p>	
<p>Key Strategy 2: We will host two family forums and a portfolio panel presentation for each 5<sup>th</sup> and 8<sup>th</sup> grade student to celebrate each student's achievement of learning outcomes. This will be coordinated by our community relations specialist, funded partly by Title 1.</p> <ul style="list-style-type: none"> <li>• Families of 5<sup>th</sup> and 8<sup>th</sup> grade students will sign up for end-of-the-year portfolio panel presentations by March 15, 2008.</li> <li>• Teachers will introduce families to the learning outcomes for each grade level at the fall family forum. We will partner with families to score student work at the spring family forum.</li> <li>• We will gather data from families about the effectiveness of the family forums and portfolio presentations in interviews and on surveys/questionnaires.</li> </ul>	<p>By March 15, 2007</p> <p>Fall/Spring</p> <p>May</p>		<p>\$6000</p>	<p>Title 1</p>	

<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.

## 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?*
- 

- Regular meetings between Head Teacher and Parent Liaisons
- Meeting/Family Forum sign-in sheets
- Family surveys/ questionnaires
- Anecdotal data from portfolio panel presentations

## 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
Kristin Bijur		X					10/06
Lisa Bishop			X				10/06
Nobie Camarena			X				10/06
Rachel Kliegman			X				10/06
Jean Bell				X			10/06
Howard Swansey				X			10/06
Alexis Beach					X		10/06
Kim Love					X		10/06
Charles Grays					X		10/06
Cindy Wang					X		10/06
Dalia Castro					X		10/06
Julia Weber					X		
Numbers of members of each category		1	3	2	6		

*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
Kristin Bijur		X						
Lisa Bishop			X					
Jean Bell				X				
Cindy Wang					X			
Dalia Castro					X			
Alexis Beach						X		
Numbers of members of each category		1	1	1	2	1		

*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:  
\_\_\_\_\_
  - B. One meeting to present plan upon its completion. DATE:  
\_\_\_\_\_
7. This school plan was adopted by the school site council on: \_\_\_\_\_.
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:

_____Kristin Bijur_____	_____	_____
Typed name of school principal	Signature of school principal	Date
_____Alexis Beach_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date