

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

[Lafayette Elementary School]

School

3 8 6 8 4 7 8 6 0 4 1 3 0 5

CDS Code

[April13, 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.

ACADEMIC PROGRAM SURVEY

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

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

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

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

<p>1. Instructional Program</p> <p>To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> – “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 – “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 – “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 – “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>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</p> <p>Intervention</p>
<p>2. Instructional Time</p> <p>To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students – “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students – “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students – “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <p>Math: 3 2 1 0</p> <p>Intervention</p>
<p>3. Principals’ Instructional Leadership</p> <p>To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> – “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 – “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 – “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 – “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities</p> <p>To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> – “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> <hr/> <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 used in a timely manner to determine student progress and modify instruction - “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 - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</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/> <ul style="list-style-type: none"> - “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>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/> <ul style="list-style-type: none"> - “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>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:

Moving forward AA, basic, and below basic students through extra support and after school activities.

- a) Use of SST process, staff developments, paraprofessionals support, community volunteer groups, family support with how to assist with homework, enrichment activities (P.E., Art in Action, Perceptual Motor, After school Enrichment activities, Extra Support from RSP program for unidentified students.
 - b) Language issues, large class sizes in 4th/5th grades, low-attendance at parent education workshops
 - c) Title 1, EIA_LEP& SIP funds pays for after school tutoring, materials to differentiate instruction (i.e., leveled readers)
 - d) Use of experience corp volunteers, parent volunteers, Katherine Burke school volunteers, RAMS, and learning support consultant
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Current-Year Objective 2:

Maintaining a safe learning environment

- a) Support from community mental health services (RAMS, Langley Porter) provides staff with professional development on behavior management, support group via school social work focusing on social skills, learning consultant, use of conflict managers supervised by the student advisor during recess times
 - b) Continue challenges with parking are being addressed through out “Stop, Drop, and Go” program, organized by the PTA
 - c) WSF & SIP funds pays for conflict manager supplies (t-shirts, field trips, recognition luncheon, learning support program supplies)
 - d) Richmond Area School District Collaborative (RASDC), YMCA after school program, DPT, PTA members, and monthly breakfast meetings with the principal.
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Current-Year Objective 3:

All students will be provided California standards based instruction using best practices and differentiated instruction, teaching to all learning modalities to close the achievement gap and challenge high achiever.

- a) Quarterly cross grade level collaboration, quarterly professional development meetings, and semi-annual review of standards with teachers with the next grade level
 - b) Finding time and coverage to collaborate with all teachers
 - c) Monthly coverage for students while teachers collaborate between grade levels to plan, review, and collaborate, by the student advisor. Subs are also provided so teacher teachers can collaborate and communicate expectations to paraprofessionals. Academic advisor and subs are also used to provide coverage for SSTs.
 - d) High school students volunteered as mentors, community artists in residence (SF Opera, perceptual motor, SF Symphony's AIMS program, visual and performing arts, poetry, music, field trips), PTA sponsored programs such as "Art in Action," Read Aloud Days, Junior Achievement
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Priorities for 2007-2008

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

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:

1. 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.]
 2. What patterns or trends have been observed over multiple years?
 3. 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:

- 2006 CST test scores at Lafayette exceed or match District and State Levels, with the exception of Grade 2 math, in which Lafayette scored 57% proficient or above, the District scored 63% proficient, and the State scored 59% proficient.
 - 2005-06 API score at Lafayette was 831. The API score has increased annually since at least 2002-03.
 - 2005-06 Title 1 Academic Achievement Award
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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: Closing the achievement gap for African American (AA), Latino (L), and English Language Learner (ELL) students. Increase our 2006 API Score. Show improvement on math achievement by 5% for African American students.

Objective 2: All targeted students performing below basic, as measured by the CST and academic performance, attendance, and other data, will receive appropriate supplementary support and/or extended learning time by teachers and support staff to raise their performance level by 5% or more on the 2006-07 CST.

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: Pacing, Continual monitoring of student progress, on-going assessments, use of master calendar to guide pacing through curriculum, assessments, and progress reports.

Key Strategy 2: Teachers will teach specific study skills and test taking skills to prepare students for summative tests.

Key Strategy 3: Thirty minutes of daily EL instruction will be provided at differentiated proficiency levels.

Key Strategy 4: Thirty minutes of additional daily math instruction will be provided for AA and other students performing far below and basic in math.

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:

- GATE and ELD identified students are clustered within classrooms to meet their needs.
- Classroom instruction is differentiated to meet the needs of GATE, SPED, and ELL students.
- Additional support is needed for students who do not qualify for special education or 504 services but still require support as “at risk” learners.
- Every probationary and permanent teacher has a CLAD certificate.

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: Ensure access to differentiated Core Curriculum for SPED, ELL and GATE students.

Objective 2: All targeted students performing below basic, as measured by the CST and academic performance, attendance, and other data, will receive appropriate supplementary support and/or extended learning time by teachers and support staff to raise their performance level by 5% or more on the 2006-07 CST.

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: Use of district adopted materials based on California state standards by General Ed, Inclusion, RSP teachers, and other support staff for all students. GATE students are provided challenge opportunities upon mastery of core curriculum with Junior Great Books, Accelerated Readers, special project, etc.

Key Strategy 2: Students will have equal access to core curriculum through differentiated instruction to address varying needs for different student populations (i.e. AA, SPED & ELL with prior to the story vocabulary development and pre-teaching for understanding and using SDAIE strategies for EL, etc.)

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:

- Lafayette's current API score is 831, which is above state wide performance target of 800 in 2005-06
 - Our school data for students scoring proficient or advance is equal to or above district scores but higher than state scores, except for 2nd grade math.
 - For the last 2 years, 4th-graders have been performing above the 90th percentile in the California Writing Standards.
 - For 5th grade science, Lafayette students scored 52% proficient or above (scoring 4 or higher), which far exceeds district and state scores of 33% and 32%, respectively.
 - In our ELA test scores, there is an average gap of 30% between students who perform at basic levels and students who perform at proficient levels in grades 2-5.
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Key Objectives for Goal 3

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

Objective 1: Early childhood grade (K-2) instruction will continued to be aligned with state standards, especially in Mathematics, to improve readiness of students and parents for testing in grade 2.

Objective 2: To bridge gap between students performing at basic to proficient scores in ELA throughout the grades, teachers will use on-going assessments and observations to improve reading comprehension in both non-fiction and fiction texts.

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: Professional development trainings for teachers will be used to improve delivery of content area curricula and to generally enhance student learning especially for comprehension of fiction and non-fiction stories and vocabulary building for language arts.

Key Strategy 2: We will provide enrichment programs in areas of visual and performing arts, physical education, health, and music.

Key Strategies 3: SCOE and Math Formative Assessments will be used to gage student progress as well as engagement strategies such as Pair/Share and Thumbs Up.

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:

- We met our previous goal of reducing disciplinary referrals to the office from 15% to 7.5% (a 50% decrease). According to our elementary advisor, disciplinary referrals went down an even higher rate at 70%.
 - Due to efforts of the Lafayette Emergency Response Team (LERT) all students, staff, and parents are prepared in the event of any emergency.
 - Student tardy rate is currently 4 %
 - Unsafe conditions along 37th Avenue due to double parking
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Key Objectives for Goal 4

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

Objective 1: By Nov. 1st, we will reduce the percentage of disciplinary referrals to the office rate by 50%.

Objective 2: By Nov. 1st, we will reduce the tardiness rate by 50%. This monthly rate will be sustained or improved by June 2008.

Objective 3: Remove unsafe conditions (double parking) on 37th Avenue.

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: Create positive school climate and decrease disciplinary referrals by infusing assets school wide.

Key Strategy 2: SART will continue to review and address truancy concerns.

Key Strategy 3: Continue to work with parents and DPT to address and resolve parking and/or safety concerns.

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 involvement at the school has increased due to a number of new programs in which parents can get involved. Our Art in Action program has 20 volunteers working with all K-3rd grade classes once every 3 weeks. The new Combining our Resources for Education (CORE) allows any parent with 15-30 minutes in the morning to come to the PTA room and perform a variety of behind the scenes administrative tasks. This past fall, parent volunteers took on the role of school tour guides for perspective parents. Finally, as of February parents are part of the team utilized in our new Stop, Drop, and Go program for morning drop-off, allowing working parents who can't volunteer during the day to be there before school. There is a great core group of parents, but outreach could be improved to include more people.

In addition to the Wednesday envelopes, monthly e-updates have been added to disseminate information to the school's PTA membership via e-mail. As of last spring, Mrs. Brown has been hosting monthly meetings (titled "CTJ") for parents in the mornings to share information, gather parent feedback, and provide educational workshops. A phone tree recording has been newly implemented to remind parents of days off and special events. More needs to be done in the way of translation services, as the monthly letter from the principal, the PTA newsletters, e-updates, letters from teachers, and printed academic tips for parents are only in English.

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: To increase by 25% a broad base of parent/community participation, as well as increased volunteer hours by a broader base of parents.

Objective 2: To improve the quality of consistency of two way communication between parents/community and school staff, especially for second language families by November 2007.

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: Teachers and parents will continue to implement outreach to increase parent/community participation.

Key Strategy 2: Establish, implement, and continue effective communication between families and school.

ACTION PLAN

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the key objectives and implement the key strategies set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards:

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
Key Strategy 1: Pacing, Continual monitoring of student progress, on-going assessments, use of master calendar <ul style="list-style-type: none"> • High leverage activities: Develop master calendar at the beginning of the year (progress reports, school-wide assessment dates) • High leverage activities: At each grade level, teachers will set pacing guides for literacy, math, social studies, and science. • High leverage activities: Periodic review of all teachers' lesson plans to ensure implementation of standards based curriculum by the Principal. 	Sept. 2007			Title 1 SIP EIA_LEP	Training on use of SCOE & Math Formative assessment
Key Strategy 2: Teachers will teach specific study skills and test taking skills. <ul style="list-style-type: none"> • High leverage activities: Teach test taking skills • High leverage activities: small group and differentiated instruction for our at risk students (AA, L, ELL) • High leverage activities: Study Skills – appropriate for each grade levels, teachers will teach note taking, comprehension strategies, vocabulary, etc., using supplemental materials from district adopted curriculum (i.e. Leveled Readers, Early Success) 	Sept. 2007	\$3,000		Title 1 SIP	

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.

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?*
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1. Teachers will use the master calendar for monthly pacing of curriculum and assessments.
2. Staff will meet on a six to eight week cycle to review assessment data and plan for the next cycle
3. CST and STAR data, SCOE, Running Records, Houghton Mifflin reading summative assessments, Math Formative Assessments

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	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Use of district adopted materials based on California state standards by General Ed, Inclusion, RSP teachers, and other support staff</p> <ul style="list-style-type: none"> • High leverage activities: Literacy: Use of district adopted and supplemental materials (i.e. Universal Access, Leveled Readers, Take home books, audio books, literature circles, writer’s workshop, daily journals, and daily bites) • High leverage activities: Math: Use of Harcourt curriculum, supplemental problem solving materials, Math Steps, Problem of the Day, manipulatives, and Math Night • High leverage activities: Science: Use of Harcourt Science curriculum for 4th & 5th-graders, Science Fair, Foss Kits, Insights curriculum, field trips, assemblies, in-class presentations, community resources, workshops • High leverage activities: Social Studies: Use of community volunteers, Junior Achievement, district adopted Harcourt Social Studies program, field trips, classroom speakers, assemblies, student council activities, and PTA-sponsored “Multicultural Night.” 	<p>Ongoing</p> <p>Sept. 2007</p> <p>Ongoing</p>	<p>\$2,000</p>	<p>SIP</p>	
<p>Key Strategy 2: Students will have equal access to core curriculum through differentiated instruction.</p> <ul style="list-style-type: none"> • High leverage activities: For GATE students, we will use differentiated curriculum such as the Houghton Mifflin challenge books, Junior Great Books, literature circles, Leveled Readers for advanced learners, math challenge projects, math league 	<p>Ongoing</p>	<p>\$1,500</p>	<p>SIP</p>	

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.

<ul style="list-style-type: none"> • High leverage activities: For second language learners, we will use the district adopted Rigby’s “On Our Way to English” program and leveled readers for below basic students, along with scaffolding, pre-reading, practice vocabulary, pre- and re-teaching of materials • High leverage activities: For SPED and students who need extra support, we will use the Houghton Mifflin Extra Support program, Leveled Readers for basic and below, SRA Scripted programs such as Fast Cycle, Corrective Reading and Expressive Writing, and parent and other classroom volunteers 				
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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?*

1. Cross grade collaboration
2. Staff will meet on a six to eight week cycle to review assessment data and plan for the next cycle
3. CST and STAR data, SCOE, Running Records, Houghton Mifflin reading assessments, Harcourt Math, Science and Social Studies assessments, and student portfolios.

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.

<p style="text-align: center;">Actions to be Taken to Reach This Goal⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁶ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: Professional development trainings will be used to improve and enhance student learning.</p> <ul style="list-style-type: none"> • High leverage activities: Teachers will continue to have monthly grade level meetings to collaborate and improve academic instruction • High leverage activities: Staff will participate in district sponsored professional development • High leverage activities: The test coordinator will present testing information to staff, organize and disseminate testing materials, attend meetings, and administrator test to communicate test results to guide teaching and learning • High leverage activities: The health advocate will attend meetings and share information with staff. This information will include lessons and materials for health awareness, such as nutrition, drugs/alcohol, and human growth, and development 	<p>Ongoing Monthly from Sept. 2007</p> <p>Monthly</p>			
<p>Key Strategy 2: The progress students from the basic to proficient levels, we will continue enrichment programs in areas of visual and performing arts, physical education, health, and music.</p> <ul style="list-style-type: none"> • High leverage activities: The health advocate will attend meetings and share information with staff. This information will include lessons and materials for health awareness, such as nutrition, drugs/alcohol, and human growth and development. • High leverage activities: The GATE coordinator will attend district meetings and provide staff with fact sheets and challenge activities with different academic areas (spelling, literature circles, challenge projects). 	<p>Monthly</p> <p>Monthly</p>			

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.

<ul style="list-style-type: none"> • High leverage activities: Arts – continue our use of artists in residence in areas of visual and performing arts, poetry, perceptual motor for kindergarteners, Opera A-La Carte, interactive assemblies such “Theatre of all Possibilities” and “Interactive Opera.” • High leverage activities: The physical education consultant will instruct students twice a week in physical activities that will be both beneficial as well as enjoyable. The consultant will instill healthy habits, coordination and teamwork through a course of skills based on their age group. 				
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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?*
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1. Leadership Team will collect student math work samples for second grade
2. Work samples will be used to evaluate progress every 7-8 weeks
3. CST assessments, Math Formative assessments and Houghton Mifflin Summative tests

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	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Create positive school climate and decrease disciplinary referrals</p> <ul style="list-style-type: none"> • High leverage activities: The Elementary Advisor will continue to train and guide conflict managers • High leverage activities: Conflict managers, under the guidance of the Elementary Advisor, will be on duty at recess times to resolve problems. • High leverage activities 	Sept. 2007			
<p>Key Strategy 2: Reduce tardiness by 50%</p> <ul style="list-style-type: none"> • High leverage activities: Tardiness policy is discussed to families at the kindergarten and new student orientation with a two week grace period provided to families. • High leverage activities: Send district tardiness policy home, with Chinese and Russian translations. Policies must be signed by families. • High leverage activities: Staff will enforce consequences for truant students, according to district policies. 	November 2007 Sept. 2007	\$150.00	EIA_LEP	
<p>Key Strategy 3: Provide safe conditions for students to enter school.</p> <ul style="list-style-type: none"> • High leverage activities: “Stop-drop-go” program implemented on Feb. 20, 2007. Parents drive up to designated area on Anza Street where parent and teacher volunteers help the children out of the car and into the school. • High leverage activities: Department of Parking and Traffic personnel will occasionally monitor traffic safety. 	Spring 2007 Ongoing		PTA	

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.

<ul style="list-style-type: none"> High leverage activities: Translated parent notices and emails will be sent to encourage parental cooperation and to recruit more volunteers. 				
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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. Disciplinary referrals will be monitored monthly by the elementary advisor and Principal
2. The SART will evaluate the progress to include conferences with students and/or parents
3. Charts will be used to graph the positive efforts of students to encourage and acknowledge improvements

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	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Teachers and parents will continue to implement outreach to increase parent/community participation.</p> <ul style="list-style-type: none"> • High leverage activities: Connect incoming families with established families before the start of the school. Current families will adopt incoming families, through initial welcome phone calls. • High leverage activities: Quarterly informal gatherings, either at a local park or museum, or dinner out at a partner restaurant. These can be coordinated by room parents. • High leverage activities: Principal, PTA, staff will host welcome bar-be-cue for kindergarten and other new families. Teachers will ask underrepresented families for volunteer for ELAC, SSC, PTA, room parent role. 	<p>August 2007</p> <p>Summer 2007</p> <p>August 2007</p>	<p>\$200</p>	<p>PTA</p> <p>PTA SIP</p>	
<p>Key Strategy 2: Establish, implement, and continue effective communication between families and school.</p> <ul style="list-style-type: none"> • High leverage activities: Translate communications and academic tips from principal, PTA, and classroom into Russian and Chinese. • High leverage activities: Create a school-wide, prominently displayed volunteer board for parents where they can sign up to volunteer weekly in whatever capacity is needed, whether in the office, classroom, library, or PTA room. • High leverage activities: 50% of classroom teachers will implement online communication between families and their classrooms. 	<p>August 2007</p>	<p>\$1,500</p>	<p>EIA_LEP</p>	

Monitoring and Assessment for Goal 5

Questions to cover:

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.

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. A log will be kept to monitor the communication and/or interactions between adopted new and established families
2. Number of log entries and sign-in sheets to evaluate increased participation of events and school functions
3. Surveys and needs assessments

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
Ruby G. Brown		X					10/2006
Hina Ali				X			
Michael Baumstein					X		
Ed Cohen					X		
Kim Ellis					X		
Debra Ferreira			X				
Susie Lee			X				
Felicia Leong					X		
Jessica Provost					X		
Diane Silva			X				
Anna Wong			X				
Carol Zheng					X		
Numbers of members of each category		1	4	1	6		

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

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based 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 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
Voted to merge with SSC	01/24/07 Meeting							
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.

