

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Academic Plan**  
for  
**Student Achievement**

**Jefferson School**

School

38 8478 6041230

CDS Code

April 10, 2007

Date of this plan/revision

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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

## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**  
The teachers align the curriculum using district adopted materials, and instruction is guided by the content and performance standards.
  
2. **Availability of standards-based instructional materials appropriate to all student groups:**  
The school has and will continue to use appropriate standard-based instructional materials to meet the needs of all student groups. We will use Houghton Mifflin Reading program and mathematics material from TERC, Mathematics by Marilyn Burns and Associates as well as district adopted Harcourt Brace materials
  
3. **Alignment of staff development to standards, assessed student performance and professional needs:**  
Staff attends professional development workshops and conferences (Math, CRA, CABE) in order to improve teaching techniques. Staff meets monthly to work on best practices. Student performance is assessed on a continuing basis: CAT 6, CST, CELDT, 4th grade Writing Test, & 1<sup>st</sup> grade literacy and teacher assessments.
  
4. **Services provided by the regular program to enable under-performing students to meet standards:**  
School will utilize the service of support personnel in order to meet the needs of under-performing students. Staff will share best practices and attend collegial meetings to discuss the use of appropriate materials.
  
5. **Services provided by categorical funds to enable under-performing students to meet standards:**  
School uses services (both personnel and materials) to enable under-performing students to meet standards. Paraprofessionals, counselor and volunteers will help and assist teachers in working with targeted students with focus on ELL students.
  
6. **Use of state and local assessments to modify instruction and improve student achievement:**  
School will analyze data from various assessments in order to modify instruction and to improve student achievement. Will focus on student work within grade level meetings. Teachers will use CAT6, CST, CELDT, LALAR, and California Writing to analyze data. We will focus on all students but in particular ELL and GATE students when designing instructional strategies.

7. Family, school, district and community resources available to assist these students:  
Through our PTA grants and categorical funds, Jefferson offers varied, well-rounded programs. These programs include: counseling services a comprehensive arts program, parent education and after school activities.
8. School, district and community barriers to improvements in student achievement:  
There is a lack of planning time to be fully engaged in professional development. There is also a shortage of funds to seek expert personnel to help with professional development.
9. Limitations of the current program to enable under-performing students to meet standards:  
More professional development days.

**Insert SARC Highlights**

## ACADEMIC PLAN EXECUTIVE SUMMARY

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

Data Conclusions related to Goal 1: All students showed positive gains in reading and math. However, ELL students' gains were lower than non-ELL students' gains. Although we met our annual growth target for both AMAOs on the CELDT, we scored below the district in both AMAOs.

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

**Objective 1: There will be a 10% gain of ELL students in ELA and in Math from Basic to Proficient on the CST and CAT6 (Grade 3).**

**Objective 2: There will be 10% gain of ELL students from Early Advance to Advanced on the CELDT.**

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

1. Teachers will collaborate and participate in ELD training using ELD materials.
2. Teachers meet in grade levels to analyze data and align curriculum with content standards
3. Consultants work with students and teachers to enhance and support content standards through poetry, visual arts and theater (vocabulary, oral language, conceptual math).

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

Data Conclusions related to Goal 2. ELL students have continued to show positive gains. There is still a need to focus on ELL students.

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

**Objective 1: There will be a 10% gain in Math from Basic to Proficient on the CST and CAT 6 (grade 3).**

**Objective 2: There will be a gain of 10% in ELA from Basic to Proficient on the CST and CAT 6 (grade 3).**

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

1. Teachers meet to analyze data and align math and language arts curriculum with content standards
2. Paraprofessionals assist in classrooms to meet the needs of students with special needs
3. SSTs and IEPs conducted to ensure all students have access to the core curriculum

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

Data Conclusions related to Goal 3: : Each identified student group met their API target growth

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

**Objective 1: There will be a gain of 10% in Math from Basic to Proficient on the CST and CAT 6**

**Objective 2: There will be a gain of 10% in ELA from Basic to Proficient on the CST and CAT 6**

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

1. Teachers will collaborate and plan to provide proper assessment in order to determine best teaching practices.
2. Teachers develop projects to extend and enhance learning experiences at all grade levels
3. Work with students to provide experiences that utilize their artistic expression while supporting the language arts curriculum.

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

Data Conclusions related to Goal 4:

Students indicate that they feel safe at school (school survey)

Students are not always kind and considerate to peers (school survey)

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

**Objective 1: Students will acquire skills that enable them to be effective communicators and utilize problem-solving strategies to resolve conflicts and develop empathy for others. Students will show a 15% increase in communication skills as measured by student participation (pre and post survey)**

**Objective 2: All teachers will increase their skills in promoting a positive school climate and a caring school community.**

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

1. Teachers attend Caring School Communities training
2. Teachers implement the Caring School Communities curriculum in their classroom
3. Students participate in activities from Caring School Communities curriculum

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**Goal 5: Parent and Community Involvement:** Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 5: (Data from parent surveys)

Parents are extremely pleased with student learning. Parents were positive about the quality of teachers, staff, collaboration, and caring shown by entire school staff.

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

**Objective 1: There will be a 10% increase in parent involvement at school events and PTA meetings. (sign in sheets)**

**Objective 2: We will continue to work on good communication between school and home showing care and concern.**

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

1. School community will develop and conduct school events to increase parent involvement, such as: Family Math Night, Family Science Night, Family Nutrition Night, School Potluck, ArtWorks
2. School community practices an open door polity with encourages parent involvement
3. PTA develops and conducts meetings that are both informational and provide training in areas that parents have requested.
4. We are working on School Beautification projects such as a) expanding our Irving street yard with extended landscaping and b) mural projects both within and outside of the school.



Instruction.				
<p><b>1.2 Improvement of research-based instructional strategies and materials</b></p> <ul style="list-style-type: none"> <li>• Strategies such as reading and mathematics intervention programs will be provided for all children below the proficient level to meet the State’s proficient and advanced levels of student academic achievement as cited in NCLB section 1111(b)(1)(D).</li> <li>• ELL, GATE, and Sp. Ed. Students will have modifications to meet content standards</li> <li>• Differentiated instruction and multiple groupings.</li> <li>• Use of supplemental materials and technology.</li> <li>• High expectations for all students using strategies (such as inquiry, special projects, special events) that engage all students in the learning process.</li> </ul>	Teachers/Principal	Aug. - June	Supplemental Materials Computers \$5,000	District SCE/LEP Grants
<p><b>1.3 Extended learning time/increased educational opportunity</b></p> <ul style="list-style-type: none"> <li>• Use of volunteers, consultants, special projects, tutors, and paraprofessionals before and after-school when appropriate with ELL students and students who are under-performing.</li> <li>• Targeted students (ELL, GATE, Sp. Ed) will be given special projects (modified and adapted) to fit their needs in order to ensure successful and</li> </ul>	Principals Teachers	October – May  August - June		District SCE/LEP Grants

<p>meaningful participation. Consultants will work directly with classroom teachers to enhance and increase student learning. Materials and supplies will to be purchased to supplement learning.</p> <ul style="list-style-type: none"> <li>• School music program</li> <li>• Participation in Special Events: Authors’ Day, Invent America, Student Council, Junior Olympics, Read Aloud Day, Science and Math Nights, Motor Perception</li> <li>• Caring School Community Projects: school garden, safe school emphasis, friendship skills, multi grade buddies, conflict resolution</li> </ul>				
<p><b>1.4 Staff development and professional collaboration</b></p> <ul style="list-style-type: none"> <li>• Teacher workshops – Grade Level meetings (monthly), Summer Institutes</li> <li>• Professional development activities that address the language and academic needs of ELs will be provided.</li> <li>• Caring School Community summer one day workshop for all teachers.</li> </ul>	<p>Teachers Principal</p>	<p>August – May  August</p>	<p>Release Time \$2,000</p>	<p>District PTA SCE/LEP Grants</p>
<p><b>1.5 Involvement of staff, parents and community</b></p> <ul style="list-style-type: none"> <li>• Attendance at PTA/SSC meetings – strategies to help parents focus on how to help ELL/under-performing students</li> <li>• Use of university students and students teachers</li> <li>• Parent Conferences</li> </ul>	<p>Teachers Principal PTA/SSC</p>	<p>August – June  November/March  October - May</p>	<p>Materials \$3,000</p>	<p>District PTA SCE/LEP</p>

<ul style="list-style-type: none"> <li>• Caring School Community project</li> <li>• Participation in Invent America, Junior Olympics, Read Aloud day, Science and Math Nights, Motor Perception, Authors' Day, Potluck Dinner</li> </ul>				
<p><b>1.6 Non-academic support services (auxiliary services) for students and parents</b></p> <ul style="list-style-type: none"> <li>• Counseling USF, if possible</li> <li>• Life Skills UCSF</li> <li>• Psychiatric Resident UCSF</li> <li>• Community Mental Health Services</li> <li>• UCSF Partnership</li> </ul>	Principal Teachers	September - June	Counselor \$2,400	District SCE/LEP
<p><b>1.7 Monitoring program implementation and results</b></p> <ul style="list-style-type: none"> <li>• The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines.</li> <li>• CST – Grades 2-5</li> <li>• CELDT, LALAR, and other assessment results will be used to inform appropriate instruction which includes SDAIE strategies and support instruction when possible.</li> <li>• On going classroom assessment – portfolios</li> <li>• District Assessment – 1<sup>st</sup> L/A, API quarterly</li> <li>• Progress Reports/Brigance for K-1/Parent Conferences</li> <li>• Special Education – Attachment</li> <li>• IEP/SST</li> <li>• Monitor Caring School Community Grant</li> </ul>	Principal Teachers Staff	September - June	Counselor \$2,400	District
<p><b>GOAL #2 Academic Equity:</b> Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.</p>				

Student groups participating in this goal: ELL, GATE, SpEd students, K-5  
 Performance gains expected for these students: All students will show an increase of one years growth in Reading and Math  
 Means of evaluating progress toward this goal: Student assessments, quarterly progress reports  
 Group data needed to measure academic gains: CAT 6 and CST – API targets

**Objective 1: We will continue to meet our API target growth in each area.**

**Objective 2: There will be a gain of 10% in ELA and in Math from Basic to Proficient on the CST.**

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>2.1 Alignment of instruction with content standards</b></p> <ul style="list-style-type: none"> <li>• IEPs will be written and aligned to state core content standards and reflect students’ present levels of performance.</li> <li>• All students will participate in core programs that are aligned to content standards.</li> <li>• Use content standards to design lessons using District materials and supplemental materials and supplies to enhance and support instruction.</li> <li>• All GATE students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum throughout the day.</li> <li>• Principal will meet with each teacher 2 times a year to discuss instruction using content standards.</li> </ul>	Principal Teachers Staff	August - June	Supplemental Materials \$5,000	District SCE/LEP
<p><b>2.2 Improvement of instructional strategies and materials</b></p> <ul style="list-style-type: none"> <li>• All students with disabilities will have core curriculum materials and appropriate caring school community and supplemental materials and meetings. WSF funds will be utilized to purchase supplemental materials.</li> <li>• Teachers, paras, volunteers</li> </ul>	Teachers Principal Staff	August - June	Supplemental Materials \$2,000	District SCE/LEP PTA Prop H

<p>will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all GATE and High Potential students so they can have full access to the core curriculum.</p> <ul style="list-style-type: none"> <li>• Curriculum is compacted if GATE student's assessments show mastery.</li> <li>• Differentiated instruction is provided throughout the day at the appropriate challenge level including SADIE strategies.</li> <li>• Using District and teacher assessment, teachers will identify students' needs and then plan strategies to strengthen student learning.</li> <li>• Use District 4<sup>th</sup> grade Writing prompts to prepare for state writing test and assessment.</li> <li>• ELL students will receive ELD instruction to ensure learning and understanding</li> <li>• Use state standards, aligned with state texts and supplementary materials to insure student learning.</li> <li>• Use ELD materials. (On Our Way to English)</li> <li>• Students will visit library weekly to select books.</li> <li>• Librarian will read aloud books of interest to familiarize students with good literature.</li> </ul>				
<p><b>2.3 Extended learning time/increase educational opportunity</b></p> <ul style="list-style-type: none"> <li>• Extended learning opportunities using paras, volunteers, consultants and field trips to support and enhance learning before and after school when possible.</li> <li>• One on one tutorials, camping trips, after school tutoring/activities</li> <li>• Based on assessments, all GATE students will receive</li> </ul>	<p>Teachers Principal Constultants Paras</p>	<p>Sept. - May</p>	<p>Field Trips Materials Technology \$5,000 Sports for Kids</p>	<p>District SCE/LEP PTA Grants</p>

<p>appropriate access to the core curriculum and extensions beyond, in depth, complex, novel and accelerated assignments that differentiate instruction throughout the day.</p> <ul style="list-style-type: none"> <li>• School Library- student use of school library</li> <li>• Peer and cross-age tutoring – Sp.Ed., ELL students and materials</li> <li>• Reading buddies, Science buddies/ Caring buddies</li> <li>• SST team will meet weekly, use counselor and Learning Support Specialist to support student learning</li> </ul>				
<p><b>2.4 Staff development and professional collaboration</b></p> <ul style="list-style-type: none"> <li>• Professional development activities that address the language and academic needs of ELL students will be provided.</li> <li>• Attendance at conferences (Math, Reading – CABE)</li> <li>• Faculty Meetings – ELD strategies and standards/grade level meetings</li> <li>• On-site professional development for all students (ELL, SpEd, Gate) – Math /Language Arts alignment of standards</li> <li>• Purchase professional books/journals</li> <li>• Sports for Kids – to develop teacher knowledge</li> </ul>	<p>Teachers Principal</p>	<p>August - June</p>	<p>\$2,000</p>	<p>PTA Grants</p>
<p><b>2.5 Involvement of staff, parents and community</b></p> <ul style="list-style-type: none"> <li>• PTA/SSC Meetings</li> <li>• Use of parent and community volunteers</li> <li>• Newsletter, Science &amp; Math Nights, Parent Conferences, Junior Olympics, Authors’ Day, Motor Perception, ArtWorks</li> <li>• Meetings will be held in the fall and the spring with</li> </ul>	<p>Principal PTA/SSC</p>	<p>August – June  October - May</p>	<p>Materials \$2,000 Counselor, Consultants \$2,000</p>	<p>District PTA SCE/LEP</p>

<p>parents of GATE students to explain the GATE program at the site and distribute information about the GATE identification process and to discuss other issues of concern to GATE parents.</p> <ul style="list-style-type: none"> <li>• A parent representative will be selected to attend GATE Advisory Council (GAC) quarterly. GATE Representative will be an active participant in the planning, facilitation and monitoring of the GATE program at the site.</li> <li>• GATE Coordinator will attend SSC and PTA meeting to describe GATE program to all parents so they may be informed about the school's GATE program and identification process.</li> <li>• Psychiatric Intern UCSF</li> <li>• Consultants – Artists, technology</li> <li>▪ Materials and supplies to support program</li> </ul>				
<p><b>2.6 Monitoring program implementation and results</b></p> <ul style="list-style-type: none"> <li>• GATE Coordinator Principal will work closely with the SSC to insure that the GATE program is being implemented using differentiated instruction and curriculum.</li> <li>• CELDT, LALAR, and other assessment results will be used to inform appropriate instruction that includes SDAIE strategies and native language support when possible.</li> <li>• Teachers in grade level meetings will review test data, student work and will modify instruction as appropriate. Attention will be given to those students who</li> </ul>	<p>Principal Teachers Staff SSC</p>	<p>October - May</p> <p>October – May</p> <p>August – May</p> <p>October - May</p>	<p>Supplemental Materials \$2,000</p>	<p>District PTA SCE/LEP</p>

<p>score Basic and below to improve CST scores.</p> <ul style="list-style-type: none"> <li>SSC will look at data (tests and surveys) as well as Site Plan to insure ongoing implementation.</li> </ul>				
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**GOAL #3 Initiatives to Improve Instruction:** Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional, or programmatic improvements.

Student groups participating in this goal: ELL, GATE, SpEd students, K-5

Performance gains expected for these students: All students will show an increase of one years growth in Reading and Math

Means of evaluating progress toward this goal: Student assessments, portfolios, quarterly progress reports

Group data needed to measure academic gains: CAT 6, 4<sup>th</sup> Grade Writing Test, and CST – API targets

**Objective 1: There will be a gain of 10% in Math from Basic to Proficient on the CST.**

**Objective 2: There will be a gain of 10% in ELA from Basic to Proficient on the CST.**

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>3.1 Alignment of instruction with content standards</b></p> <ul style="list-style-type: none"> <li>Teachers will use standards to focus on instructional delivery.</li> <li>Teachers will focus on ELL using small group instruction, peer/cross-age tutors using state standards.</li> <li>Inclusion/RSP program – standards will be modified and adapted</li> </ul>	Principal Teachers	August - June	Materials/Supplies \$2,000	District PTA SCE/LEP
<p><b>3.2 Improvement of instructional strategies and materials</b></p> <ul style="list-style-type: none"> <li>Differentiation strategies will be fully utilized by <u>both</u> general and special educators such as use of special projects with classrooms leadership roles and responsibilities both</li> </ul>	Principal Teachers LSS USF Counsel	August – June	Supplemental Materials \$5,000	District PTA SCE/LEP GATE Prop H

<p>within classroom and school, e.g., Reading Buddies, peer tutors, special friends, student council , caring school communities curriculum</p> <ul style="list-style-type: none"> <li>• Use Sports for Kidss to enhance and support instruction</li> <li>• Teachers will assess student needs and strengths in order to provide best teaching and learning practices.</li> <li>• Teachers will use additional caring school communities materials and technology to enhance and support learning.</li> <li>• Focus on ELL/Gate and Sp.Ed students in all instruction.</li> <li>• Cluster ELL and GATE groups to allow full access to curriculum.</li> <li>• Extended learning opportunities using paras, volunteers, consultants and field trips to support and enhance learning before and after school when possible. <ul style="list-style-type: none"> <li>▪ Use of extra library time and technology to enhance learning</li> </ul> </li> <li>• All staff will be included in identifying students in order to provide additional instructional assistance - Use counselors and Learning Support Specialist (LSS) (Sp.Ed, GATE, and ELL.) <ul style="list-style-type: none"> <li>▪ Paras, volunteers and consultants to enhance and support learning</li> </ul> </li> </ul>	<p>Teachers Principals LSS USF Counsel</p>	<p>Sept. – June</p> <p>August - June</p>	<p>GATE Paras Counselors \$1,000</p> <p>Supplemental Materials Paras \$25,000</p>	
<p><b>3.3 Staff development and professional collaboration</b></p> <ul style="list-style-type: none"> <li>• Professional collaboration among teachers of GATE students focuses on how to differentiate instruction/curriculum to challenge GATE students.</li> </ul>	<p>Principal Teachers LSS USF Counsel</p>	<p>August - June</p>	<p>Conferences Sub release time \$3,000</p>	<p>District PTA SCE/LEP Grants</p>



<ul style="list-style-type: none"> <li>data e.g. CST, CAT 6</li> <li>• Progress Reports</li> <li>• Staff/parent surveys</li> <li>• District Assessment (LALAR, 3<sup>rd</sup> Grade Math, 1<sup>st</sup> Grade Literacy, 4<sup>th</sup> Grade writing, CELDT)</li> </ul>				
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**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.

**Objective 1: Students acquire skills that enable them to be effective communicators who utilize problem-solving strategies to resolve conflicts and develop empathy for others. Communication skills will show a significant (15%) increase based on pre- and post survey.**

**Objective 2: Teachers will conduct class meetings 3 times a week.**

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Relative Expend Estimate
<p><b>4.1 Procedure/activity to improve climate/safety</b></p> <ul style="list-style-type: none"> <li>• A school-wide positive behavior model is used. Caring School Community Model.</li> <li>• Student success team works with staff to develop and implement student behavior plans as needed.</li> <li>• Asset building affirmations used school wide.</li> <li>• Caring School Communities curriculum used school-wide.</li> <li>• Monthly Earthquake and Fire Drills</li> <li>• Safety Patrol works on the corner and the front of the school to ensure traffic safety</li> <li>• Active student government that promotes school events and disseminates information on asset building affirmations to student body, i.e., Healthy Snack Day, No Smoking presentations, Spirit Days, Jump Rope for Heart, School Pride, Sock Drive, Food Drive.</li> <li>• Sign In/Out Binder – Badges issued for all adults (Parents/Visitors)</li> <li>• Health Advocate will promote health awareness.</li> <li>• Learning Support Specialist will work with staff and students directly to improve self esteem and maintain good well being.</li> </ul>	Teacher Principal Staff Student Council	Aug - June	\$400  Prop H
<p><b>4.2 Staff development and professional collaboration</b></p> <ul style="list-style-type: none"> <li>• Caring School Communities</li> <li>• Crisis Response Team Planning</li> <li>• Earthquake/Fire Drills – Procedural planning</li> <li>• Collaboration with SFPD and the DPT regarding traffic safety and Safety Patrol training.</li> <li>• Inform staff of District Policies and Rules</li> </ul>	Teacher Principal Staff SFPD officer DPT officer	Aug - June	\$200

<p><b>4.3 Engagement of staff, parents, community</b></p> <ul style="list-style-type: none"> <li>• Concentrate on Nutrition</li> <li>• Information School through monthly school newsletter articles.</li> <li>• Weekly homeside activities from Caring school Communities.</li> <li>• Translation and interpretation services for outgoing announcements and parent involvement events.</li> <li>• Clean up Project Day</li> <li>• Presentations and discussions on health and safety issues at PTA Meetings, SSC Meetings, and school events such as Family Nutrition Night.</li> <li>• Health Advocate disseminates health information to staff during faculty meetings.</li> <li>• Traffic Issues discussed with SFPD and DPT to develop and implement solutions</li> </ul>	<p>Teacher Principal Staff Parents SST</p>	<p>Aug - June</p>	<p>\$200</p>
<p><b>4.4 Auxiliary services for students and parents</b></p> <ul style="list-style-type: none"> <li>• USF Counselor will work with referred students based on SSTs and teacher/parent referrals</li> <li>• UCSF – Life Study Skills at teacher/parents request</li> <li>• Children Center Program</li> <li>• Learning Support Specialist</li> </ul>	<p>Principal USF Counselor UCSF volunteer LSS</p>	<p>Aug – June  Aug - June</p>	<p>\$2400</p>
<p><b>4.5 Monitoring program implementation and results</b></p> <ul style="list-style-type: none"> <li>• Informal classroom observations to observe asset building affirmation presentations and asset building affirmations at work.</li> <li>• Stakeholder discussions on Caring Schools</li> <li>• Fire Log Reports</li> <li>• School Incident Reports</li> <li>• School Suspension Reports</li> <li>• SSC minutes from reviewing and revising Safe School Plan</li> </ul>	<p>Principal Teachers Staff SSC</p>	<p>Quarterly Aug - June</p>	

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

**Objective 1: There will be a 10% increase in parent involvement at school events and PTA meetings**

**Objective 2: We will continue to work on good communication between school and home showing care and concern. (There will be a 10 % gain shown by school survey)**

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>5.1 Active parent involvement in decision making process</b></p> <ul style="list-style-type: none"> <li>• GAC parent</li> </ul>	<p>Principal</p>	<p>September - May</p>	<p>Materials \$400</p>	<p>District SCE/LEP PTA</p>

<p>representative will be actively involved in the planning, implementing and monitoring of the GATE program.</p> <ul style="list-style-type: none"> <li>• An active SSC/ELAC (as appropriate) will be in place to ensure parent and community involvement in the decision making process.</li> <li>• A parent leadership team will be developed to help with activities at school including preparation of newsletter, written and oral translation, and presentation at parent workshops.</li> <li>• Monthly SSC Meetings (8)</li> <li>• Monthly PTA Meetings (8)</li> <li>• Community Meetings</li> </ul>				
<p><b>5.2 Ongoing communication with parents</b></p> <ul style="list-style-type: none"> <li>▪ Parents of children who have not met the State’s proficient and advanced levels of student academic achievement in reading and mathematics will continue to work with their children at home on the extended learning homework lessons. <ul style="list-style-type: none"> <li>• GAC parent representative and GATE Coordinator will hold informational parent meetings to describe the GATE program and issues of concern to GATE parents. They will also hold informational meetings for all parents to describe the identification process and the GATE program.</li> <li>• The parent involvement policy will be distributed to all families.</li> </ul> </li> </ul>	<p>Principal Teachers Parents</p>	<p>August - June</p>	<p>Materials \$1,000</p>	<p>District PTA SCE/LEP</p>

<ul style="list-style-type: none"> <li>• Parent/teacher conferences will be held semi-annually.</li> <li>• School Newsletter – Monthly (translated when possible)</li> <li>• Principal Welcome Letter (translated)</li> <li>• School Handbook (translated)</li> <li>• Teacher Parent Letters (translated)</li> <li>• Wednesday envelopes - As much as possible, all notices will be translated into Chinese</li> <li>• Parent Conferences – translation offered</li> <li>• Student Success Team - translation offered</li> <li>• Progress Reports- translation offered</li> </ul>				
<p><b>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</b></p> <ul style="list-style-type: none"> <li>• Parents of student with disabilities will be informed of their child’s progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP.</li> <li>• GATE Coordinator and parent representative will write articles regularly for the school bulletin or newspaper to inform the school community of the GATE program, news, articles about gifted education, and issues of interest to GATE parents.</li> <li>• All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with</li> </ul>	Principal Teacher Parents	August - June	Materials \$1,000	District GATE SCE/LEP PTA

<p>disabilities.</p> <ul style="list-style-type: none"> <li>• Necessary steps have been taken to ensure a fully functioning ELAC.</li> <li>• PTA Agendas: ELL “Meeting the needs of ELL”, GATE, Special Education Program, Math</li> <li>• SSC Meetings – Site Academic Plan</li> <li>• Parent Surveys – Parent involvement survey</li> <li>• Special Education Students: parents are informed of their child’s progress as often as regular education students. Teachers will use Form G of the IEP to inform parents.</li> </ul>				
<p><b>5.4 Providing education opportunities for parents.</b></p> <ul style="list-style-type: none"> <li>• PTA Agendas – SSC Meetings</li> <li>• Annual Math /Science Night</li> <li>• Annual Read Aloud Day</li> <li>• Annual Authors’ Day</li> <li>• Volunteers</li> <li>• ArtWorks</li> <li>• Fieldtrips</li> <li>• Workshops - PTA</li> <li>• Potluck Dinner</li> </ul>	Principal Teacher Parents	September - May	Materials \$1,000  \$2,500  \$1,500  \$3,000	District SCE/LEP  PTA  SCE/LEP  WSF/SCE/LEP
<p><b>5.5 Involvement of community partners</b></p> <ul style="list-style-type: none"> <li>• Parents will be invited to work with staff as equal partners to implement and coordinate parent programs and build ties between parents and the school.</li> <li>• UCSF - Working to enhance our curriculum: Scientists, Physical Therapists, ADHD</li> </ul>	Principal Teachers Staff Parents	September- May	Materials \$1,000	District SCE/LEP

study, Pediatric Intern, Psychiatric Resident, <ul style="list-style-type: none"> <li>• Inner Sunset Merchant Association</li> <li>• Masonic Lodge</li> <li>• Volunteer Luncheon</li> <li>• 19<sup>th</sup> Avenue Baptist Church</li> <li>• San Francisco Library</li> <li>• Open House</li> <li>• Pot Luck Dinner Donations</li> </ul>				
<b>5.6 Monitoring program implementation and results</b> <ul style="list-style-type: none"> <li>• District: Teacher, Parent, Student Survey</li> <li>• School: Parent Survey</li> </ul>	Principal Teachers	September - May	Materials \$100	District SCE/LEP

# 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
Judith L.Rosen		X					
Kathy Doherty				x			
Wendy Cheong			x				
Kim Probst			x				
Gail Kabat			x				
Martha Conway					x		
Danielle Uttley					x		
Kathy Kotschnig					x		
Xiao Ping Wu					x		
Ming Ma					x		
Numbers of members of each category		1	2	2	5		

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

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

- *Add one or more "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
Judith Rosen		x						
Wendy Cheong			x					
Shirley Chow				x				
Ming Ma					x			
Xiao Ping Wu					x			
Zai Mei Liu					x			
Numbers of members of each category		1	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	<b>Date Elected</b>
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: January 18, 2007
  - B. One meeting to present plan upon its completion.  
DATE: February 6, 2007,
7. This school plan was adopted by the school site council on: March 6, 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:

Judith L. Rosen \_\_\_\_\_ April 10, 2007

Typed name of school principal      Signature of school principal      Date

Kathy Kotchsni \_\_\_\_\_ April 10, 2007

Typed name of SSC chairperson      Signature of SSC chairperson      Date