

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

I
Jean Parker Elementary School
School

38-68478-6041206
CDS Code

Date of this plan/revision
March 16, 2007

PURPOSE OF THIS ACADEMIC PLAN

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

This academic plan provides a single, comprehensive school plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The template provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the template includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, if all applicable portions of the template are properly completed, school plan content requirements will be met for all programs for which the school has an allocation in the Consolidated Application.

Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.

ACADEMIC PROGRAM SURVEY

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

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

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

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

<p>1. <u>Instructional Program</u> To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <p>– “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math</p> <p>– “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math</p> <p>– “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math</p> <p>– “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</p>	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <hr/> <p>Math 3 2 1 0 Intervention</p>
<p>2. <u>Instructional Time</u> To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <p>– “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students</p> <p>– “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students</p> <p>– “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students</p> <p>– “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students</p>	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0 Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <p>Math: 3 2 1 0 Intervention</p>
<p>3. <u>Principals’ Instructional Leadership</u> To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <p>– “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum</p> <p>– “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year</p> <p>– “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</p> <p>– “0 - Minimally” means neither the principal nor vice principal have made arrangements</p>	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>

<p>to take AB 430</p>	
<p>4. Teachers' Professional Development Opportunities To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> - "3 - Fully" means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 - "2 - Substantially" means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year - "1 - Partially" means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training - "0 - Minimally" means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>5. Student Achievement Monitoring System(s) To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> - "3 - Fully" means that curriculum-embedded assessments are administered regularly and the data from the assessments are being <u>used in a timely manner to determine student progress and modify instruction</u> - "2 - Substantially" means that curriculum-embedded assessments are administered <u>regularly</u> - "1 - Partially" means that curriculum-embedded assessments are <u>sometimes</u> administered - "0 - Minimally" means that curriculum-embedded assessments are <u>rarely</u> administered 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>6. Ongoing Instructional Assistance and Support for Teachers To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> - "3 - Fully" means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials - "2 - Substantially" that the school provides <u>adequate</u> instruction assistance to support teachers - "1 - Partially" that the school provides <u>limited</u> instruction assistance to support teachers - "0 - Minimally" that the school provides <u>little or no</u> instruction assistance to support teachers 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - "3 - Fully" means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - "2 - Substantially" means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - "1 - Partially" means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

<p>– “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</p>	
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <p>– “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school – “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels – “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels – “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</p>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <p>– “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan – “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan – “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan – “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan</p>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

- a) **What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**
 - b) **What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**
 - c) **How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**
 - d) **What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**
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Current-Year Objective 1: Following a year of assessment driven differentiated instruction, Grade 5 EL, EDY, GATE, and SpEd students will increase one proficient level from 27% to 35% by their performance on the April 2007 CST ELA.

Key strategies:

- a) Reducing teacher-student ratio on a limited basis each day during English Language Development (ELD) periods; Class Support Teacher (Title I budget) joins the team teaching unit at the 4th and 5th grade levels by pulling out students grouped according to their LALAR and English language assessment data (CELDT). Each teacher teaches 20 instead of 33 students during ELD period.
- b) Using ELAP budget, the school started an after school book club on Tuesdays and Thursdays for EL students only. The focus of the club is on developing the listening and oral language skills

Challenges:

The challenge was finding a qualified candidate for the after school book club position.

Current-Year Objective 2: Increase Grade 5 CST Science “proficient” level from 12% to 25% following a year of assessment driven differentiated instruction to students including EL, EDY, GATE and SpEd.

Key Strategies:

- a) Purchased supplemental resources such as sets of booklets on specific topics covered by the CA. standards. (WSF funds)

b) Implemented instructional strategy such as team teaching at 5th grade. One teacher taught all the science lessons while the other teacher taught math. Lessons in science improved when investigation and experimentation projects were included and refined each time. Materials purchased with WSF funds.

c) Provided Family Science Night for families. LEP funds supported Exploratorium consultants to help teachers. Over 100 students and family members participated in several hands on investigations on the topic of sounds. Budget supported purchases of materials for science experiments and hands on activities.

d) Provided pre-lesson front loading (vocabulary and general concepts) to newly arrived EL students. Staff involved included Chinese bilingual teachers.

Challenges:

- 1) The school is facing the barrier of using district science curriculum that has been used for the last 12 years (2 cycles) with no professional development in as many years by the district. The CA standards suggest lesson investigations and experimentations using materials the school does not have on hand nor does the old FOSS kits from the last 12 years.
- 2) New teachers as well veterans need time to review the CA Standards and Investigations and Experimentations across the grade levels to understand the bigger picture of the elementary science standards.

Current-Year Objective 3: Increase to 70% of subgroup EL in grades 3, 4 and 5 performing at Early Advanced or Advanced on the CELDT by August, 2008.

Key Strategies:

1) Utilization of content strategists from the Multilingual Department to coach the staff on the best practices of implementing the ELD program. The schedule includes 30 minutes of daily ELD; teachers are team teaching instructional practices.

2) The literacy teacher (SBCP funds) was recruited to join the team teaching of the ELD program thus reducing the ratio of teacher to students at the primary grades during this period.

Challenges:

1)) Time needed by teachers to assess the students one on one to measure progress during the school year and at the end of the school. At the beginning of the year, it takes 20 to 30 minutes per child to administer the CELDT assessment.

Priorities for 2007-2008

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

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

What are the key data findings observed from last year's CST? What achievement gaps exist (can be grade-level gaps, subject-subject, by racial subgroups, EL vs. non-EL students, Special Ed vs. non-Special Ed students, EDY vs. non-EDY students, etc.). [**Note:** The overall performance of English learners, Special Ed, and socio-economically disadvantaged students should be addressed in Goal 2; however, any achievement gaps that exist for or within these subgroups should be addressed here in Goal 1.

1. What patterns or trends have been observed over multiple years?
 2. What additional school data was analyzed, if any (i.e. data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?
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Key Findings

* For the last 5 consecutive years, our API score continues to rise and our current API score is 806.

As for the numerically significant subgroups, the 2006 Base API for Asian is 830; for EL is 805; and for the Socioeconomically Disadvantaged is 799.

* On the CST ELA, Grades 2 through 5 have shown an upward trend of students at or above proficient. Each of the subgroups, AA, L and ELL have demonstrated upward trends as well.

* For the last 3 years, there has been a steady increase on the percent of students passing the Grade 4 California Writing Standards. This year the school had 92% of the 64 students passing the assessment.

*in the last years, Grade5 showed an achievement gap in CST ELA when compared to the district.

* **EL and Non-EL** showed a 4 to 20% range of achievement gaps in Grades 2 -5 CST ELA: Word Analysis and Vocabulary.

*Grades 4 and 5 **between school and district** showed a 9 to 16% achievement gap in **math in the strands of geometry and measurement** .

Key Objectives for Goal 1

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

Objective 1:

In April, 2008, 70% of Grade 5 students will increase their proficiency levels by 25% or more on theCST ELA.

Objective 2:

In April, 2008, EL students in Grades 2-5 will close the achievement gap with NON-EL students in Word Analysis and Vocabulary on the CST ELA.

Key Strategies for Goal 1

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

Key Strategy 1: Reduce the teacher to student ratio at the 4th and 5th grade levels from 1 to 33 to 1 to 22 in Grades 4 and 5.

Key Strategy 2: Implement the Vocabulary Initiative Program sponsored by the District. District site trainer will continue to in-service and guide our teachers to use the program in its scope and sequence. The program is a rich in-depth vocabulary instructional program that fosters vocabulary growth by exposure to new words.

Key Strategy 3: Create master calendars for teaching math strands at each grade level.

Goal 2: Academic Equity

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

Data Conclusions for Goal 2

Questions to cover:

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

Key Findings:

* The school offers ELD, Inclusion/RSP, GATE and K-3 Chinese bilingual programs. There are also three afterschool programs in which 55% of our students have enrolled in receive tutorial and extra curricular activities.

* 80% of our student population is identified ELL (LEP/NEP). Our school composition is 77% Chinese, 11% Latino, 2.2 % AA , 4.2% DS.

* Data findings show achievement gaps in all strands in reading and math between EL and NON-EL students; the gaps increase as the grade level gets higher. The widest gaps are in Grades 4 and 5 in Reading Comprehension, Word Analysis/Vocabulary, Literacy Response and Analysis; in math, the weakest strands are in Measurement and Geometry (Grade 4: 69% correct and Gr.5 54% correct).

* The AA (2.2%), L (11%)and Asian (80%) subgroups in both the Inclusion/RSP and GATE programs reflect our school population. The number of EL students in both programs also reflect our school population. All students including EL, GATE, SpEd have full access to the core curriculum.

* Over the past five years, Jean Parker's API soared from 502 to 806. We exited the Program Improvement School Program in two years two years ago. Our student population also shifted from 45% each of Latino and Chinese to 11% Latino and 77 % Chinese due to the change in the enrollment process. As a staff, we have embraced grade level conversations, school wide reforms, and we are data driven in our areas of focus. District has supported our needs with resources and content specialists.

Key Objectives for Goal 2

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

Objective 1:

By April, 2008, 75% of EL students K-2 will increase their CELDT score by one proficiency level.

Objective 2:

By April, 2008, 30% of Intermediate Grades 3, 4 and 5 students will move to Early Advanced and Advanced in CELDT.

Objective 3:

Following a year of assessment driven instruction, all students including Latino, EL, GATE and Special Education will increase their rate of proficiency in math and in particular, in the geometry and measurement strands by 35% and thereby continue to meet their annual growth target of 35%.

Key Strategies for Goal 2

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

Key Strategy 1:

Grade level teachers, including the support teachers, will implement the instructional strategy of team teaching using Universal Access from the Houghton Mifflin reading program to all EL students including those in GATE, Special Education. Teachers at each grade level will identify and group their students according to the CELDT and LALAR data.

Key Strategy 2:

All EL students in all programs (English Language Development (ELD), Chinese Bilingual, Special Education/RSP, and GATE programs will receive 30 minutes of daily English Language Development (ELD) instruction at their language proficiency level. Students will also receive Specially Designed Academic Instruction in English (SDAIE) so that they can access the core curriculum. Students enrolled in the Chinese Bilingual Program are provided instruction in the native language with a transitional focus to English.

Goal 3: Instruction Improvement

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

Data Conclusions related to Goal 3

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

Key Findings:

*For the second consecutive year, the CST Science achievement gap by Grade 5 students achieving at proficient or advanced level between the school and district is 11%; the gap between the school and state is 12%.

- The following is the school level trends for targeted groups in CST English Language Arts
 - ELL - 36% at or above proficient
 - Latino - 29% at or above proficient
 - AA – 33% at or above proficient
 - Furthermore, the school level trends for grade levels are:
 - Grade 2 - 51%
 - Grade 3 - 44%
 - Grade 4 - 25% and
 - Grade 5 - 0%.

We have noted progress in both school and grade level trends for the last 2 consecutive years at Jean Parker School. School wide. This past year, there were a total of 61.7 % positive changes of students moving up one proficiency level in CST ELA and 73.9% positive changes in math.

Key Objectives for Goal 3

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

Objective 1:

Following a year of school wide targeted instruction to improve science proficiency, 40% of 5th graders will receive a rating of proficiency or above on the April, 2008, CST Science.

Objective 2:

100% of the teachers will write weekly lesson plans that will include and reflect grade level science standards. These lesson plans will be filed in the Principal's grade level logs.

Key Strategies for Goal 3

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

Key Strategy 1: Provide support to teachers on a consistent basis, such as consultants with a specialty in K-5 science and or content specialist from the district science department.

Key Strategy 2: The administrator will provide basic funding for each grade level for materials as needed for investigations and experimentations.

Goal 4: School Climate

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

Data Conclusions for Goal 4

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

Key Findings:

- * The number of students suspended remained at 0.

- * The number of office referrals and teacher concerns regarding absences and tardies haven increased school year. We have 12 students with 10 or more unexcused absences and 8 students with more than 10 tardies.

- * Our office log have indicated that behavior referrals have increase each month.

- * Our school Health Advocate attended 4 out of 5 monthly meetings sponsored by the School Health Programs Department.

* Five teachers attended Health Education Professional Development to support instruction of Too Good for Violence and Too Good for Drugs (Researched Based Health Education Curriculum).

Key Objectives for Goal 4

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

Objective 1:

Decrease the number of K-5 students who are tardy from 15 students to 6 students by November, 2007.

Objective 2:

Distribute to students and their families the Jean Parker's Behavior and Expectations Chart. This will decrease the number of students coming into the office for behavior referrals.

Key Strategies for Goal 4

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

Key Strategy 1: The school will incorporate "Key components for a successful Truancy Prevention Program" from Page 6 of the Truancy Best Practices manual.

Key Strategy 2: To support student compliance with Behavior Expectations, we will incorporate K-5 Health Education Instruction to increase development of personal/social skills.

Goal 5: Parent and Community Involvement

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

Data Conclusions related to Goal 5

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

Key Findings:

* Parent Night to Meet Your Teacher Meeting: parent sign-in logs indicate 80% attendance by parents at the beginning of school. Parents attend the general meeting with the Administrator prior to attending their child's teacher's meeting for parents.

* Parent Teacher Conferences per semester: Parent sign-in logs indicate nearly 100% of parents keep their appointments with teachers to discuss their child's progress.

* Family Survey: surveys indicate parents are satisfied with the instructional program, school environment, communication in three languages, and parent-teacher contacts. Survey indicated parents would be interested in attending workshops on certain subjects.

*A greater number of parents have been attending our SSC meetings.

* More parents attended Community Meetings #1 and #2 compared to last year.

Key Objectives for Goal 5

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

Objective 1:

By February and March, 2008, parent participation will reach 50 % for the Academic Plan Community #1 and #2 Meetings.

Objective 2:

By November 2007, a schedule of specific parent workshops for the school year will be created and parents will be notified of the schedule.

Key Strategies for Goal 5

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

Key Strategy 1: Provide parents with advanced notices of scheduled parent workshops and distribute notices multiple times. Our outreach parents can follow up with phone calls.

Key Strategy 2: Make contacts with appropriate District and community resources in addition to our site staff to dialogue about possible topics to support parent education.

ACTION PLAN

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of k program for students failing to meet API and AYP growth targets. In order to achieve the key objectives and implement the key the following related actions and expenditures have been adopted to raise the academic performance of student groups not me

Goal 1: Academic Achievement

Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on ach on reading and mathematics as measured by tests and other assessments as appropriate.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Estimated Cost
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> • High leverage activities: Staff 2 additional certificated CLAD teachers as class size reduction teachers for Grades 4 and 5. • Staff 1 additional Literacy Teacher for Grades K-3 	<p>August, 2007- June-2008</p> <p>“</p>	<p>\$155,404</p> <p>\$77,404</p>
<ul style="list-style-type: none"> • Key Strategy 2: High leverage activities: Vocabulary Initiative Program: provide instruction based on a combination of procedural knowledge (strategies, conditional knowledge) self monitoring and self regulation, and declarative work knowledge (explicit instruction words that children need to know). <p>Use strategies contained in “Getting Into Words-Vocabulary Instruction that Strengthens Comprehension” by Shira Lubliner</p> <p>High leverage activities: Request support and coaching from Teaching and learning and have Coach Julia Smith revisit our school and facilitate grade level workshops.</p>	<p>August, 2007- ongoing</p>	<p>\$350</p>

Monitoring and Assessment for Goal 1

Questions to cover:

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

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

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

1. The administrator will record the content specialist visiting dates on the visitor's log and monitor the frequency of visits.
2. The administrator will schedule professional development by the Teaching and Learning Dept. on the faculty meeting agendas two times a semester and also set up a sign up sheet for grade level mentoring.
3. The administrator will schedule with grade level representatives on a monthly basis to discuss progress and assessment tools.

Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date		Estimated Cost
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> • High leverage activities: teachers will identify students with CELDT assessments received from Multilingual Dept. in August, 2007. • High leverage activities: Create more focused instruction by team teaching across the grade level. • High leverage activities: teachers will create a master plan of lessons and assessments to implement it in a timely and progressive manner. 	<p>August , 2007</p> <p>Sept. 2007</p> <p>Sept. 2007</p>		
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> • High leverage activities: Research literacy curriculum and find most common effective words to build student vocabulary. • High leverage activities: Contact Teaching and Learning Department and request for Staff Professional Development on understanding the Vocabulary Initiative Program and its best practices to our school needs. • High leverage activities: Provide an Artist in Residence to use art to support the literacy program and to support the oral language skills of students. 	<p>Sept. 2007</p>		<p>\$4,373</p>

Monitoring and Assessment for Goal 2

Questions to cover:

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

-The school will collect and record the log of minutes and meeting dates by each grade level of teachers. A check off list will be established and posted in a binder for all to record their actions of distributions of list of words, and sample of how words were interweaved into their lessons.

-Teachers will assess students weekly with weekly vocabulary tests and record the assessments in an ongoing log. A review of the logs between the administrator and teacher will occur twice a semester.

- CELDT class lists will be posted for the team teachers to design the groupings.

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

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

Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date		Estimated Cost
Strategy 1: <ul style="list-style-type: none"> • High leverage activities: Schedule Staff Professional Development with the District to introduce the newly adopted science core curriculum intended for 2007-2013. • Create opportunities for teachers to have observations at science focused schools such as Spring Valley School - which is near our campus. • High leverage activities: Search for a consultant to service and mentor teachers on a consistent basis for the entire year. 	November – April, 2008		\$3,800
Key Strategy 2: <ul style="list-style-type: none"> • High leverage activities: Inservice staff to science standards and investigations and experimentations across the grade level and then focus on their own grade level. • High leverage activities: Provide science materials to grade levels as needed fro experimentation and investigations. 	September 2007		\$1,000 \$1,500

Monitoring and Assessment for Goal 3

Questions to cover:

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

The school will monitor implementation of Professional Development Days by keeping a log of inservice dates for all topics which will include science.

As for the science consultant to support teachers, the school will keep a log of inservice dates and times. The administrator will monitor that all teachers will have an opportunity to receive the consultant’s services as a grade level team as well as individuals. Copies of the science standards for K-5 will be distributed to teachers and discussions will be facilitated by our Science Lead Teacher.

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

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

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date		Estimated Cost
Key Strategy 1: <ul style="list-style-type: none"> • High leverage activities: Ensure students and families face consequences for truancy letters and referrals to Dropout Presentation are sent in a timely manner. • High leverage activities: Collaborate with community resources such as mental health workers, social services, community resources , and law enforcement in order to maximize resources. • High leverage activities: Take accurate attendance daily and follow up with District procedures. 	Starts September, 2007 and on going as needed		\$4,000
Key Strategy 2: <ul style="list-style-type: none"> • High leverage activities: Staff will complete 7 lessons of the research-based curriculum: <i>Too Good For Violence</i> and <i>Too Good For Drugs</i> lessons. • High leverage activities: Learning Support Professional will maintain semi-monthly CST meetings to address school wide expectations and student attendance. 	Sept. 2007		\$300

Monitoring and Assessment for Goal 4

Questions to cover:

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

1. The administrator will compare attendance and tardy statistics of November, 2007 and November, 2008 and conclude what progress has been made.

2. We will record the number of parents who signed off that they have received the revised Student Behavior and Expectation Chart.

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date		Estimated Cost
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⁷ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

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

<p>Key Strategy 1:</p> <ul style="list-style-type: none"> • High leverage activities: Revisit the family survey and select topics of parent interest. Find sources to address the topics to design a 1 hour parent workshop. • High leverage activities: Create and Distribute flyers in a timely manner in Chinese and English. • High leverage activities: Plan for and schedule guest speakers as needed. 	<p>September, 2007. Workshops completed by May, 2008</p>	<p>.</p>	<p>\$400-\$600 for 3 workshops</p>
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> • High leverage activities: Contact Director of Teaching and Learning Dept. • High leverage activities: Contact Multilingual Dept. for translation support. Schedule appointments. 			

Monitoring and Assessment for Goal 5

Questions to cover:

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

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1. The administrator will record on the school master calendar scheduled parent workshops (every two months) and distribute flyers about each workshop in a timely fashion. Parent surveys at the end of each workshop will indicate progress of meeting parent needs. Parent sign-in logs will also indicate progress for the school year.
 2. On the Spring 2008 Family Survey, we will evaluate the section indicating whether parents /guardians were satisfied with the parent workshops provided.
 3. Community Meetings #1 and #2 parent sign in log will be compared to last year's logs and if there is an overall increase of attendance, then progress has been made.

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

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

School Site Council (SSC) Membership

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Feng Xing Chen					x		Oct. 2007
James Lui					x		'
Maria Lee					x		'
Kelly Xie					x		'
Kristin Martilla					x		'
Janet Dong		x					'
Linda Tam			x				'
Sharon Tam			x				'
Elaine Gee			x				'
Vivian Ng				x			'
Numbers of members of each category		1	3	1	5	0	

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

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

- *Add one or more "nonschoolsite personnel" to an existing school site council to form the "school site and community team"; or*

- *Appoint a "school site and community team" unrelated to the membership of the school site council.*

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Carlos Calamateo					x			Oct. 2007
Hana Situ					x			'
Rodolfo Hernandez					x			'
Qin Qing Zhao					x			'
Lorraine Wong			x					'
Numbers of members of each category								

The composition of the English Learner Advisory Committee (ELAC) must contain parents of EL students.

The percentage of parents of EL students is to be at least the same as that of EL students at the school.

School Advisory Committee (SAC) Membership

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

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

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: February 8, 2007.
 - B. One meeting to present plan upon its completion. DATE: March 8, 2007.
7. This school plan was adopted by the school site council on: March 8, 2007.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

<u>Janet Dong</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u>James Lui</u>	_____	_____