

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement
(2007-2008 SCHOOL YEAR)

Harvey Milk Civil Rights Academy
School

38-68478-6040919
CDS Code

March 16, 2007
Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

This academic plan provides a single, comprehensive school 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.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

Teachers use the SFUSD core curriculum and instruction, which is aligned to the Content and Performance Standards. In addition, students are supported with appropriate supplementary standards-based instructional materials and modifications/extensions.

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

The school uses all adopted core curriculum materials in quantities available to each student. Standards-based supplementary materials support the curriculum and student needs for interventions, ELD, enrichment, Special Ed.

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

Staff participates in District Pre-Service and imbedded Staff Development Days, PD Institutes and other professional opportunities in order to improve teaching and learning. All teachers K-5 and Principal participate in Professional Development in Reading First. Teachers work with a RF Coach. Data analysis of student progress in reading and math is used to adjust instructional strategies to meet individual needs and to determine professional development priorities. Teachers will participate in Professional Development on the 06-07 Social Studies adopted materials and new 07-08 Science adopted materials.

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

Grade level planning is used to analyze data to target focal students for academic growth in reading and math and improve instruction. The Reading First, Universal Access program, targets underachieving students. All teachers are CLAD certified and provide ELD instruction appropriate to an Intensive English program. SST process is utilized to address individual students with health, social-emotional, or academic needs. STAR School Initiative provides additional school personnel, resources and support. Before/After-School program offers small group tutorial support.

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

The Title 1 Program provides additional support for targeted focal students in reading and math. Student Advisors help improve the learning environment through school safety, student motivation, health and fitness support and behavioral management. An R40S (student advisor) helps home-school connections through Spanish support. Consent Decree funds provide an additional Upper grade teacher. A .3 CTIIP supports technology and computer use in the classrooms as well as upper grade Math support. Additional N10 classroom support helps address the needs of at-risk students. Supplemental instructional materials are purchased according to Title 1/SWP, LEP, SIP guidelines, for EL, Special Needs and at-risk students, and for enrichment purposes.

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

School participates in Reading First SCOE Theme Assessments every 6-8 weeks and the District Math Formative Assessment Program every 6-8 weeks. Results posted on OARS are analyzed after

each assessment and used to modify instruction. School participates in the science pre-and post assessment program. Ongoing assessments are imbedded in the curriculum. Teachers use BRIGANCE, CST, CSWT, CAT/6 and CELDT results as well, to modify instruction, target students and improve student achievement.

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

The school has an Before/After-School Learning/21st Century Grant operates 7:30-9:30 and 3:30-5:30 daily. STAR provides an IRF to support classroom teaching and learning; a .5 Parent Liaison to help us in our outreach primarily to African American families and to our bussed families and a nurse and social worker/LSC. STAR support also includes monthly books, weekend homework and test prep. The District provides hearing and vision screening. The school provides dental screening and sealants, free glasses and community referrals. SFSV provides volunteers and a read-aloud program. The community provides additional support through fundraising activities.

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

District: Lack of planning time in the Elementary day. More counseling/mental health services needed. Safety concerns on the school bus unaddressed. District could provide bus monitors for safety and behavior management. More funding from the District to cover the basics of supplies and materials. More support for teaching Science. Training for Special Education paraprofessional staff. Too much focus on high stakes testing activities and not enough on critical thinking and creative learning activities.

School: Principal needs to be more regularly visible in classrooms, more accountable to raising expectations for achievement and provide more oversight of support staff. Lack of consistency and articulation across grades in writing. More consistent adaptations and modifications to meet individual needs for identified and at-risk students. More communication from teachers to parents about their child's academic progress, including hearing from other support staff involved in teaching, whenever possible. Not enough school-wide focus on Science.

Community: The majority of students do not live in the neighborhood and this provides a hurdle to parent involvement that needs to be overcome.

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

Need for: explicit Professional Development that addresses the impact of race on student achievement; more accountability, planning, strategies to address the specific concerns of African American and Latino students; more professional development to provide for ELL students; more flexibility within Reading First to break the boredom and the extreme pencil and paper orientation; Math Pacing Guide needs to reflect more developmental learning; more consistent classroom implementation of science programs and more training in science overall. More time throughout the year for all core subjects including Social Studies, PE and the Arts. Special Education personnel need more training in both instruction and classroom management.

All students need stimulating material and instructional practices to learn.

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 related to Goal 1: *All data is based mainly on Spring 2006 CST at this time*
HMCRA is 39% African American. Closing our achievement gap specifically targets our African American students. Annual Measurable Objectives were met on the AYP in 2006 in both E/LA and Math. The percent African American students at or above proficient, 2002-2003-2004 was between 0 to 10%. In 2005, the % AA at or above proficient in E/LA increased to 21% and in 2006 it increased to 29%. The % AA at or above proficient in Math increased to 35%. **Before/After School Learning Program:** The B/ASL Program, based on best practices and school based curriculum, has helped improved test scores and student achievement. The school has 40-60 children enrolled from 7:30-9:30 and 130 children enrolled from 3:30-6:00, yet Program does not serve all students who need it. Since we were exited from Title 1 Program Improvement, we have no other access to small group tutorial activities. The ASL Program is a key RtI (Response to Intervention) strategy, targeting our low-performing students, especially our AA students.

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

.Objective 1:

AA students will continue to close the achievement gap by increasing the percent proficient over and above the AYP performance targets in E.LA (to at least 39%).

Objective 2:

AA students will continue to close the achievement gap by increasing the percent proficient over and above the AYP performance targets in Math (to at least 45%) .

Objective 3:

The number of student enrolled in the Before/AfterSchool Program for tutorial/homework support will increase by at least 10%.

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

Key Strategy 1:

RF 8-week (ongoing) Academic Intervention Cycle and Universal Access/Differentiated Instruction daily during Reading

Key Strategy 2:

Implement Math Formative Assessment and Planning Guide with OARS data collection and analysis and Universal Access/Differentiated Instruction daily during Math.

Key Strategy 3:

The B/ASL homework/tutorial program will vigorously advertise and recruit along the bus lines to expand the tutorial, enrichment/clubs and physical ed activities to encourage more students to enroll.

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

Data Conclusions related to Goal 2: *All data is based on Fall 2007 Profile & Spring 2006 AMAO and CST*
EL: HMCRA is 9.7% EL. 50% of our students met the NCLB Title 111 AMAO growth target for Objective #1 (progress in ELD). 45.5% of the students met objective #2 (2006). While AYP objectives were met, only 10% ELL students are at or above proficient in E/LA (although 60% are proficient in Math).

GATE: HMCRA is 6.3% GATE. While inclusive, it is not fully representative of our student body or potential.
SPECIAL NEEDS: We are an INCLUSIVE school with 14.5% identified Special Needs. None of our students are performing above Basic although several students are scoring at the high end of Basic.

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

Objective 1:

54% of the EL students will meet NCLB Title III Annual Measurable Achievement Growth Objectives #1 on the 2007 CELDT California English Language Development Test.

Objective 2:

School will increase by 15% the identification of under-represented students as GATE and High Potential at grades 3-4-5 for 07-08.

Objective #3

All Special Ed Identified students will make 1 years growth on CST. We will increase percent of SpEd students 2nd-5th grade at or above proficient in CST Math from 0% to 10% (2 students)

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

Key Strategy 1:

School will implement appropriate SDAIE strategies during UA time and offer differentiated ELD instruction with a credentialed teacher.

Key Strategy 2:

Teachers will implement a high quality differentiated instructional program using various strategies that provide additional challenge and opportunities for students to perform at their highest ability and potential.

Key Strategy 3:

Core Curriculum will be modified as needed (with the help of support staff) for Special Needs students and alternative/differentiated instruction will support achievement.

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

Data Conclusions related to Goal 3:*All academic data is based on Spring 2006 at this time*

E/LA/Writing: While the 4th grade writing scores improved, the majority of students scored at Basic rather than Proficient.

Science: Fifth grade students moved from 28.6% proficient in 2005 to 48% in 2006. However, standards-based Science is not taught consistently across the grades.

Library Improvement/Arts Master Plan: The State has allocated funding for Library Improvement and Prop H has included school library funding. SFUSD has developed an Arts Master Plan and Prop H monies were allocated to schools from the City. There is also more funding from the State for Arts Programs and instruction.

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

Objective 1:

On the 2007 CSWT, 4th grade students scoring above 4 will increase to at least 10%.

Objective 2:

On the 2007 CST 5th Grade Science, the percentage of students scoring at or above proficiency will increase by at least 10% school-wide.

Objective 3: 2007-2008, all students will participate in an enriching and standards based Library and Arts programs that will be developed by site committees and include the Arts Master Plan as a guide.

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

Key Strategy 1:

The new RF Writing Plan along with the Interactive Writing/Editing process will be fully utilized to improve writing school-wide.

Key Strategy 2:

The new Science adoption will be implemented and Standards based Science activities (with hands-on, critical thinking activities) will be taught on a regular basis in all grades. Science will be supplemented throughout the school with additional activities, field trips and programs.

Key Strategy 3:

Library services will enrich the core curriculum. Arts programs will be integrated across the grades and include the elements of visual, dance, theater/performance, music and literary arts.

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

Data Conclusions related to Goal 4:

The school is a Civil Rights Academy by name. We are developing a scope and sequence of Civil Rights lessons and activities to carry out in every class, every grade. The staff and parents have indicated that this is key to our positive school climate. Our children's growing sense of justice and non-violence and peaceful resolution of conflicts is reinforced through a peace and justice curriculum. Parent surveys also raised safety concerns about yard and recess activities. We have a huge grant for green school-yard improvements to help create better alternatives play areas. There are also concerns about school-wide positive student conduct being reinforced in all areas of the school day.

Based on the above data conclusions the following are the objectives for Goal 4.

Objective 1:

By September 2007, HMCRA will have in place a scope and sequence of Civil Rights Curriculum.

Objective 2:

By fall, 2007-the green-schoolyard implementation plan will be in place and we will begin to change the yard and the available activities. Yard safety and increased activities will be improved as measured by parent surveys.

Objective 3:

By spring 2008 student behavior on the yard and in the school will improve and number of students sent to the office will decrease by 50%, as measured by tracking office referral forms.

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

Key Strategy 1:

We will implement a Civil Right Curriculum K-5 with a sequence of lessons and activities.

Key Strategy 2:

We will develop a green-schoolyard plan that fully utilizes all parts of the yard for play and ecological activities.

Key Strategy 3:

We will implement our Positive School Climate - 5 Be's and 1st PASS programs.

Goal 5: Parent and Community Involvement: 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 5:

High attendance at Back-to-School, conferences, and events that include food and student performances. Active parent involvement in SSC. Concerns include parent involvement at school or as classroom volunteers, attendance at planning meetings, committees, fundraisers, field trips. A-A and Second-Language families do not participate at same rate. The PFC has no real structure.

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

Objective 1:

By spring 2008, school will have increased the involvement of underrepresented parents in classroom and school-wide activities by 30% as measured by sign-in sheets and teacher surveys.

Objective 2:

By August 2007, PFC will agree to reorganize its structure to include officers, committees, a room parent structure and will implement new structure by Back-to School Night.

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

Key Strategy 1:

PL will help bridge the home-school divide by bringing issues to the school from underrepresented parents. Parent Liaison will target outreach primarily to African American families and will meet with bussed families to promote bus safety and decrease bus incidents and citations.

Key Strategy 2:

The PFC will meet in August with the SSC to develop an improved parent involvement plan for 07-08

<p>and 4 with 2 or more “Must DO’ & “May DO” tasks (independent and differentiated)</p> <ul style="list-style-type: none"> • Goal is to pull multiple teacher-led groups with direct differentiated instruction according to level in both Reading • Utilize Think Pair Share and other strategies to enhance student engagement (thumbs up/down, table-talk, popsicle sticks, etc) • Additional Support will be allocated to RF UA time to support differentiation • Site N10 will support Lower Grade UA and Fluency in Upper Grades 		\$22,069	TIIB	
<p>Key Strategy 2: Math Implement Math Formative Assessment and Planning Guide with OARS data collection and analysis and Universal Access/Differentiated Instruction daily during Math</p> <p>High Leverage Activities:</p> <ul style="list-style-type: none"> • Site will provide additional teaching staff to lower Upper Grade ratio to 25. • Teachers will implement the MFA/PG and enter data into OARS every 6-8 weeks • Teachers will have weekly grade level planning for Math • Evaluate and review target areas and focal students based on new data, identify new action plans • CTIP .3 will support Upper Grades in Math instruction and provide individualized tutorial in Math 	Ongoing	\$4,856 \$19,426	Title 1 SWP TIIB	
<p>Key Strategy 3: The B/ASL homework/tutorial program will expand the tutorial, enrichment/clubs and physical ed activities to encourage more students to enroll.</p> <p>High Leverage Activities</p> <ul style="list-style-type: none"> • August letter and Weekly Folder will advertise B/ASL targeting bussed communities 				

<ul style="list-style-type: none"> • The School Teaching Staff will continue to be the base of the ASL staff, keeping alignment with the Core Curriculum • SPARKS PE program will enhance the physical fitness component • Students will be surveyed for interest in Enrichment/Club activities and we will seek to provide those activities • School-wide programs will include performances by ASL students • The Late Bus will be used to promote the program to students who live in the SE sector. 				
<p><u>Monitoring program implementation and results:</u> OARS data monitored; bi-weekly review of progress by grade level with IRF; informal ongoing assessment of skills (writing, fluency, word-attack); observation of differentiated instruction/UA for targeted students; re-check and re-evaluate progress at each planning cycle.. CST scores will be analyzed in Fall. Home-School Compact with parents will help parents become involved in their child’s academic goals.</p>	<p>ongoing</p>			

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

Description of Specific Actions to Achieve This Goal	Timeline	Estimated Cost	Funding Source	District Support
<p>Key Strategy 1: EL School will implement appropriate SDAIE strategies during UA time and offer differentiated ELD instruction based on student proficiency levels</p> <p>High Leverage Activities:</p> <ul style="list-style-type: none"> • Teachers will provide daily ELD lessons and SDAIE content classes based on proficiency level of students, • Teachers will use Handbook for ELL and Extra Support Handbook during UA to help differentiate for EL during E/LA • Small group instruction in Rigby ELD will help differentiate based on level and need • Utilize Think Pair Share and other strategies to enhance student engagement • High quality research based PD will be sought through the Multilingual Programs • EL will be reclassified appropriately with academic progress monitored • Additional ELAP funds will supplement mainly Upper grade EL instruction. 	Ongoing	\$4,782	EIA-LEP	
<p>Key Strategy 2: GATE Core Curriculum at all grade levels will be differentiated using various strategies that provide additional challenge and opportunities for students to perform at their highest ability and potential.</p> <p>High Leverage Activities:</p> <ul style="list-style-type: none"> • Strategies will include extended learning, independent study, flexible grouping, high level questioning, tiered assignments , acceleration, compacted core curriculum, in-depth complex 	ongoing	\$600 ?	GATE	

<p>and unique projects.</p> <ul style="list-style-type: none"> • Varied levels of activities/outcomes will be used across the curriculum to ensure all students explore ideas that prompt continual growth. • High quality research based PD will be sought through the GATE Office on differentiation for Gifted students. • GATE coordinator will facilitate parent meetings on program, identification and concerns • GATE coordinator will work with teacher to identify and target under-represented students 				
<p>Key Strategy 3: SpED Core Curriculum will be modified as needed (with the help of support staff) for Special Needs students and alternative/differentiated instruction will support achievement.</p> <p>High Leverage Activities:</p> <ul style="list-style-type: none"> • IEPs will be written and aligned to state content standards and reflect students present level of performance • Qualified Support Staff will monitor identification and IEP implementation process • DIS services may include speech, language therapy, OT, PT, adapted PE, nursing services and AB3632 Mental Health provided according to IEP. • DIS will incorporate curriculum standards in an integrated service delivery model • High quality research based PD will be sought through the SpEd office on appropriate curriculum modifications • Parents will be actively involved in SpD process from initial SST and referral, assessment, placement to annual reviews. 	ongoing	\$1,506	WSF-SpED	
<p>Monitoring program implementation and results The SSC will monitor the Academic Plan. The ELAC committee will be an active part of the SSC. Parents will</p>	ongoing			

<p>be notified annually of CELDT results, ELD level and program placement. Parents will be encouraged to actively participate in the planning and evaluation of GATE program through surveys and community meetings and in the GAC. Parents will be encouraged to join Support for Families With Special Needs. CST data, including disaggregated data by sub group, and CELDT will be analyzed and monitored. The School Profile will be monitored in the Fall (% EL, GATE and SpED).</p>				
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GOAL #3 Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional, or programmatic improvements.

Description of Specific Actions to Achieve This Goal	Timeline	Estimated Cost	Funding Source	District Support
<p>Key Strategy 1: RF Writing Plan along with Interactive Writing/Editing process will be fully utilized school-wide.</p> <p>High Leverage Activities:</p> <ul style="list-style-type: none"> • Cross-grade scoring plan for RF Writing Theme Assessments to foster school-wide scope and sequence. • Daily writing using modeled and labeled exemplars • PD with RF coach and AB466 • Utilizing data to improve instruction 	ongoing			
<p>Key Strategy 2: The new Science adoption will be implemented and Standards based Science activities (with hands-on, critical thinking activities) will be taught on a regular basis in all grades,</p> <p>High Leverage Activities:</p> <ul style="list-style-type: none"> • Participate in the pre-post field test of the science component of the CST for 5th graders. • All classes will teach the newly adopted standards based science curriculum. • Supplemental materials include non-fiction science books and grade appropriate science videos. • Field trips and presenters will encourage scientific exploration (Coyote Point, Marine Mammal Center, Tide Pools, Ecological tours). • Science Coordinator will offer science support 	ongoing			
<p>Key Strategy 3: Library services will enrich the core curriculum. Arts programs will be integrated across the grades and</p>	ongoing			

<p>include the elements of visual, dance, theater/performance, music and literary arts.</p> <p>High Leverage Activities:</p> <ul style="list-style-type: none"> • School will have a Library and Arts Coordinators who will chair committees that will develop appropriate plans • Arts providers will be selected based on community input and survey • Library and arts programs will be integrated into the core curriculum and standards based • High quality researched based PD for classroom teachers will be sought 		<p>\$2,649</p> <p>\$5,057</p> <p>\$8,000</p> <p>\$3,007</p> <p>\$1,600</p>	<p>Instr & Lib (state)</p> <p>AEFC</p> <p>Art & Music (state)</p> <p>Prop H ARTS</p> <p>Prop H Arts Rollover</p> <p>2006-07</p>	
<p>Monitoring program implementation and results</p> <p>SSC will monitor implementation of Academic Plan. The ASL District Program conducts and annual evaluation. Parents, students and staff will be surveyed to monitor effectiveness of programs. CST Writing and Science scores will be analyzed to assess improvement by students who attend programs. Arts and Library will be evaluated by committees and community input.</p>	<p>ongoing</p>			

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

Description of Specific Actions to Achieve This Goal	Timetable	Estimated Cost	Funding Source	District Support
<p>Key Strategy 1: We will implement a Civil Rights Curriculum K-5 with a sequence of lessons and activities.</p> <p>High Leverage Activities</p> <ul style="list-style-type: none"> • Curriculum Committee will be formed with at least 3 teachers and 2 other staff to develop a plan for developing grade appropriate lessons • Teachers will utilize resources, videos, books and on-line to develop lessons and activities, including at least 4 per year. • The plan will be shared school-wide with teachers, parents and students (as needed) • We will organize several assemblies throughout the year to showcase student learning • PD will be sought a variety of sources • Curriculum binder will be maintained and updated annually 	Ongoing			
<p>Key Strategy 2: We will develop a green-schoolyard plan that fully utilizes all parts of the yard for play and ecological activities.</p> <p>High Leverage Activities:</p> <ul style="list-style-type: none"> • When construction is complete, we will no longer have cars on the yard • We will develop a Master Plan for the yard that will be unfolded over a 3 year span • We will apply for the State Garden Support Grant to help develop a school gardening curriculum 	Ongoing			
<p>Key Strategy 3: We will implement our Positive School Climate – 5 Be’s and 1st PASS programs</p> <p>High Leverage Activities:</p>	ongoing			

<ul style="list-style-type: none"> • We will continue to use the 5 BE's developed as school-wide rules and behavior guidelines • Two student Advisors will implement programs including 1st PASS, to help promote a school-wide environment of respect and peaceful resolution of problems. • Staff will develop behavioral/conflict management/bully free guidelines. • 1st PASS, Peace Patrol, 5 BE's assemblies will motivate positive climate. • SST's (class-wide and individual) will be used to identify supports and plans for students in need • Care Team will create individual plans for students with needs in all areas • Nurse, LSC, and support staff will help promote positive climate through targeted interventions with identified students 		<p>\$12,914 \$38,741</p>	<p>TIIB TIIB</p>	<p>STAR Advisor</p>
<p>Monitoring program implementation and results SSC will monitor implementation of Academic Plan targeting school safety and learning environment. Referrals to office will be charted and tracked. SST log will keep track of SSTs and Referrals. Staff and parent survey provides input on school-wide issues.</p>	<p>ongoing</p>			

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

Description of Specific Actions to Achieve This Goal	Timeline	Estimated Costs	Funding Source	District Support
<p>Key Strategy 1: PL will help bridge the home-school divide by bringing issues to the school from underrepresented parents. Parent Liaison will target outreach primarily to African American families and to bussed families.</p> <p>High Leverage Activities:</p> <ul style="list-style-type: none"> • PL will coordinate weekly newsletter, which will include a section of important events that is translated into Spanish. • PL will be an active member of the PFC and help bring more parents into activities and events • PL will help facilitate parent outreach for conferences with a goal of 100% twice a year • PL will help make regular phone contact and home visits 	Ongoing	\$1,000	Title 1 SWP (parent Involvement)	STAR PL
<p>Key Strategy 2: The PFC will meet in August with the SSC to develop an improved parent involvement plan for 07-08.</p> <p>High Leverage Activities:</p> <ul style="list-style-type: none"> • PFC will develop a new internal structure and agree on an election plan • Analyze parent surveys and feedback to help determine the barriers to involvement. Set up several discussion groups during year to elicit feedback • Develop a year long calendar of activities and events • Develop childcare and food policies for providing at events • Create Room Parent structure and outreach format 	Ongoing			

<ul style="list-style-type: none"> Plan Back-To-School event with food, childcare and outreach to get as close to 100% parent to attend 				
<p>5.6 Monitoring program implementation and results SSC will monitor implementation of Academic Plan targeting parent involvement. PFC will monitor its activities through sign-ins, involvement, responses and Parent survey. There will be sign-in sheets at all events, meetings and activities.</p>	ongoing			

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Sandra Leigh		X					10/06
							10/06
Kelly Clark			X				10/06
Dara Jo Peters			X				10/06
Phil Nymark			X				10/05
Ruby MacDonald				X			10/06
Edith Hidalgo (ELAC)					X		10/06
Diego Montoya					X		10/05
Lincoln Lee					X		10/05
Megan Van					X (a)		10/05
Andres Marti					X		10/06
Kathy Henry					X (a)		10/06
Rubin Urbina					X		10/06
Numbers of members of each category		1	3	1	5		

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

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

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

ENGLISH LANGUAGE ADVISORY COUNCIL MEMBERSHIP

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Sandra Leigh		X						10/06
Edith Hidalgo					X			10/06
Liz Bamberg			X					10/06
Ruby MacDonald				X				10/06
Numbers of members of each category		1	1	1	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 MEMBERSHIP

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Sandra Leigh		X					10/04
Kelly Clark			X				10/04
Rubin Urbina					X		10/04
Andres Marti					X		10/04
Numbers of members of each category		1	1		2		

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
 - Inclusion Family Network (Site Based)
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: February 9, 2006
 - B. One meeting to present plan upon its completion.
DATE: February 28 2006
7. This school plan was adopted by the school site council on: March 13, 2005 .
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: