

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

James Lick Middle School

School

38 68478 6062053

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.

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:
James Lick MS faculty and staff use regular meeting times and professional development time to collaborate and coordinate curriculum and materials at grade level and in content areas. Teachers in each content area construct weekly plans outlining use of state standards and state-adopted textbooks
2. Availability of standards-based instructional materials appropriate to all student groups:
Through the library coding system, the school maintains an inventory and distribution procedure to ensure that materials are provided to all students. Supplementary materials are ordered to augment core materials and provide access to standards by all students, in particular EDY, Special Ed and EL students. James Lick will continue to purchase and fully implement adopted instructional materials and standard-based supplemental materials to challenge GATE students. A challenge for the school is to provide standards based instructional materials in social studies and mathematics for its students in the Spanish Immersion Program.
3. Alignment of staff development to standards, assessed student performance and professional needs:
Grade level and faculty meetings are used to align standards, assessments, and best practices meeting the needs of GATE, EDY, Special Ed and EL students. PD time includes sharing strategies, examination of benchmark assessment data in language arts and mathematics, and alignment of curriculum with the identified areas of student need as indicated by the data.
4. Services provided by the regular program to enable under-performing students to meet standards:
During the 2006-2007 school year, the school used High Point for EL students and strategic reading classes for all students scoring Basic or below on the CST. The Instructional Reform Facilitator focused effort on developing literacy for all underperforming students and provided coaching to teachers, used diagnostic data to assess effectiveness, coordinated staff PD to train staff in new programs, as well as initiate a novel based curriculum as the focus of the strategic reading class. In mathematics, students were provided math support two days a week during the second hour of their mathematics core using intervention materials designed to address conceptual and skill development required to access the core standards.

The Student Advisor provided outreach and attendance tracking in accordance with the district mandate to eliminate truancy. The Parent Liaison provided parent communication and information pertaining to the students' academic progress. The Outreach Consultant coordinated SSTs so that students, parents, and staff could develop and implement action plans that support student achievement.

5. Services provided by categorical funds to enable under-performing students to meet standards:
The master schedule was maintained to provide additional reading and language opportunities to EL, EDY, and Special Education students. GATE students are offered enrichment opportunities through projects and differentiation integrated into their core

classes. There are benchmarks and common assessments in math and reading given by grade level teachers with direction from the lead content teacher (through the Middle School Teacher Leader Initiative) and the IRF. Special Education students also receive modifications and differentiated materials. Teachers use SDAIE strategies with EL students.

6. Use of state and local assessments to modify instruction and improve student achievement:
The CST ELA assessment data is used to place students in strategic reading intervention programs. Content cluster analysis is used to prioritize skill area for targeted instruction. Results from District CELDT test are used to place students in ELD support program (High Point). Benchmark assessments are used to monitor student learning and effectiveness of instruction. Modifications to instruction, based on benchmark data results, are discussed during weekly grade level department meetings.
7. Family, school, district and community resources available to assist these students:
The Parent Liaison and Student Advisor provide home communication and follow up on student attendance and behavior. Home visits accommodate parents who are unable to come to school. The Site Support Substitute, also provided as a STAR resource, ensures class coverage when teachers are absent and provides consistency in school policies. The district provides additional resources for parents and students through math and reading Extended Learning Packets. The After School Program provides additional instructional support services and enrichment activities for all students.
8. School, district and community barriers to improvements in student achievement:
The school is working to increase school/parent communication, participation and support through student-centered events such as Science Fair, conferences, and assemblies. Turnover in staff, both certificated and classified, has led to an inconsistent delivery of instruction which impacts student learning and behavior. The school is still evolving its vision of what effective instruction is and is moving toward implementation of a common approach towards teaching.
9. Limitations of the current program to enable under-performing students to meet standards:
More time for professional development is required to support the implementation of the reading and math intervention programs as well as the core instructional program. Teachers need more in-class coaching and teacher training. The language arts instructional program is not well aligned to the California LA Standards, nor to the Benchmark assessments, and requires a great deal of supplementation. Movement in and out of strategic reading classes is still a challenge to schedule.

Insert SARC Highlights

ACADEMIC PLAN EXECUTIVE SUMMARY

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

Data Conclusions related to Goal 1: In 2006, 487 (99%) students were tested. For current students, the 2006 performance data in **English Language Arts** shows that 47 students (40%) of students moved from below basic to basic or above basic. In **Mathematics**, 42 students (33%) of students moved from below basic to basic or above basic. The 2006 performance data in **English Language Arts** shows that 36 students (34%) performed at proficient or advanced on the 2006 CST. In **Mathematics**, 19 students (23%) performed at proficient or advanced on the 2006 CST. API and AYP targets for significant subgroups were achieved.

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

Objective 1: At least 37 additional students (or 20% of scored students) will move from basic to score at proficient or above in the CST ELA exam. At least 20 additional students (or 15% of scored students) will move from basic to score at or above proficient in the CST Mathematics exam.

Objective 2: All EL students from Beginning to Intermediate, Intermediate to Advanced will move to the next level on the CELDT. 50% of the students in the Early Advanced will move to Advanced.

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

1. In August, staff will analyze Spring 2007 scores (CST, CELDT) to identify students who are scoring in the **Basic** and **Below Basic** performance levels (CST) and **Intermediate to Early Advanced** (CELDT) and above to determine specific areas of need in reading, mathematics, and English language development.
2. Within each department, teachers work collaboratively to develop weekly plans that align with the district pacing guides in ELA and mathematics.
3. Benchmark assessments in ELA and Mathematics will be given every 6 weeks in alignment with the district pacing guides. Students will be monitored for sustained growth in comparison to their Spring 2007 CST scores.

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: Attendance for African American and Latino students from 2006 is 45% and 74% respectively. School is in compliance with Williams Uniform Complaint and American Disability Act (Middle School Instructional Materials Survey, ADA Site Maintenance Forms)

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

Objective 1: By the end of September 2007, each student will have in their possession standards based instructional materials in language arts, mathematics, science, and social science.

Objective 2: By the end of September 2007, appropriate modifications for EL, GATE, and SPED students will be evident in core academic classes.

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

1. Through counseling, SART, and SPED meetings, determine which students are in need of support services and schedule IEP's , 504 Plans, and SST's to develop team approach for supporting student positive behavior and academic performance.

2. Administration and IRF will visit classrooms weekly to support teacher instruction and provide feedback through review of lessons and student performance.

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

Data Conclusions related to Goal 3: 50% of the ELA teachers have completed AB 466 training in the adopted curriculum (Prentice Hall, High Point) and 100% of the mathematics teachers have completed the AB 466 training in the adopted curriculum (McDougal Littell). Teachers meet in common planning time 2-3 hours per week to coordinate the delivery of curriculum aligned with district pacing guides, share successful classroom strategies, review benchmark data to assess student understanding.

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

Objective 1:

School will move towards having all of its ELA and SPED teachers complete AB 466 training, School will make appropriate staffing changes to ensure that each classroom has a highly qualified teacher instructing students. By the end of August 2007, 100% of our teachers will be certified through AB 466 in language arts and mathematics.

Objective 2:

100% implementation of BBC in all classrooms.

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

1. The IRF and Teacher Leaders, in coordination with the Middle School Teacher Leader Initiative (MSTLI) will facilitate review of benchmark assessments data with the Language Arts and Mathematics faculty with the District recommended protocol for looking at assessment data.

2. Staff who have not completed the AB 466 training in Prentice Hall ELA, High Point, or McDougal Littell Mathematics will be expected to participate in locally offered AB 466 institutes. Work with the Office of Teacher Affairs to ensure that all teachers are appropriately credentialed to teach within their subject areas.

3. Administration will provide professional development on the BBC and monitor its implementation in all classrooms as a method to provide consistency in instruction and improve student academic achievement.

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: Based on data from 2005-2006, non-mandatory suspensions for African American and Latino students is 41% and 51% respectively. Staff developed school-wide positive student behavior policy through work with consultant Noah Salzman. Staff also worked on issues of school climate and equity with consultant Enid Lee. Parent meetings with Principal and staff, through Principal “Chats”, Back to School activities, Student Success Team (SST) conferences, and individual conferences provided opportunities to discuss student behavior and reinforce the behavior policy.

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

Objective 1:

Increase the attendance rate for AA by 15 % from 45% (2006) to $\geq 60\%$ (2007) and L students by 6% from 74% to $\geq 80\%$.

Objective 2:

Reduce the non-mandatory suspension rate for AA by 5% from 41% to $\leq 36\%$ and L students from 51% to $\leq 46\%$.

Objective 3:

By October 2007, staff and community will develop a calendar to address creating an equitable and inclusive environment in which all students, families, faculty and staff are respected and have an equal voice in decision making at JLMS.

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

1. Work with Student Advisor, Counselors, Assistant Principal, SB 65 staff, and attendance clerk to accurately monitor daily attendance (absenteeism and tardiness) of AA and L students. Mandatory counseling sessions will be held for AA and L students who are not attending school.
2. JLMS staff will develop alternatives to suspensions at the beginning of the school year and maintain logs as a method of monitoring students and issues.
3. The School Climate Committee will continue to meet with a focus to identify resources, such as consultant Enid Lee, in support of ongoing programs and activities to promote “cultural competency” – defined as a set of skills that can be acquired and developed/fine-tuned that recognize, validate, and promote distinct cultural values, experiences and perspectives across race, ethnicity, gender, and social class.

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: Information on adolescent development, STAR testing, homework support, gang violence, and academic programs continue to be in demand for a broad base of parents. Effective strategies to increase AA parent participation are lacking. Latino parent participation has increased, and strategies to build that participation are developing. Volunteer opportunities are being coordinated through the Parent Liaison and SF Volunteers.

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

Objective 1:

By October, 2007, JLMS staff and community will develop a plan to improve home-school communication.

Objective 2:

Attendance at parent conferences, decision-making bodies, and parent family nights will show 20 % increase over previous year and reflect the population of the school.

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

1. All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities through translation services and accessible events.
2. School staff will recruit parents to participate in SSC, SAC, ELAC for elections that will held in the fall. The SSC will be properly constituted and the council will be actively engaged in monitoring the Academic Plan, budget and decision-making.
3. The school staff will use a bi-monthly newsletter, auto-dialer, and a yahoo group to communicate policies, events, and enrichment activities to parents.

Action Plan

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

Student groups participating in this goal: AA, L, EDY, EL Students in the “gap.”

Performance gains expected for these students: Each subgroup will achieve its target API, 20% of EL students will move to next CELDT level

Means of evaluating *progress* toward this goal: Review of CST, Benchmark testing in ELA and mathematics, CELDT, GPA, classroom observations and assessments, SST meetings with students, teachers, parents, grade level counselors, and administration.

Group data needed to measure academic gains: CST, quarterly grades, benchmark assessments

Objective 1: At least 37 additional students (or 20% of scored students) will move from basic to score at proficient or above in the CST ELA exam. At least 20 additional students (or 15% of scored students) will move from basic to score at or above proficient in the CST Mathematics exam.

Objective 2: All EL students from Beginning to Intermediate, Intermediate to Advanced will move to the next level on the CELDT. 50% of the students in the Early Advanced will move to Advanced.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of standards-based instruction to content standards</p> <p>A. In August, staff will analyze Spring 2006 scores (CST, CELDT) to identify students who are scoring in the Basic and Below Basic performance levels (CST) and Intermediate to Early Advanced (CELDT) and above to determine specific areas of need in reading, mathematics, and English language development.</p>	Principal, IRF	August 2007	Stipends	WSF, SAIT

<p>B. Within each department, teachers work collaboratively to develop weekly plans that align with the district pacing guides in ELA and mathematics.</p> <p>C. Benchmark assessments in ELA and Mathematics will be given every 6 weeks in alignment with the district pacing guides. Teachers will be given time to align benchmark assessments with text. Students will be monitored for sustained growth in comparison to their Spring 2006 CST scores.</p>	<p>Teachers, IRF</p> <p>Teachers, IRF</p>	<p>On-going</p> <p>Every 6 Weeks</p>	<p>Instructional supplies</p> <p>Stipends</p>	<p>WSF, CD</p> <p>WSF, Office of Teaching & Learning</p>
<p>1.2 Improvement of research-based instructional strategies and materials</p> <p>A. Teachers will post standards appropriate to subject area and grade level. All students and parents will have access to exemplars of student work that meet or define expected understanding of standards.</p> <p>B. Grade level teams will use data reports and technology to determine whether or not students are mastering the standards and to re-teach and enrich as necessary using supplementary materials, including: Accelerated Reader, Read Naturally, Kaplan Mathematics, High Point, and Prentice Hall ancillary materials.</p> <p>C. Staff will use data from 5th grade diagnostics in Language Arts and Mathematics, pre-algebra and algebra readiness to inform instruction for targeted populations.</p>	<p>Teachers, IRF</p> <p>Teachers, IRF, Technology Support</p> <p>Teachers, IRF, Technology Support</p>	<p>On-going</p> <p>On-going</p> <p>August, 2007</p>	<p>Extended hours</p>	<p>WSF</p> <p>WSF</p> <p>WSF</p>

<p>1.3 Extended learning time / Increased Educational Opportunity</p> <p>A. Staff will identify students who are Far Below Basic and Below Basic in math and reading and schedule them for the After School Program for tutoring and homework assistance. Staff will work with After School Program Coordinator to monitor, document and report progress to classroom teachers and parents.</p> <p>B. Based on CST and Prentice Hall/High Point diagnostic assessments, students will be placed in appropriate ELA intervention classes. At 6 week intervals, students will be assessed and moved into Prentice Hall classes if so indicated.</p> <p>C. Based on CST, benchmark diagnostic assessments, and teacher recommendation, students will be placed in appropriate math leveled study groups (challenge, benchmark, or intensive).</p> <p>D. The librarian will work with staff to provide reading support for all students through Accelerated Reader</p> <p>E. Staff will identify “focal” students and each teacher will work with 2-3 students through the school year to with the goal of improving their academic performance</p>	<p>After School Program Coordinator, Teachers</p> <p>AP, IRF, Counselor</p> <p>Lead Teachers</p> <p>Librarian</p> <p>Staff, Administration</p>	<p>Every 6 Weeks</p> <p>August 2007</p> <p>Every 6 Weeks</p> <p>On-going</p> <p>Ongoing</p>	<p>Extended hours</p> <p>Stipends</p>	<p>School Health Programs, ASP</p> <p>WSF</p> <p>MSTLI</p> <p>WSF</p>
<p>1.4 Staff development and professional collaboration</p> <p>A. Teachers will participate in district-wide</p>	<p>Lead Teachers</p>	<p>4 times a year</p>	<p>Stipends, Extended hours</p>	<p>MSTLI</p>

<p>C. Staff will coordinate CBO services, such as Bay Fund and Seven Teepees, to provide additional support in literacy and mathematics.</p> <p>D. After each 6 week benchmark test, staff will prepare home support materials to address questions most frequently missed.</p>	<p>Counselors, ORC, Learning Support Coord. Teachers, Parent Liaison</p>	<p>On-going</p> <p>Ongoing</p>		<p>CSSP, School Health Program</p> <p>OPR</p>
<p>1.6 Non-academic support services for students and parents</p> <p>A. A calendar will be developed at the beginning of the year that sets dates for staff to provide information on programs at PTSA, SSC, ELAC, or other meetings.</p> <p>B. IRF will invite parents, staff and community to assist in writing grants to fund additional stipend hours for professional development and provide additional resources to students.</p>	<p>Principal, SSC Chair, PTSA</p> <p>President</p> <p>IRF, Staff</p>	<p>On-going</p> <p>On-going</p>		<p>WSF</p> <p>PTSA funds</p>
<p>1.7 Monitoring program implementation and results</p> <p>A. Administration will meet with dept teams/individual teachers to monitor the development of collaboratively written weekly plans to ensure that curriculum is aligned and focused on key standards to close the achievement gap.</p> <p>B. Administration will conduct formal and informal observations focused on standards-based instruction, collaborative planning, and evidence of student learning.</p>	<p>Administration</p> <p>Administration</p>	<p>On-going</p> <p>On-going</p>		<p>WSF, CD</p> <p>WSF, CD</p>

<p>C. All English Language Arts and Mathematics teachers will assess student learning of standards through analysis of CST data and district benchmark tests. Results will be monitored using “Cruncher” and the “On-line Assessment Recording System” (OARS). Teachers and administration will analyze the data to determine students’ mastery of the standards, modify curriculum as necessary, and re-teach key concepts.</p>	<p>IRF, Principal</p>	<p>Every 6 Weeks</p>	<p>Extended hours, Substitutes</p>	<p>WSF, CD, Office of Teaching & Learning</p>
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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.

Student groups participating in this goal: Spanish Immersion, SPED, EL, EDY, GATE students, Intervention participants

Performance gains expected for these students: one year’s growth

Means of evaluating progress toward this goal: CST, CELDT, Benchmark Testing

Group data needed to measure academic gains: Intervention assessments

Objective 1: By the end of September 2007, each student will have in their possession standards based instructional materials in language arts, mathematics, science, and social science.

Objective 2: By the end of September 2007, appropriate modifications for EL, GATE, and SPED students will be evident in core academic classes.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>2.1 Alignment of instruction with content standards</p> <p>A. All students will have access to state board adopted instructional materials in Language Arts, Social Studies, Mathematics, and Science.</p> <p>B. All teachers in core curricular areas will continue to align their instruction with content standards as identified by the “Blue Prints” for the key standards covered by the CST.</p> <p>C. Additional materials to address key standards not covered in adopted texts, particularly in writing for ELA, will be identified and purchased to support core instruction.</p>	<p>Librarian, Teachers</p> <p>Teachers</p> <p>Teachers, IRF, Librarian</p>	<p>August 2007</p> <p>On-going</p> <p>August 2007</p>	<p>Instructional materials</p> <p>Instructional materials</p>	<p>SBCP, WSF, WSF SPED</p> <p>WSF, CD</p> <p>WSF, CD</p>

<p>D. RSP and SDC teachers will write IEPs aligned to state core content standards, reflective of students' present levels of performance, and in compliance with state and federal mandates.</p>	<p>SPED Teachers</p>	<p>On-going</p>		<p>WSF, CD</p>
<p>E. Teachers will use the BBC as a tool to inform all students of which standards they are learning, as defined by the AIM, and which lesson steps will lead to mastery of these standards.</p>	<p>Teachers, Principal</p>	<p>On-going</p>		<p>WSF, CD</p>
<p>2.2 Improvement of instructional strategies and materials</p> <p>A. The school will purchase SDAIE supplementary texts and materials for students as well as provide professional development for teachers on the effective use of these materials.</p> <p>B. SPED and DIS teachers will collaborate with general education teachers through weekly grade level meetings to coordinate curriculum and help differentiate/modify instruction.</p> <p>C. The GATE Coordinator will work with each grade level department to identify and create challenging extensions to the core standards in Language Arts, Social Studies, Mathematics, and Science.</p> <p>D. Teachers will identify and use data to identify strategies for differentiated instruction, i.e. projects and performance tasks that address the diverse learning styles of students and provide challenges</p>	<p>IRF, Librarian</p> <p>SPED Teachers</p> <p>GATE Coordinator</p> <p>Teachers</p>	<p>August 2007</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Instructional materials</p> <p>Supplies and equipment</p> <p>Supplies and equipment</p>	<p>SBCP</p> <p>WSF SPED</p> <p>GATE Office</p> <p>PTSA funds, CD, WSF</p>

<p>and enrichment for GATE, EL, SPED, and EDY students.</p>				
<p>E. All staff will employ strategies for Checking For Understanding that ensure equitable attention to student learning needs and comprehension of material taught.</p>	<p>Staff, Administration</p>	<p>On-going</p>		
<p>F. Site will provide following services to ELs to ensure they acquire English and learn grade-level academic content: a) All students will be placed in core subjects taught by CLAD certified teachers who are knowledgeable in the use of SDAIE strategies. b) All students are provided access to the core curriculum via the District-adopted ELD materials. c) All students will be expected to master grade level content standards and the ELD standards.</p>	<p>AP, IRF, Multilingual Staff</p>	<p>August 2007</p>	<p>TBD</p>	<p>WSF, CD</p>
<p>G. Students in the Spanish Immersion Program will be offered standards-based Language Arts classes in English and Spanish. This will provide a foundation for the development of true bi-literacy and in support of bi-cultural graduates from the program.</p>	<p>AP, Multilingual Staff</p>	<p>August 2007</p>	<p>Supplies</p>	<p>WSF</p>
<p>H. Unified Arts teachers will integrate their subject with the core curriculum so that students have a richer understanding of the grade level content standards.</p>	<p>UA Teachers</p>	<p>On-going</p>	<p>Supplies and equipment</p>	<p>Prop H</p>
<p>I. The Physical Education Department will maintain a well structured and fully equipped interscholastic and, as time permits, an intramural sports program.</p>	<p>PE Teachers</p>	<p>On-going</p>		<p>Prop H</p>

<p>2.3 Extended learning time/increase educational opportunity</p> <p>A. The After School Program will operate Monday through Thursday and provide students with at least one hour of homework support and one hour of extended learning through visual and performing arts, field trips, or community service.</p> <p>B. 7th and 8th grade students will be invited to participate in international independent learning activities.</p>	<p>After School Program Coordinator</p> <p>Teachers</p>	<p>On-going</p> <p>Three times a year</p>	<p>TBD</p>	<p>School Health Programs</p> <p>PTSA Funds</p>
<p>2.4 Staff Development and Professional Collaboration</p> <p>A. Through sharing of common strategies (research articles, data based inquiry, and examination of student work) faculty and staff will strengthen the core program, increase the quality of learning time, and address the language and academic needs of low-achieving and EL children and those at risk of not meeting the achievement standards.</p> <p>B. Teachers of EL students will be given opportunities to attend workshops presented by Multilingual Programs on effective ELD instruction and SDAIE strategies and provide PD for the staff.</p> <p>C. The GATE coordinator and IRF will meet with</p>	<p>IRF, Teachers</p> <p>ELD Teachers, Multilingual Programs Staff</p> <p>GATE</p>	<p>Bi-Weekly</p> <p>Monthly</p> <p>On-going</p>	<p>Substitutes, Extended hours</p> <p>Instructional materials</p>	<p>SBCP, CD, SAIT</p> <p>Multilingual Dept.</p> <p>GATE, TBD, STAR</p>

<p>teachers to update and monitor GATE students and their progress. Differentiated materials will be provided for them that will challenge and extend curriculum. The IRF will pull out identified students for rigorous projects once a week.</p> <p>D. Training from district consultants, designated teacher leaders (MSTLI), IRF for Prentice Hall and High Point will be provided for teachers.</p> <p>E. Technology support staff will lead computer training to link core curriculum to technology.</p> <p>F. Each department will develop common grading policies that will be used across grade levels.</p>	<p>Coordinator, IRF</p> <p>MSTLI, IRF</p> <p>Tech Support Staff</p> <p>IRF, Admin</p>	<p>On-going</p> <p>Spring 2007</p>	<p>Substitutes, Extended hours</p>	<p>Office of Teaching & Learning</p> <p>WSF, CD</p>
<p>2.5 Involvement of staff, parents and community</p> <p>A. School staff will share strategies that parents may use with students through newsletters, conferences, principal chats, and presentations at PTSA meetings. Principal meetings will address topics related to support strategies to help students meet academic standards.</p> <p>B. The Parent Liaison, Counselors, Student Advisor, and Outreach Consultant will call parents to address absenteeism, tardiness, and poor grades.</p> <p>C. The Gate Coordinator will conduct meetings in</p>	<p>Teachers, Counselor, Principal</p> <p>Parent Liaison, Student Advisor, ORC</p> <p>GATE</p>	<p>On-going</p> <p>On-going</p> <p>Fall and Spring</p>	<p>Supplies</p>	<p>SBCP</p> <p>STAR, SB65</p> <p>GATE, TBD</p>

<p>the fall and the spring with parents of GATE students to explain the GATE program at the site, distribute information about the identification process, and discuss other issues of concern to parents of GATE students.</p> <p>D. The counselors and grade level families will disseminate information at school-wide events, i.e. 6th Grade Orientation Night and “Back to School Night”.</p> <p>E. The 8th Grade Counselor will hold a parent meeting first semester to educate parents and students in completion of the high school enrollment form, review the 8th grade contract, and present details promotion requirements.</p> <p>F. Parents of students failing or at risk of failing to meet content standards are provided research-based instructional strategies to use at home.</p> <p>G. Parents will be notified of school-wide grading policies for each department. They will be mailed “in danger of failing” letters at the midway point for each 6-week grading period.</p>	<p>Coordinator</p> <p>Counselors, Parent Liaison</p> <p>Counselor</p> <p>Staff, counselors, Parent Liaison</p> <p>Assistant Principal, Counseling Secretary</p>	<p>On-going</p> <p>October 2007</p> <p>Bi-annual</p> <p>6 times each year</p>	<p>Supplies</p>	<p>PTSA funds, TBD</p> <p>PTSA funds, OPR</p>
<p>2.6 Monitoring program implementation and results:</p> <p>A. Recommended students who are ‘at risk’ will be assessed by the counselor-led SAP team weekly to determine interventions through SSTs, review</p>	<p>Outreach Consultant, Counselors</p>	<p>On-going</p>		<p>CSSP</p>

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

Student groups participating in this goal: All including GATE, EL, SPED, EDY

Performance gains expected for these students: Students will Target for API and AYP

Means of evaluating progress toward this goal: Spring 2007 CST scores in ELA and mathematics

Group data needed to measure academic gains: Spring 2007 CST, School-wide API and AYP

Objective 1:

School will move towards having all of its ELA and SPED teachers complete AB 466 training, School will make appropriate staffing changes to ensure that each classroom has a highly qualified teacher instructing students. By the end of August 2007, 100% of our teachers will be certified through AB 466 in language arts and mathematics.

Objective 2:

100% implementation of BBC in all classrooms.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
3.1 Alignment of instruction with content standards				
A. The IRF and other site coaches will provide support in modeling standards based instruction to assist teachers in language arts and mathematics.	IRF, Coaches	On-going	Consultants	STAR, SAIT
B. Teachers will work with the Office of Teaching and Learning to improve the use of standards-based pacing guides in LA and Mathematics.	Teachers	On-going	Substitutes, Extended hours	Office of Teaching & Learning
C. Teachers will plan their lessons and use the BBC to ensure students are aware of what they are learning.	Teachers	On-going		WSF, CD
D. Teachers will work collaboratively to write weekly lesson plans that align with standards.	Teachers	On-going		WSF, CD

<p>3.2 Improvement of instructional strategies and materials</p> <p>A. Teachers will implement standards-based instructional strategies from AB466 training: Reading Language Arts, RLA intervention (for students Below Basic) and Mathematics.</p> <p>B. Lead teachers in MSTLI will work with district content specialist to identify best practices for teachers to use in their classrooms</p> <p>C. Teachers will employ ELA and Math differentiation strategies for SPED students and SDAIE for ELL students.</p> <p>D. Newly hired teachers will have the support of a Mentor Teacher.</p> <p>E. Staff will be released to observe peers as they deliver instruction and utilize the observation time for self-reflection.</p>	<p>Teachers</p> <p>MSTLI Lead Teachers</p> <p>Teachers</p> <p>Staff, Administration</p>	<p>Summer 2007</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p></p> <p>Release days</p> <p>Supplies</p> <p></p>	<p>SAIT, WSF, CD</p> <p>MSTLI</p> <p>SAIT, WSF, CD</p> <p>New Teacher Support</p>
<p>3.3 Staff development and professional collaboration</p> <p>A. The IRF will assist teachers with completion and documentation of the AB466 follow-up hours in RLA and Math. The hours should be completed by 6/30/07.</p>	<p>IRF</p>	<p>Summer 2007</p>	<p>Stipends</p>	<p>STAR, Office of Teaching & Learning</p>

<p>B. The Instructional Reform Facilitator will identify coaching needs based on data, develop language arts and math coaching calendars, and provide them to teachers.</p>	<p>IRF, Coaches</p>	<p>Summer 2007</p>		<p>STAR</p>
<p>C. Bi-weekly department and/or content area meetings will be held that are devoted to ELA and Math (a minimum of two hours per month in each subject area) with all ELA and Math teachers attending on a regular basis.</p>	<p>Lead Teachers, IRF</p>	<p>Bi-weekly</p>		<p>STAR, Office of Teaching & Learning</p>
<p>D. Grade level departments in each content area will meet weekly during common planning time for curriculum planning.</p>	<p>IRF</p>	<p>On-going</p>		<p>STAR</p>
<p>E. The IRF will provide professional development on the Black Board Configuration (BBC) as a strategy to organize the teachers' daily instruction.</p>	<p>IRF</p>	<p>weekly</p>		<p>WSF</p>

<p>3.4 Involvement of staff, parents and community</p> <p>A. Information on school corrective actions improvement will be shared with parents via the newsletter and through informational presentations to the SSC and principal meetings.</p> <p>B. Parents will be provided information regarding placement that best meet their child’s academic needs, including EL, Special Education, and GATE, and will work with the site personnel to continually review intervention data to assess students’ progress in accessing the core curriculum.</p> <p>C. Staff will work with parents in committees to secure resources aligned to the site plan that address GATE and EL differentiation, the arts program, and the Spanish Immersion Program.</p> <p>D. Parent leaders will present their activities at staff meetings and provide strategies on communication and outreach to parents</p>	<p>Principal</p> <p>Teachers, IRF, Counselors</p> <p>Teachers, Parents, GATE Coordinator</p>	<p>Bi-annually</p> <p>On-going</p> <p>On-going</p>	<p>Supplies</p> <p>Supplies</p>	<p>WSF, SBCP</p> <p>SBCP, STAR, SPED</p> <p>TBD</p>
<p>3.5 Monitoring program implementation and results</p> <p>A. The IRF and Teacher Leaders from the Middle School Teacher Leader Initiative (MSTLI) will continue to support Language Arts and Mathematics teachers in the use of the adoption-based benchmark assessments and provide a yearly calendar of when the assessments will be</p>	<p>IRF, Principal, Teacher Leaders</p>	<p>On-going</p>	<p>Substitutes, Extended hours</p>	<p>STAR, Office of Teaching & Learning</p>

administered.				
B. The IRF will facilitate review of benchmark assessments data with the Language Arts and Math faculty with the recommended protocol for looking at assessment data.	IRF, Principal, Teacher Leaders	On-going		STAR
C. Teachers will be provided professional development in the use of the district database “Cruncher”. Cruncher will provide additional longitudinal student data in addition to the benchmark data collected through OARS.	Principal, IRF	On-going		Office of Teaching & Learning
D. Records will be kept of teachers’ progress in pacing, as observed during the classroom coaching sessions.	IRF, coaches	On-going	Supplies	SBCP, STAR
E. Teachers will participate in PD on communicating to parents of under-performing students strategies to use at home to support learning.	Teachers, Parent Liaison	On-going		OPR

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.

Student groups participating in this goal: ALL

Performance expected for these students: Reduction in referrals, suspensions and expulsions, improved school-wide behavior

Means of evaluating progress toward this goal: Monitoring incident reports, logs, referrals

Group data needed to measure academic gains: Collection of data from suspension logs, referrals, surveys

Objective 1:

Increase the attendance rate for AA by 15 % from 45% (2006) to $\geq 60\%$ (2007) and L students by 6% from 74% to $\geq 80\%$.

Objective 2:

Reduce the non-mandatory suspension rate for AA by 5% from 41% to $\leq 36\%$ and L students from 51% to $\leq 46\%$.

Objective 3:

By October 2007, staff and community will develop a calendar to address creating an equitable and inclusive environment in which all students, families, faculty and staff are respected and have an equal voice in decision making at JLMS.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety</p> <p>A. Principal/AP will assign appropriate staff to supervise front entrance, hallways, public areas before/after school, during passing periods and lunch.</p> <p>B. B: The ERT/Safety Committee (Principal, Healthy Schools Teachers, Counseling Dept, Security Guards, ORC, Student Advisor, Student Reps) will provide drills and crisis</p>	<p>Principal, AP</p> <p>Principal, Security, ERT.</p>	<p>August On-going</p> <p>Monthly</p>	<p></p> <p>Supplies</p>	<p>WSF</p> <p>WSF</p>

<p>exercises for the school and post signs for the main entrance, establish visitor sign in procedures, rules, directional arrows and inform staff of any new procedures/policies.</p>				
<p>C. The three (3) grade level counselors will direct grade level assemblies at the beginning of school year and other designated times to provide orientation and explain school procedures. Throughout the year, students will be recognized through assemblies, honor roll events, and incentives for achievement, citizenship, attendance, etc.</p>	Counselors	On-going	Supplies	WSF, PTSA, Donations
<p>D. Staff will develop alternatives to suspensions (detention and community service projects) at the beginning of the school year and maintain logs as a method of monitoring students and issues.</p>	Principal, Staff, Counselors,	Weekly		CSSP
<p>E. The Counselors, Learning Support Consultant, and Outreach Consultant will coordinate boys' and girls' groups as a vehicle to improve social behavior, address anger, and set up presentations throughout the year. There will be a focus on prevention services as well as interventions. Increase utilization of CBO's providing services on site. Referrals to services will be made by teachers or requested by parents.</p>	Counselors, ORC	Weekly		Healthy Schools Team, CSSP
<p>F. Implement a system for holding students accountable for school cleanliness, including</p>	Administration, Safe School	Ongoing	Supplies	SF Foundation, School Health

<p>incentives for respecting facilities and space and implementation of the Safe School Ambassador Program</p> <p>G. PAPA coordinator will coordinate before school activities to encourage attendance and positive start to day.</p> <p>H. Teachers and parents together plan activities for first two weeks of school, such as mixers, assemblies to build school spirit and organizational skills.</p> <p>I. Positive incentives used (eg, “Bulldog Bucks” to use in bulldog café, free dress days, etc.) Teach parents same strategies (and give parents bulldog bucks) to use at home.</p>	<p>Ambassadors, staff, parents</p> <p>School Health Team</p> <p>School Health Team, Staff, parents</p> <p>Staff, parents</p>	<p>Ongoing</p> <p>August</p> <p>Ongoing</p>		<p>School Health</p>
<p>4.2 Staff development and professional collaboration</p> <p>A. All staff will be trained/updated throughout the year in SAP, SST, IEP, Behavior Plans, school rules, policies, procedures, and consequences.</p> <p>B. On -going PD will be held for staff and interested community members on issues of race and equity in education beginning prior to the school year.</p> <p>C. PD will be provided for staff to foster more school-wide and consistent implementation of</p>	<p>Administration, Pupil Svcs, ORC</p> <p>Principal AP</p> <p>Principal Lead Team</p>	<p>August & January 2007</p> <p>TBD</p> <p>August-Ongoing</p>	<p>Supplies</p> <p>Consultant</p>	<p>CSSP</p> <p>PTSA, WSF</p> <p>TBD</p>

<p>classroom management and behavior policies.</p> <p>D. The Healthy Schools Team will assist in the presentation of violence prevention, anti-slur, drug and alcohol awareness and health curriculum. Complete the HST with a Physical Activity Alternative member.</p> <p>E. PD for staff on research-based curriculum to address violence prevention; Project Alert for drug education and HIV/STD prevention.</p> <p>F. PD on closing the achievement gap.</p>	<p>Healthy Schools Team Student Leaders</p> <p>Healthy Schools Team, Peer Resource teacher</p>	<p>On-going</p> <p>November, 2007</p>	<p>Consultant, Supplies</p> <p>Consultant, Supplies</p>	<p>School Health Programs</p> <p>School Health Programs</p>
<p>4.3 Engagement of staff, parents, community</p> <p>A. The grade counselors, ORC, and student advisor will work with community agencies, services, SRO to increase support for ‘at risk’ students and refer resources as related to health, safety, and family needs.</p> <p>B. The ERT/Safety Committee will meet twice a year to develop plans for improving overall school safety. The team will oversee fire drills, evacuation, lock downs, emergency procedures, post signs, and maintain emergency supplies. Parents will be notified of these procedures through the parent handbook.</p> <p>C. The principal will develop bi-weekly parent communication in the form of newsletters bulletins, flyers, and a school calendar of events. The Parent Liaison will make timely</p>	<p>Student Advisor, Counselors</p> <p>Principal Staff</p> <p>Principal</p>	<p>On-going</p> <p>Fall/Spring</p> <p>On-going</p>	<p>Supplies</p>	<p>CSSP, School Health Programs</p> <p>PTSA Funds</p> <p>STAR, SBCP, PTSA</p>

<p>announcements using the autodialer, with translation.</p> <p>D. Parents, community members, and staff will participate in on-going workshops related to racial, economic, and ethnic equity issues in education.</p> <p>E. Develop a JLMS handbook explaining expectations, protocols, procedures, and policies.</p>	<p>Principal Parent Liaison PTSA</p> <p>Principal Parent Liaison PTSA</p>	<p>TBD</p> <p>TBD</p>	<p>Consultant</p>	<p>TBD</p>
<p>4.4 Auxiliary services for students and parents</p>				
<p>A. The Peer Resources Coordinator will develop student activities (peer mediation, peer education, theatrical performances, and peer tutoring) to improve school climate and encourage community service. The PRC will work with the principal in directing student leadership through student council and community alliance meetings.</p> <p>B. The Parent Liaison, Student Advisor, and Outreach Consultant will work with the AP and counselors to improve attendance, family communication, and parent participation.</p> <p>C. The PL will maintain the Parent Room and provide presentations and workshops during the year on designated topics.</p>	<p>Student Advisor, Parent Liaison, Principal, Counselors</p> <p>AP, ORC, Student Advisor,</p> <p>PTSA, Parent Liaison</p>	<p>Weekly</p> <p>On-going</p> <p>Monthly</p>		<p>Prop H, WSF</p> <p>STAR, CSSP, PTSA</p> <p>WSF</p>

<p>4.5 Monitoring program implementation and results</p> <p>A. Principal, AP, Counselors and ORC will share weekly discipline logs with grade level teams.</p> <p>B. Parent Liaison will maintain documentation of parent and community participation during community and informational meetings.</p> <p>C. A School Climate Committee will review implementation of professional development workshops, activities, and school policies related to student behavior.</p> <p>D. Staff presents to parents the school’s positive behavior model and teaches parents how to use similar methods at home to support the school efforts.</p>	<p>Administration, Counselors, ORC Parent Liaison</p> <p>AP ORC Student Advisor</p> <p>Teachers, Parent Liaison</p>	<p>Monthly</p> <p>On-going</p> <p>Monthly</p> <p>On-going</p>	<p></p> <p>Supplies</p> <p>Supplies</p> <p></p>	<p>WSF, CD, CSSP</p> <p>STAR, WSF</p> <p>WSF/CD</p> <p>OPR</p>
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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.

Objective 1:

By October, 2007, JLMS staff and community will develop a plan to improve home-school communication.

Objective 2:

Attendance at parent conferences, decision-making bodies, and parent family nights will show 20 % increase over previous year and reflect the population of the school.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>5.1 Active parent involvement in decision making process</p> <p>A. School staff and PTSA will recruit parents to participate in SSC, SAC, and ELAC for elections that will be held in the fall. The SSC will follow by laws such that the council will be actively engaged in monitoring the Academic Plan, budget, and decision-making. Regularly scheduled meetings will be held with translation, food, and childcare provided.</p>	SSC, ELAC, SAC	On-going	Supplies	PTSA, WSF
<p>5.2 Ongoing communication with parents</p> <p>A. Parent leadership through PTSA will be developed to help with activities at Lick including: PTSA meetings will be held twice in</p>	PTSA, Parent Liaison	Monthly	Supplies and equipment	WSF, SBCP, PTSA

<p>the Bayview and other areas where our students live and the Parent Liaison should make phone calls to parents of targeted students. In addition,</p> <ul style="list-style-type: none"> • All communication will be bilingual • Autodialer weekly • Weekly packet sent home • Principal’s newsletter <p>B. An orientation for 6th grade families will take place in the spring and fall to provide parents with information about the programs, school, and staff.</p> <p>C. “Back to School Night” will be held in September to introduce staff to the parent of the students. Staff will present course outlines and expectations for the year.</p> <p>D. PTSA will distribute a Parent/Student Handbook to all families.</p>	<p>Administration, Counselors, Teachers, PTSA</p> <p>Administration, Counselors, Teachers, PTSA</p> <p>PTSA</p>	<p>August 2007</p> <p>September 2007</p> <p>August 2007</p>	<p>Supplies and equipment</p> <p>Postage and supplies</p> <p>Supplies</p>	<p>PTSA, WSF/CD</p> <p>PTSA</p>
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <p>A. The IRF will hold informational meetings detailing available services for all sub-groups of students (EL, EDY, SPED, Migrant and GATE).</p> <p>B. All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities.</p>	<p>IRF</p> <p>Principal, Parent Liaison, Staff</p>	<p>Monthly</p> <p>On-going</p>	<p>Supplies</p>	<p>WSF</p> <p>WSF, PTSA, STAR</p>

<p>C. Attachment G of the IEP's will be utilized to inform parents of student's with disabilities of their child's progress.</p>	<p>SPED Staff.</p>	<p>Ongoing</p>		<p>WSF SPED, SPED Department</p>
<p>D. The principal and Parent Liaison will hold monthly "Principal's Chats" to provide opportunities for all parents to meet informally with administration and other parents for conversation. Translation will be provided.</p>	<p>Principal, Parent Liaison</p>	<p>Monthly</p>	<p>Supplies</p>	<p>WSF, PTSA, STAR</p>
<p>E. The Parent Liaison will plan with administration and PTSA to involve families from African-American and Latino communities.</p>	<p>Parent Liaison, PTSA, Administration</p>	<p>On-going</p>	<p>Supplies</p>	<p>WSF, PTSA, STAR</p>
<p>5.4 Providing education opportunities for parents</p>				
<p>A. The Parent Liaison and principal will offer parents monthly workshops at JLMS and in the Bayview community explaining data, testing, and skill-building which will increase capacity to monitor their child's progress.</p>	<p>Parent Liaison, Principal, Student Advisor, Counselors</p>	<p>On-going</p>	<p>Consultants, supplies</p>	<p>WSF, PTSA, STAR</p>
<p>B. The Parent Room will be a resource center for parents to pick up information about community services, high schools, academic support, and parent education opportunities.</p>	<p>Parent Liaison</p>		<p>Supplies</p>	<p>STAR</p>
<p>C. Parents will also be invited to participate in field trips and volunteer in the classroom.</p>	<p>Parent Liaison, Staff</p>	<p>On-going</p>		
<p>5.4 Involvement of community partners</p>				
<p>A. The principal and PTSA will coordinate outreach to neighborhood organizations and local businesses, such as: Noe Valley Merchants & Professional Association, Friends of Noe Valley, City College of SF, Friends of the Urban Forest,</p>	<p>Principal, PTSA</p>	<p>Fall/Spring</p>		<p>WSF, PTSA</p>

SFSV, PPS, and City College.				
<p>5.5 Monitoring program implementation and results</p> <p>A. Minutes of meetings and sign in sheets will be available and posted in a central location.</p> <p>B. Once per semester, the principal will present a comprehensive school program report to the SSC. The report will focus on curriculum and strategies for addressing the needs of all sub-groups.</p> <p>C. An Action Team for Partnership will be formed including 1-2 staff, 2-3 parents, Parent Liaison, to implement, monitor and evaluate parent involvement activities.</p>	<p>SSC</p> <p>Principal</p> <p>Parent Liaison, staff</p>	<p>On-going</p> <p>Fall/Spring</p>		<p>STAR</p> <p>WSF</p>

SCHOOL SITE COUNCIL MEMBERSHIP

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Carmelo Sgarlato		x					
Sarah Jones			x				
Rose Abad			x				
Heidi Avelina-Smith			x				
Karina Vela			x				
Annette Hughes				x			
Deena Zacharin					x		
Violetta Garcia					x		
Cristina Baldeon					x		
Lidia Avila					x		
Jerina Alverio						x	
Irving Pacho						x	
Ana Barahona						x	
Numbers of members of each category		1	4	1	4	3	

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 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
Cristina Baldeon					x			
Maria Elena Martinez					x			
Lidia Avila					x			
Jose Luis Hernandez			x					
Carmelo Sgarlato		x						
Numbers of members of each category		1	1		3			

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
Maria Elena Martinez					x		
Lidia Avila					x		
Carmelo Sgarlato		x					
Numbers of members of each category							

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

