

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Lawton Alternative School

School

3 8 6 8 4 7 8 6 0 4 1 3 3 9

CDS Code

[April 12, 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?**

Current-Year Objective 1: By spring 2007, 35% of 2-8th grade students scoring below basic on CST/ELA and CST/Math will move to basic or above.

In the classrooms (WSF), under performing students were provided with appropriate lesson modifications to support their learning needs, e.g., differential instruction; pacing and chunking; adjusting materials to student's cognitive styles, interest and challenge levels; multiple methods of presentation—e.g., various media pictures, charts, frequent, expanded and repetitive vocabulary; multiple options for participation and multiple means of expression through various formats—e.g., computers, writing conventions and strategies, engaging art group projects and oral presentations.

Under-performing students also received individual and/or small group instruction in reading from support staff (Categorical funded CTI/ELD Resource Teacher and Tech Para, K-8 Counselor, and RSP teacher) at least twice-a-week following the classroom core curriculum, content standards and classroom teacher's lesson plans. Various supplemental materials, e.g., High Point, Universal Access and/or Rigby were used. The list of underperforming students was adjusted every 9 weeks as students show improvement through assessment with the adopted tests, pacing guides and teacher-developed tests. Under performing K-5 students in Math received individual and/or small group instructions from middle school service learning students every nine-weeks. Middle school math students received additional tutorial during the middle school 9 weeks elective cycle by the math teachers.

Other resources—SFSU and New World College student teachers, a Primary Intervention Program Counselor (PIP), and a .5 Learning Specialist from Prop H funds—were also recruited to assist these students and their families on positive peer relationships, academic success, and personal challenges. Fourth through eighth grade students also have tutorial services from our after school expanded learning enrichment program (Lawton Pride) funded by the 21st Century Community Learning Grant. Our PRIDE Coordinator conducted outreach to academic at risk students to enroll in the after-school program and are given first priority.

We have the structures in place to enable under-performing students to meet standards. We use ALL our WSF for personnel. To supplement our enrichment programs, the school has engaged in grant writing, fund raising, partnership building and community outreach to provide enrichment activities, additional assistance and instructional materials to all students. We recognize that our changing diverse population (ELL, EDY, at-risk, etc.) and limited funding will require our school to find creative means for classroom teachers to continuously assess and modify instructional programs, and provide enrichment programs (computer, tutorials, library, art, etc.) that sustain high academic performance for all students. The need for staff to continue to work on areas of improving student achievement is on going--planning and staff development in order to modify lessons, differentiate instruction, examine/enhance appropriate intervention, plan support strategies to meet identified needs, and evaluate student work/needs.

Current-Year Objective 2: 100% of teachers will design curricular units and teacher assessment tools that address diverse student needs and learning styles and identify performance objectives linked to content and performance standards by their lesson plans, student work samples, and other instruction-related documents to meet API growth.

At the beginning of school all teachers met by grade level to analyze data from standardized tests. Then they compared the school's results with the national norm to determine specific areas of strength and weakness in individual students, groups of students and grade levels. These test results along with publisher/teacher-made tests, teacher observations of classroom performance, and authentic student work samples helped the staff set instructional priorities and assist them in grouping students for instruction. Planning time was then scheduled monthly for teachers to work together in grade level and/or subject matter teams to analyze grade level/subject data, assess student work with rubrics/performance tasks, update/revise instructional strategies and align curriculum based on State content and performance standards. Teacher's lesson plans and instructional practices reflected alignment with the core curriculum, addressed content and performance standards and met State guidelines for instructional time.

Professional development at Lawton was then focused on alignment of curriculum, teaching strategies and materials to standards; differentiated instructional strategies for special needs students; integrating technology into the classroom; and learning to use newly adopted instructional texts and materials. Teachers attended school/district workshops or universities to learn "best practices" in instructional or programmatic improvement. We used the expertise of our highly qualified colleagues to learn "Expanding Vocabulary Development," "Differentiated Instruction for ELD and GATE Students," and school-wide project based planning for Environmental Week. Lawton will continue to work with local institutions of higher education (SFSU, USF, New World College, UCSF, etc), government agencies (GGNRA), non-profit organizations (SF Exploratorium), businesses (IISME), and research institutions (CA Academy of Science) to extend staff development and professional needs.

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:

Data Conclusions related to Goal 1:

1. 71% of all Lawton students scored at proficient level or above in CST/ELA, and 73.2% scored at proficient level or above in CST/Math.
 - 42.7% of our ELD students scored at or above proficient. These scores were concentrated in ES--grades 2 (64.7%), 3 (33.3%), 4 (45.5%), 5 (50%). In MS only 7th grade reported data of 33.3% since 6th and 8th had too few ELD students. Low proficiency scores in this ELD subgroup for the upper grades represent students who do not qualify for redesignation. The SST and SAP process will be used to help reduce the time that students remained designated ELs in those grades.
 - Achievement gaps for some racial subgroups were too few to aggregate for STAR analysis, e.g., 14 AA and 25 L were tested in the whole school, but other assessment performance data were used, e.g., grade point average, progress reports, SST records, etc.
 - We also examined data to find which students, regardless of racial subgroups, were scoring below basic and basic. We found there were 12 ES students and 10 MS students scoring below basic in ELA, and 6 ES students and 13 MS students scoring below basic in math; and there were 53 ES students and 31 MS students scoring basic in ELA, and 22 ES students and 18 MS students scoring basic in math.
 2. Looking at the CST 5 year data for ELA and Mathematics, Lawton has made steady growth in increasing academic achievement and learning for all students.
 3. Teachers also used state adopted core text programs including the accompanying benchmark tests and assessments, portfolios, analysis of student work, and peer review to reflect on teaching practices and identify student needs.
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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: By spring 2007, at least 35% or 6 ES students and 35% or 5 MS students who scored below basic in English Language Arts will move to basic or above basic level of performance as measured by the Spring 2007 CST/ELA. At least 45% or 7 ES students and 35% or 6 MS students will move to the basic or above basic range in CST Math. All ELs will meet District targets as set by the Annual Measurable Achievement Objectives (AMAO), through daily English Language Development (ELD) lessons based on the proficiency level of the students using, *Rigby (K-5) or High Point (6-8)*, the District's adopted materials.

Objective 2: By spring 2007, at least 25% or 15 ES students and 5% or 3 MS students who scored basic will move to the proficient range in CST/ELA. At least 15% or 5 ES students and 5% or 2 MS students will move to the above basic or proficient range in CST/Math.

Key Strategies for Objective 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: Under performing students in English Language Arts will receive individual and/or small group instruction in reading from certificated staff (CTI/ELD resource teacher, K-8 Counselor, PRIDE personnel [after school program], RSP teacher) at least twice per week following the classroom core curriculum, standards and the classroom teacher's lesson plans. Under performing ELs will follow a sequential ELL program through daily English Language Development using Rigby or High Point and through specially differentiate and modified less using SDAIE strategies for the core curriculum.

Key Strategy 2: Under performing students in Math will receive individual and/or small group instructions from middle school service learning students every nine weeks for K-5, and additional tutorial during the Middle School 9 week elective cycle by the math teachers.

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:

1. Lawton provides all students with a rigorous academic program aligned with the State Content and Performance Standards. All ELD, RSP, and GATE (4th – 8th) students are evenly divided heterogeneously into mixed classrooms in each grade. High quality differentiated instructional programs that respond to these students' diverse needs are provided throughout the day.
 - All subgroups met API targets and had API growth—ELs grew from 837 to 862: socio-economically Disadvantage youths grew from 850 to 862; and 14 AA, 25 L, 47 RSP and special education students were too few to report as “significant” aggregate sub-groups for STAR..
 - EL students made steady gains as they progressed through the grades. Using CELDT, LALAR and standardized test data, 25% of ELLs have been redesignated as fluent English Learners.

- The majority of our 113 GATE students did extremely well on CST/ELA/Math on % proficient and above:

	5	6	7	8
ELA	100%	93%	94%	94%
Math/ 8 th Algebra	100%	100%	97%	88%

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 spring 2007, ELL, and GATE students will perform at or above the District average or show 5% improvement on the spring 2007 CST in English Language Arts and Math to meet API growth

Objective 2: By spring 2007, Special needs students will meet their IEP or CELDT/LALAR goals by improving one level each year in reading and linguistic development

Key Strategies for Objective 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: All ELs will receive appropriate access to the core curriculum through specially differentiated and modified lessons in English using SDAIE strategies of the core curriculum. All GATE students will also receive appropriate access to the core curriculum and extensions beyond, in depth, complex, novel and accelerated assignments that differentiate instruction throughout the day. Additional materials will be purchased for the classrooms, such as reference materials and challenging works of literature and math and science to build students' capacity to apply and extend learning, skills and concepts.

Key Strategy 2: IEPs will be written and aligned to the State core content standards and reflect student's present levels of performance. SST comprehensive plans for at-risk students and Student success Plans for underperforming GATE students will be devised by collaborative teams comprised of teachers, counselor, administrators, parents and students, as appropriate.

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:

- Research shows that instruction is most successful when a hands-on multidisciplinary and thematic approach integrating all curricula that aligns to the State content standards is used. Benefits from this form of instruction include students gaining and applying content, making meaningful connections, and improving in socialization skills and language development.
- Analyzing the content areas for improvement from CST/ELA and CWS, the staff and SSC members concluded the specific areas in ELA are reading comprehension, literary response and analysis, vocabulary in text, written conventions, and writing strategies; and the areas in math are measurement, geometry and statistics, variable thinking, place value and estimation.
- Our school-wide program will be to integrate science, art, social studies, math and language arts across the curriculum to extend staff development, improve articulation between and across grade

levels, and our students' language arts skills through active experiential learning with educational partners that will help teachers expose students to rich language experience, interaction with varied subject contexts, use of critical thinking skills, and expansion of learning in varied environments. All classes will showcase a culminating school-wide multidisciplinary thematic project on Environmental Awareness for our annual theme week for the community, e.g., Endangered Species, Earth Day, Water etc.

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: By March 2008, 100 % of all students will be engaged in school-wide literacy and mathematical activities across the curricula as measured by higher quality of student work, presentations, portfolio, reflection, API growth targets, etc.

Objective 2: By March 2008, 100% of teachers will produce a high quality standards-based unit for the school-wide environmental week by addressing diverse student needs and learning styles and identifying performance objectives linked to content and performance standards as shown in their lesson plans, and student work samples, projects and presentation, as evidence of collaborative structures to support powerful teaching and learning, and other instruction-related documents that will meet API growth target.

Key Strategies for Objective 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: Teachers will select a school-wide environmental theme project, and share lesson plans, best practices and student work that demonstrate a variety of instructional strategies, e.g., differential instruction—critiquing the Universal Access/High Point/Rigby materials, pacing, chunking, focus needs areas by rearranging unit order of lessons, challenged units, and ability grouping, that accommodate students who are GATE, ELL, underperforming, with different learning styles, diverse backgrounds and special needs. Teachers will continue to develop and refine grade level LA and mathematical rubrics.

Key Strategy 2: Alliances with local institutions of higher education (SFSU, USF, New World College, UCSF, etc), government agencies (GGNRA), non-profit organizations (SF Exploratorium), businesses (IISME), and research institutions (California Academy of Sciences) will continue to be formed to provide staff development workshops, student fieldtrips and materials to integrate science, math and language arts across the curriculum. Nine teachers and the Principal will continue to serve on the California Academy of Sciences Teacher Advisory Committee to focus on the development of academy-based programs and resources that support science teaching in the classrooms.

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:

Data Conclusions related to Goal 4:

- Review of data from all areas of behavior management including referrals, detention, suspension, expulsion, and truancy revealed that Lawton students are very well behaved.
- School Family Surveys:
 1. 90% agreed or strongly agreed that Lawton has a challenging academic program.

2. 95% agreed that their children are orderly, happy and safe.
3. 85% agreed that the administration and staff are doing a good job and felt welcome at school
4. 90% agreed that the school is clean and secure
5. 100% of 4th –8th grade parents/caregivers are pleased that Lawton has an after school program.

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 August 2007, rules and consequences to maintain a safe school environment that promotes positive behaviors and fosters academic, professional, and personal growth for all will be disseminated to every student, parent/caregiver and staff member.

Objective 2: By October 31, 2007, 100% of staff will be trained to identify procedures to follow during: 1) human emergencies, i.e., riots, bomb threats, weapons, etc, and (2) natural emergencies, i.e., fires, earthquake and other natural disasters as measured by actions on the part of staff during regular safety drills. By January 31, 2008, 100% of staff will be trained to teach and model activities on health, fitness, wellness, e.g., nutrition, physical fitness exercises, asthma, etc. by the school’s Health Advocates and Administrators.

Key Strategies for Objective 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 K-8 counselor will implement behavior modification, conflict mediation, and develop behavior plans and contracts for at-risk students with academic, attendance and/or behavioral problems. Additional assistance will be provided to these students through community outreach, e.g., CPMC intern; student teachers from SFSU and New World College; Big Buddies, Middle School peer tutors, parents and San Francisco School volunteers. The SAP and SST process will be used to track these students. The PIP Counselor will be used to assist K-3 students to adjust to school. K-8 Counselor and LSC will help middle school students’ transition into high school. The California Pacific Mental Health Counseling Intern will work with students and families. Low performing 4th to 8th grade students will be assigned to Lawton’s after school Pride Program for tutoring and enrichment. All students will have opportunities to be engaged in after school enrichment and extra curricular activities sponsored by the PTA, e.g., foreign languages, drama, and athletics.

Key Strategy 2: Professional development time or faculty meeting time will be allocated to safety/school climate related issues, such as, developing, reviewing, sharing, and posting school rules related to safety and school climate expectation through an Asset Development approach by reviewing School Climate Exemplary Model with Self-Assessment Tool. Health Advocate, Healthy School Team and Emergency/Crisis Response Team will be established and will be trained by School Health Service to share with the faculty school wide health awareness events, health education curriculum resources and development and implementation of emergency/crisis plans. Lawton will apply for “Tools for Schools” Program to create a healthy environment for students and staff.

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:

- Conclusions from School Family surveys, monthly community meetings (SSC/ELAL/PTA) and staff meetings:
 1. 95% of the community agree or strongly agree that Lawton has a strong academic program that only needs extensions, e.g., the area of K-8 science.
 2. 80% of parents/Guardians have visited the school for parent conferences, educational program, community meetings and special events.
 3. 80% of the Parents/Guardians are satisfied with Parent/Teacher/School communications, monthly calendar and conferences.
 4. 90% of our community feel involved in their child's educational, and are satisfied that their concerns are addressed in a timely manner.
 5. Entire Lawton community indicated an overall concern about adequate funding which is needed to sustain our high quality programs and to hire back auxiliary personnel needed for enrichment programs (computer, library, art, music, tutorials, etc.).
 6. There is also a need to extend school programs to include world language instructions.

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 Dec. 1, attendance at school functions—conferences, family night on curriculum activities, SSC/PTC/ELAC meetings, volunteering, etc.—will show a 5% improvement over previous years.

Objective 2: By May 1, return of Family surveys will increase by 5% to indicate that parents are more informed and engaged than in the previous year.

Key Strategies for Strategy 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: Continue to increase the participation of traditionally under-represented groups (ELL and special education) in the decision making process of the school by recruiting families to be volunteers in the classroom and school, and to join the SSC, ELAC or PTA.

Key Strategy 2: Establish an e-mail/phone tree data bank, send home monthly calendar/bulletin of events and school/ PTA newsletters, host open house and curriculum nights, use parent conferences and classroom-based communications, and designate a centralized bulletin board to keep families inform of what's happening at the school, e.g., PTA sponsored enrichment programs during school—dance, drama, mural painting, and after school--foreign languages, drama, athletics

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
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> ▪ In Aug. staff will identify student needs by data in “cruncher” (CST/ELA, CST/Math, etc.), teacher performance report, and teacher generated assessment results. The CTI will generate an action plan spreadsheet showing areas of improvement, monitoring program activities and timeline for assessment results. Teachers will make plans for appropriate intervention, differentiated lesson plans, classroom instructional activities, and supplementary materials to assure student success. During monthly grade level meetings, teachers will examine student work samples and revise their plans as needed ▪ Teachers will modify curriculum but stay aligned with the state standards using differentiated instructional practices and a variety of instructional materials such as High Point, Universal Access materials, journals, readers, math manipulative, audio-visual aids, computers, peer-tutoring, small and large group presentations, and tribes to meet individual needs and learning styles of each pupil. Strategies for improving reading include language experience charts, word walls, and individual workbooks. Using reading, writing and rubrics, student portfolios will show growth in areas of reading, and writing biannually. 	Aug. 2007	All Staff CTI/ELD Staff Development	Salaries	00000-WSF	District IT, Accounting, Data and Assessment support
	8/07-6/08	Instructional Materials	\$20,000 \$ 7, 033	67610- Art, Music 73980-Instrucion & library materials and Ed Tech	Need updated computers to access learning materials from publishers
	Staff Development	\$1,719	67610- Art/Music/etc.		
	Salaries	73950-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.

<ul style="list-style-type: none"> Identified students will receive individual and/or small group instruction in reading from certificated staff (CTI/ELD resource teacher, K-8 Counselor, PRIDE personnel [after school program], RSP teacher) at least twice per week following the classroom core curriculum, standards and the classroom teacher’s lesson plans. At grade level and/or Students will be provided with appropriate lesson modifications, e.g. differential instruction, pacing and chunking to support their specific learning needs in reading comprehension, literary response and analysis, written conventions and writing strategies. During Universal Access, teachers will provide multiple methods of presentation—e.g., various media, pictures, charts, oral output; multiple options for participation—e.g., adjust materials to student’s cognitive styles, interest and challenge levels; and multiple means of expression through various formats—e.g., computer based product, paper and pencil project-based, oral presentations, demonstrations, etc. Various supplemental materials, e.g., High Point/Universal Access/Rigby materials will be used. 	8/07-6/08 	CTI/ELD Tech Para K-8 Counselor PRIDE after school personnel	Salaries	70910-EIA 00000-WSF 73940-Consent Decree 21 st Century Grant	More funding and resources, e.g., Accelerated 300 approach for non-Star and non-Title 1 schools
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> Under performing students in math and algebra will be provided additional tutorial as electives every nine weeks by the RSP, 6th grade math teacher and by the algebra teacher. In addition, skills building in the computer lab and 6^o electives of tutoring, study hall, and service learning programs are offered on a daily basis. At-risk 4th – 8th grade students will be given first priority to enroll in the after school support program of literacy, math skill development, counseling and community service. Middle School service learning peer tutors and big buddies will also be available to help K-5. K-5 weekly progress reports and middle school student grades (every 4 ½ weeks) for at-risk students will be turned into the K-8 counselor who will intervene by contacting parents, tutoring specific students, initiating the SST process, and assigning students to support staff. SFSU student teachers, CPMC intern, the PIP counselor and volunteers from SF School Volunteers are recruited yearly to work with students and families on positive peer relationships, academic success and personal challenges. Whenever possible, all correspondences will be conveyed orally and in writing to families in the primary language. Professional development will focus on how to adopt curriculum and 	8/07-6/08 	Instructional Materials CTI/ELD Tech Para K-8 Counselor Staff Development	\$20,000 \$ 7, 033 Salaries \$1,719	67610- Art,, Music 73980-Instruction & library materials and Ed Tech 73950-SIP 70910-EIA 00000-WSF 73940-Consent Decree 67610- Art/music/etc.	Translation Services

applying instructional practices that accommodate varied learning styles, refining a math rubric, and examining individual student work.					
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Monitoring and Assessment for Goal 1

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above?

- Teachers conduct on-going monitoring of students progress (observation, individual diagnosis, student portfolios, work samples, etc.) and review it monthly with the support staff by revising target areas of improvement needs. When students meet proficiency to move to the next level of performance based on classroom assessments, work samples and teacher recommendation, students will be regrouped to the next level for support every 9 weeks. An IEP Master Calendar with timelines will be developed to integrate all IEPs to ensure compliance.
- K-5 weekly progress reports and middle school student grades (every 4 ½ weeks) for at-risk students will be turned into the K-8 counselor who will intervene by contacting parents, tutoring specific students, initiating the SST process, and assigned students to support staff.
- The SST process will be used to discuss preventive strategies to identify, counsel and assist students with a potential learning or behavior problem. Parents of targeted students will be taught specific strategies to support school efforts.
- Student Attendance Review Team (SART) and Student Assistance Program (SAP), comprised of administrators, K-8 Counselor, RSP, Psychologist, Teachers and interns, meet weekly to discuss individual student concerns, review behavior and academic plans, and student contracts PIP (Primary Intervention Program) counselor will help identified K-3 students
- All families, including students with disabilities will be kept informed of their children’s progress through parent conferences, progress reports, report cards and telephone calls. Teachers of students with disabilities will utilize attachment G of the IEP to inform parents of progress for each report card period.

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	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> ▪ To raise the ELL student’s LA level, teachers will continue to develop a sequential ELL program through daily English Language Development (ELD) lessons based on the proficiency level of the students using <i>Rigby (K-5) or High Point (6-8)</i>, the District’s adopted materials, and through specially differentiated and modified lessons in English using SDAIE strategies for the core curriculum. ▪ The core academic program will be extended to provide challenges for GATE and high potential students through the use of interest centers, research opportunities, computer access, and flexible grouping projects, presentations, exhibition, and competition. The Middle School elective and extra- curricular programs will provide extension activities beyond the core curriculum in such areas as Math Counts, Student Government, debate, intensive history and literature classes, computer, poetry workshops, journalism, and visual and performing arts. ▪ Student activities will include cooperative heterogeneous grouping, emphasis on communication and task-orientation and learning skills, e.g., classification, compare/contrast (Venn Diagram), cause/effect, clustering, and controlled vocabulary. As part of the standards based core curriculum, before working on a skill, students will be assessed to determine skill mastery. Those who have achieved mastery will have the opportunity to pursue more difficult skills and work on more complex, novel, or accelerated assignments that challenge their interest. Project-based work will be provided for all students to demonstrate creativity and to pursue special interest at a higher level. 	8/07-6/08	ELD Staff	Salaries	00000-WSF	Multi-lingual Content Specialist Support
	8/07-6/08	CTI/ELD Tech Para GATE Coordinator	Salaries		Need updated computers to access learning materials from publishers
	8/07-6/08	Instructional Materials	\$20,000 \$ 7, 033	67610- Art/Music/etc. 73980- Instrucion & library materials and Ed Tech	Funding to support a K-8 library

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.

be used to measure academic growth over time in reading, math and language. English Learners will be redesignated when they meet the District's proficiency guidelines. When they are redesignated, their linguistic and academic progress will be monitored for another year.

- The GATE coordinator and GATE Parent will monitor the GATE program to insure the program uses differentiated instruction and curriculum throughout the day.
- Teacher's lesson plans & the IEP Master Calendar
- Teachers will provide progress reports to parents in addition to regular report cards. Information to parents will focus on assessments, achievement data, meeting standards and completion of requirements for grade level and promotion. Homework will also be assigned for families to monitor, so that families will be informed about what their children are learning and about the policies and programs of the classroom and school.

▪ **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	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> ▪ To increase all students’ language and content acquisition abilities, mathematical analysis, artistic perception and appreciation, and critical thinking and reasoning skills to do thematic project-based activities, a variety of resources will be used, e.g., weekly scheduled computer lab usage for research; integration of visual and performing arts across the curriculum with artists in residency programs, assemblies, and fieldtrips expanded by the Elementary Arts Program and Prop H funds; and partnership learning with Lawrence Hall of Science, curricular theme presentations, and fieldtrips to “living classrooms” at GGNRA, CA Academy of Science, and SF Exploratorium. • Our school library instructional program will support and enhance the school's curriculum by providing quality resources (e.g., collection of books and online research capabilities) and services, and to teach students the research skills they need to become independent lifelong learners. • Materials for extra science labs, including instruction materials from community-based organizations (UCSF SEP, Ca Academy of Sciences, SF Exploratorium, GGNRA, IISME, etc.) and content rich books to enhance the social studies and science curriculums will be purchased and used for projects, research and personal study to extend and enrich learning opportunities for all students. 	<p>8/07—6/08</p> 	<p>Staff CTI/ELD Lab Tech Arts Coordinator</p> <p>Instructional Materials</p> <p>Library Materials</p> <p>Instructional Materials</p>	<p>Salaries</p> <p>\$7,565</p> <p>\$7,033</p> <p>\$20,000</p>	<p>00000-WSF 73950-SIP 70910- EIA/LEP</p> <p>90552-PropH Art</p> <p>73980—Instr & Lib Mtls & Ed Tech</p> <p>67610- Art/Music/etc</p>	<p>Funding to improve the library for middle school usage</p>
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> • One faculty meeting each month will be designated for grade level/subject/cross grade level meetings. A school wide interdisciplinary thematic project that is aligned with the State 	<p>8/07—6/08</p>	<p>Staff Development</p>	<p>\$1,719</p>	<p>67610- Art/Music/etc</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.

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	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> ▪ In August and September, the Administrators will review and revise, as appropriate, procedures and persons responsible for complying with existing rules/policies related to school safety: 1) school discipline, 2) safe and orderly environment with supervision schedules in place for before, during and after school supervision of students, 3) suspension/expulsion procedures, 4) informing teachers regarding discipline related incidents, 5) child abuse reporting, 6) safe entry and departure at school, 7) harassment (bullying and sexual), 8) disaster, and 9) school wide dress code. School safety checks will be completed annually, e.g., every student will have updated emergency cards, and Emergency/Crisis Response Team will be identified. Fire and earthquake drills will be implemented regularly. Information about evacuation will be posted in all classrooms. • At all times, all staff will emphasize positive reinforcement with learning opportunities based on the school’s theme of “Respect, Responsibility and Compassion” to help students with personal and academic success and to support student needs. To promote self-esteem, activities such as Spirit Assemblies, enrichment activities, sports activities—e.g., Physical Activities before school, lunch time sports and after school intramural sports, study club, peer tutoring, peer mediation, and community service/service learning will be used. The Assistant Principal will organize weekly SAP meetings with the K-8 counselor, RSP, PIP, PRIDE Coordinator, LSC and teachers to review behavior plans, student contracts, and mentor and support identified students who are at-risk. • The K-8 counselor with teachers and other support personnel will 	8/07-9/07 	<p>Principal Asst. Principal Secretaries Health Advocates Physical Activities Lead Teacher</p> <p>Other Supplies</p> <p>K-8 Counselor Staff Support Personnel PRIDE Coordinator LSC RSP</p>	<p>Salaries</p> <p>\$3,878</p> <p>Salaries</p> <p>\$3,878</p>	<p>00000-WSF 73960-DBF TBS</p> <p>90552-Prop H Sports</p> <p>0000-WSF 73940-Consent Decree Prop H Health</p>	<p>More Funding to cover operational costs of a K-8 school. School short \$13,824 to come from TBS Trust accounts</p> <p>District Pupil Services Dept. and School Health Services for Professional Development</p>

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>implement and monitor behavior modification, conflict mediation, and develop behavior plans and contracts for at-risk students with academic, attendance and/or behavioral problems. Additional assistance will be provided to these students through community outreach, e.g., counseling interns, student teachers from SFSU and New World College, Big Buddies, Middle School peer tutors, parents and San Francisco School volunteers. The SAP and SST process will be used to monitor these students. The PIP Counselor will be used to assist K-3 students to adjust to school. The K-8 Counselor and LSC will be used to help middle school students transition into high school and to lead a discussion group on girl issues. The California Pacific Mental Health Counseling Intern will work with students and families on mental health needs. Low performing 4th to 8th grade students will have the highest priority for Lawton's after school PRIDE Program for tutoring and enrichment. All students will have opportunities to be engaged in after school enrichment and extra curricular activities sponsored by the after school program (PRIDE) and PTA, e.g., foreign languages, drama, and athletics. To resolve peer conflicts, the K-8 Counselor will use the "Second Chance" curriculum materials.</p>		Other Supplies	\$20,000	<p>90552-Prop H Sports 90552-Prop H Arts 21st Century Grant</p> <p>67610- Art/music/etc</p>	
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> Professional development time or faculty meeting time will be allocated to safety/school climate related issues, such as, developing, reviewing, sharing, and posting school rules related to safety and school climate expectation through an Asset Development approach by reviewing School Climate Exemplary Model with Self-Assessment Tool. School safety teams will be in place by August to identify programs and strategies to provide school safety. A crisis/emergency response plan will be in place by Sept. and staff will be trained during the year to identify procedures to follow during: 1) human emergencies, i.e., riots, bomb threats, weapons, etc, and (2) natural emergencies, i.e., fires, earthquake and other natural disasters. The Crisis Response Team (CRT) and Emergency Response Team (ERT) will be identified and trained by the School Health Programs Department. An Elementary School Health Advocate, the Middle School Healthy School Team, and 	8/07-6/08	<p>Professional Development</p> <p>Elementary Health Advocate &</p>	<p>\$1,719</p> <p>Salary/Stipend</p>	<p>67610- Art/music/etc.</p> <p>00000-WSF</p>	<p>District Emergency Response Dept. Resources</p>

<p>a .5 Prop H LSC will act as liaisons between the District and the school to provide information and resources on a variety of topics, including the monthly Health Awareness events and health education curriculum and resources. The K-5 and Middle School Health Advocates will also train teachers to teach 20 lessons from <i>Too Good For Drugs</i> and/or <i>Actions For Health</i>, and the MS advocate will train 6th–8th teachers to teach 30 hours from <i>Teen Health Books</i>, <i>Project Alert</i> and/or <i>Second Step</i>. Parents will be kept informed through monthly CPMC <i>Family Talks</i> articles (Chinese and Spanish translations), PTA newsletter, intervention plans and student contracts.</p> <ul style="list-style-type: none"> To continue our previous Health Champions Project, staff and families will meet to develop and plan accordingly in staff/family work groups for physical activity, nutrition, cooking classes, gardening, healthy body image, ergonomics and health, tobacco and drug education. Specific staff development sessions will be planned, such as SPARK, nutrition/health education, etc. The Health Advocates will facilitate special events, e.g., Red Ribbon eek, AIDS awareness, Asthma Walk, etc. 	8/07 – 6/08	<p>Middle School Health Advocates</p> <p>Instructional Supplies Health Advocates</p>	\$20,000	67610- Art/Music/Etc.	District SHP Resources
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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?*

All staff, families, and students will participate in comprehensive needs assessment to assess existing conditions and make recommendations for program improvement. They will be provided quarterly updates regarding revised objectives. SAP, SST, and K-8 Counselor will continue to monitor individual and school wide behavior, attendance and academic progress.

Each semester the staff, SSC and families will assess our current status of school safety by completing the Safety Preparedness Checklist and Data to Complete Safe School Climate materials developed by SFUSD’s School Health Programs

<p>administrator, and/or teachers, telephone outreach, community meetings involving individual parent groups (e.g., Monthly evening Parent Seminars, GATE Information Night, SSC/PTA/ELAC monthly meetings, curriculum nights, etc.). Lawton’s Principal, K-8 counselor, GATE parent representative, and GATE coordinator will work as a team, through meetings with PTA, SSC ELAC, SSC, faculty, to ensure that the school community is educated about the implementation of the GATE program.</p> <ul style="list-style-type: none"> ▪ Parents of GATE, EDY and ELL students will be encouraged to join SSC/ELAC/PTA. School personnel and parent leaders will actively recruit more bilingual parents to participate in a variety of activities, e.g., translations, sharing expertise, etc. • Parents will continue to familiarize themselves with curriculum standards by sharing their expertise that supplement unit teaching, overseeing the perceptual motor program, and assisting the classroom teachers in preparing materials. 		<p>K-8 Counselor GATE coordinator CTI/ELD</p> <p>All Staff</p> <p>Other Supplies</p>	<p>\$20,000</p>	<p>67610— Art/music/etc.</p>	<p>District Parent Liaison resources training</p>
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Monitoring and Assessment for Goal 5

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*

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- After receiving training on the legal requirement and functions of the committee, SSC & ELAC members will do their duties by: 1) developing, writing, approving and monitoring the School Site Plan using CST, IWA, CELDT data, PQR process and guidelines, classroom observations, Family Surveys and student work samples; 2) establish an annual budget; 3) assist in the school's needs assessment; and 4) help disseminate information to other families.
 - Sign-in sheets will be provided at all events to follow-up on program participants and to involve all families in future events.
 - Family surveys

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
Beverly Kong		X					10/27/06
Jenny Bank			X				10/27/06
Lilian Capuli					X		10/27/06
Jay Fung					ELAC Chair		10/27/06
Julia Fung			X				10/27/06
Lonnie Lebin/Jenny Lee			X				10/27/06
Michael Lewin					X		10/27/06
Warren Macy					X		10/27/06
Angela Mansfield				X			10/27/06
Ian McLean					X		10/27/06
Helen SooHoo				X			10/27/06
Janice Tam					X		10/27/06
Robert Twomey					X		10/27/06
Heather Wong			X				10/27/06
Numbers of members of each category		1	4	2	7		10/27/06

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
Beverly Kong		1						10/27/06
Jay Fung					1			10/27/06
Lisa Cho					1			10/27/06
Felix Kwong					1			10/27/06
Wei Cheng Huie					1			10/27/06
Betty Wong					1			10/27/06
Marilyn Koral				1				10/27/06
Helen Soo Hoo				1				10/27/06
Don Wong			1					10/27/06
Numbers of members of each category		1	1	2	5			10/27/06

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.

