

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Leonard R. Flynn Elementary
School

3 8 6 8 4 7 8 6 8 0
CDS Code

April 13, 2007

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

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 | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table> | ELA | 3 | 2 | 1 | 0 | ELA | 3 | 2 | 1 | 0 | Math | 3 | 2 | 1 | 0 | Math Intervention | 3 | 2 | 1 | 0 |
| ELA | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| ELA | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| Math | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| Math Intervention | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| <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 | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math:</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math: Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table> | ELA | 3 | 2 | 1 | 0 | ELA Intervention | 3 | 2 | 1 | 0 | Math: | 3 | 2 | 1 | 0 | Math: Intervention | 3 | 2 | 1 | 0 |
| ELA | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| ELA Intervention | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| Math: | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| Math: Intervention | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| <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 | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table> | ELA | 3 | 2 | 1 | 0 | Math | 3 | 2 | 1 | 0 | | | | | | | | | | |
| ELA | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| Math | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| <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 | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table> | ELA | 3 | 2 | 1 | 0 | Math | 3 | 2 | 1 | 0 | | | | | | | | | | |
| ELA | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| Math | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |

| | |
|---|--|
| <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

<http://orb.sfusd.edu/sarcs2/hilights/sahl-680.pdf>

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 2007-2008 (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:

Increase the learning and academic achievement for all students and close the achievement gap for English Language Learners, Socio-economically disadvantaged, students with disabilities and African American students – Meet or surpass the school’s target goals for its Academic Performance Index (API) and Annual Yearly Progress in Language Arts (listening, speaking, reading and writing).

Current-Year Objective 2:

Continue to meet or surpass the school’s target goals for its Academic Performance Index (API) and Annual Yearly Progress (AYP) in mathematics.

Current-Year Objective 3:

Create and sustain a safe, secure, clean, welcoming physical environment for all students, parents, and community members.

Leonard R. Flynn Elementary School will meet the above stated objectives in a systematic and effective collective effort on the part of teachers, support staff, parents, community and students.

In addressing the “Achievement Gap”, Flynn’s Teachers and other staff members will identify at least two factors other than attendance that are attributing to student low achievement with particular attention placed on African American students, Students with Disabilities and English Language Learners.

Low achieving African American, students with disabilities and English Language Learning students will be identified as focal students and school-wide efforts will be placed on maximizing their academic achievement.

Attendance of all targeted student groups will be monitored and a strategic intervention plan will be implemented to assure that these students attend school regularly.

Efforts will be made to connect families of low achievers with the school encouraging them to participate in as many school activities as possible. Communication between teacher and parents will be ongoing and a strong emphasis will be placed on parents' attendance at parent-teacher conferences. School staff will visit at least two students' families in each class who are consistently absent to better engage them in school activities. Parent Relations Office resources will be explored to see what they can do to help in this effort.

A plan for mainstreaming students with disabilities will be elaborated before the end of the 2006-2007 school year. The support that will be needed to accomplish the objective (personnel, materials, training etc.) will be identified. The role of the general education classroom teacher, support personnel and the administration during the mainstreaming process, will be clearly defined.

To assure that all students in the Spanish Immersion and Bilingual classes have access to the core curriculum, Spanish instructional and other materials and resources needed for the 2007-2008 school year will be ordered before the end of the 2006-2007 school year.

To better meet the needs of Flynn's GATE students, the GATE coordinator for the 2007-2008 school year will be identified by June 12th 2007; the GATE identification process will begin by May 31st 2007 and include in the identification 2nd grade students. The GATE calendar, activities, projects, curricular areas, instructional materials and other resources needed for the 2007-2008 school year will be elaborated and ready by September 15, 2007.

Instruction at all grade levels will be based on grade-level content standards and teachers will maintain high expectations for learning .

Targeted tutoring (emphasis on vocabulary, literacy levels, and oral language practice) to students who are at Far Below Basic, Below Basic, and Basic will begin before the second semester of the 2007-2008 school year.

Consistent, informed cross grade level collaboration on teaching strategies and data analysis will be on-going throughout the year.

Professional development will be provided to teachers in differentiated instruction, vocabulary development, ELD standards, SDAIE strategies, the district's writing plan and teaching thinking, reasoning and communicating in mathematics.

The school will work closely with the San Francisco School Volunteers (SFSV) to secure a Corporate Sponsor and an effort will be made to have more volunteers from SFSV and our own parent population to do tutoring in the classrooms on a weekly basis.

Excessive student absences and tardies are factors that are contributing to the low achievement of many of Flynn's students. The average attendance during the 2005-2006 school year was below 93%. To address this problem, the school will create positive feedback/incentives to encourage improved timeliness and attendance. Staff will collaborate with each other and with parents and guardians regarding excessive tardies and absences. The school will continue Daily Perfect Attendance, and Quarterly Attendance Awards.

Tardy/absence intervention strategies implemented in 2006-2007 (tardy table, teachers calling home, letters home, meet with the Principal, Student Advisor communication with families, SARB team) will be continued.

A Parent Involvement folder for the entire school which presents a comprehensive list of information for parent/guardian activities in support of the school will be distributed at the beginning of the school year.

School-site funds will be used to provide translation and interpretation at parent and community meetings and for documentation.

A daily/weekly cleaning schedule, to be followed by all custodial staff, will be created and maintained throughout the year. All classrooms will post and teach safe and sanitary restroom usage rules. A school-wide campaign to maintain the cleanliness of the school will be implemented and sustained throughout the year.

To support these efforts, WSF and Categorical monies will be used to help fund a seven-hour a day student adviser and provided extended hours to staff for home visits.

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?*
-

Key Findings:

- On the California Standards Test (CST), school-wide, Flynn's students scored 8 percentage points below the target goal of 24.5 (at or above proficient level) in language arts and 7.4 percentage points above the target goal of 26.6 in mathematics
 - African American students scored 15.7 percentage points below the school-wide percentage of students at or above proficient level in language arts and 19.1 percentage points below in mathematics
 - Students with disabilities scored 16.9 percentage points below the school-wide average in language arts and 10.9 points below in mathematics
 - English Language Learners (ELL) scored 2.2 percentage points below the school-wide average in language arts and 11.5 percentage points above the target goal of 26.6 in mathematics
 - The language arts and mathematics scores for African American students dipped in 2005 (5%, 5%). This trend reversed in 2006 (5.3%, 7.7%)
 - The scores of English Language Learners has gradually increased in both Language arts and mathematics since 2002
-

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:

Raise the school-wide average of students scoring at or above proficient level on the CST in language arts and in mathematics by at least 5 percentage points.

Objective 2:

Increase the number of African American Students who score proficient or above on the CST language arts and mathematics by an additional 5 students (13% increase)

Objective 3:

Increase the number of Students with Disabilities who score proficient or above on the CST language arts and mathematics by an additional 3 students (8% increase)

Objective 4:

Increase the number of English Language Learners who score proficient or above on the CST language arts and mathematics by an additional 8 students (6.5% increase)

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:

School-wide Flynn's staff members will identify at least two factors other than attendance that are attributing to the student low achievement with particular attention placed on African American students, Students with Disabilities and English Language Learners.

Key Strategy 2:

Grade-level meetings to plan strategies that will address these factors and classroom observations to monitor the strategies will begin early in the fall of 2007.

Key Strategy 3:

Attendance of all targeted student groups will be monitored and strategic intervention will be done to assure that these students attend school regularly.

Key Strategy 4:

Efforts will be made to connect families of low achievers with the school encouraging them to participate in as many school activities as possible. Communication between teacher and parents will be ongoing and a strong emphasis will be placed on parents' attendance at parent-teacher conferences. School staff will visit at least two students' families in each class who are consistently absent to better engage them in school activities. Parent Relations Office resources will be explored to see what they can do to help in this effort.

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:

- Of the 16 identified GATE students 15 are Latinos and 1 Chinese; 9 of them are girls and 6 boys.
- At the beginning of the school year, 11 out of 12 students in special education day classes were African American; The CST of the eligible students were 17.8 percentage points below the school average; an additional 16 students are receiving special education services through the Resource Specialist Program; 12 of these students are Latino, 2 African American, 1 White and 1 Pacific Islander. Students with Disabilities (Special Education) overall, scored 16.9 percentage points below the school wide average;
- While our Latino students are achieving almost as well as ALL students, they make up a majority of our school population. The school did not make its goals for their AYP this year for Language Arts for the whole school, and therefore did not meet goals for Latino students, which is a significant subgroup when considering our AYP. Special attention must be given to ELL students at our school. They are a significant subgroup in terms of determining whether or not we meet our AYP. SPED students and AA students should be focused on intensively due to the fact that the gap is widening for these students.

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:

Leonard R. Flynn will show at least a 50% increase of numbers of identified GATE students by May 2008 from 16 this year to 24 next year. The increase will be proportional to the demographics of students in each of the identified subgroups (AA, ELL, SPED & Latino).

Publicize a calendar of activities, projects and curricular areas to be emphasized for the 2007-2008 GATE program.

Objective 2:

All students with disabilities at Flynn Elementary School will be mainstreamed in at least one core subject area for the amount of time specified in their IEP's.

Objective 3:

Provide appropriate instructional materials for English Language Learners and Immersion students.

Objective 4:

Improve instructional strategies and support to meet the needs of all students.

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:

Identify the GATE coordinator for the 2007-2008 school year by June 12th 2007; Begin the GATE identification process by May 31st 2007 and include in the identification 2nd grade students. Elaborate the GATE calendar, activities, projects, curricular areas and instructional materials and other resources needed by September 15, 2007.

Key Strategy 2:

Define clearly the role of the general education classroom teacher, the support personnel and the administration in the process of mainstreaming the identified special education students. Begin mainstreaming discussions with staff before the end of the 2006-2007 school year; identify the support that will be needed to accomplish the objective (personnel, materials, training etc.);

Key Strategy 3:

Take an Inventory of available, on site Spanish instructional materials by June 1st 2007. Identify Spanish instructional and other materials and resources needed for the 2007-2008 school year by June 6th; order all needed Spanish language materials and resources by June 12th 2007 (again budget and district support must be coordinated with this strategy).

Key Strategy 4:

Assure that all students have access to library and technological services provided by a credentialed librarian and that students receive instructional support through Reading Recovery, one-on-one and small group tutoring and the Mission Learning Center after school program.

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:

- On the California Standards Test (CST), school-wide, Flynn's students scored 8 percentage points below the target goal of 24.5 (at or above proficient level) in language arts and 7.4 percentage points above the target goal of 26.6 in mathematics.
- African American students scored 17.8 percentage points below the school-wide percentage of students at or above proficient level in language arts and 18 percentage points below in mathematics.
- Students with disabilities scored 16.9 percentage points below the school-wide average in language arts and 10.9 points below in mathematics.
- English language learners (ELL) scored 2.2 percentage points below the school-wide average in language arts and 11.5 percentage points above the target goal of 26.6 in mathematics.
- The language arts and mathematics scores for African American Students dipped in 2005 (5%, 5%). This trend reversed in 2006 (5.3%, 7.7%)
- The scores of English Language Learners has gradually increased in both language arts and mathematics since 2002.

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:

There will be at least 2.8 % (from 85.2% to 88% or above) increase in the number of students achieving a passing score on the fourth grade CWST in March 2008.

Objective 2:

In English Language Arts, 2nd through 5th grade students will show a 5% (from 23.3% to 28.3%) increase in their overall CST scores for 2008.

Objective 3:

Create professional development opportunities (e.g.- staff meetings, professional development meetings, release time) for staff members to analyze current assessment data (SCOE and CST) to inform our teaching.

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:

All teachers will align their instruction with content standards.

Key Strategy 2:

Provide targeted tutoring (emphasis on vocabulary, literacy levels, and oral language practice) to students who are at Far Below Basic, Below Basic, and Basic beginning before the second semester of the 2007-2008 school year.

Key Strategy 3:

Focus on consistent, informed grade-level and cross grade level collaboration on teaching strategies and data analysis. Create professional development opportunities and trainings for staff members that will support effective instructional practices in language arts and mathematics for all students.

Key Strategy 4:

All teachers will engage in professional development related to increasing reading comprehension, vocabulary development, ELD, writing and mathematics. Emphasis will be on consistent, informed grade-level and cross grade-level collaboration on teaching strategies and data analysis

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:

- Currently, our attendance data is at an average of 93.5%.
- As of March 2007, we have had 16 suspensions for the 2006-2007 school year.
- There is no remarkable drop out data for 2006-2007.
- Our attendance goal for 2004/05 was to increase the Average Daily Attendance (ADA) from 93.7% to at least 96%. Unfortunately, our ADA declined to 92.7% for 2005/06. Currently, our attendance data is at an average of 93.5% and it is expected that though we may not reach the 96% goal, we will probably do better than last years average (92.7%)

-
- In October/November of this year tardies were averaging about 80 per week. There has been a sizeable decrease to 30 per week for January/ February.

-
- *Note: There are questions about the accuracy of the tardy data do to teachers recording tardies differently. A memo has been sent out to teachers as to the correct policy for recording tardies. The current standards require marking tardies only after 9:05 a.m.

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:

Reduction of the number of tardy students each day by 20% during the 2007-2008 school year.

Objective 2:

Reduction of the number of absence students each day by 20% during the 2007-2008 school year.

Objective 3:

Improve the general cleanliness of the school and school grounds.

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 feedback/incentives to encourage improved timeliness and attendance. Collaborate/contact guardians regarding excessive tardies and attendance. Continue Daily Perfect Attendance Awards, and Quarterly Attendance Awards.

Key Strategy 2:

Continue tardy/absence intervention strategies implemented in 2006-2007 (tardy table, teachers calling home, letters home, meet with the Principal, Student Advisor communication with families, SARB team).

Key Strategy 3:

Create and maintain a daily/weekly cleaning schedule to be followed by all custodial staff. Encourage classrooms to develop bathroom usage rules. Continue school-wide communication about maintaining the cleanliness of the school.

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:

Community meeting attendance for 2005-2006 school year was 87 people for both the meetings (Approximately 20% of the community).

Raw data does not exist to provide further conclusions for Goal 5; a series of surveys will be conducted during the 2007-2008 school year to provide more data. It is written into this plan as a key strategy.

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:

Increase the number of participating parents and teachers in the PTA by 20% to reflect the demographics of the school population.

Objective 2:

Increase parent support for the school's instructional program. (e.g., attend parent conferences, check student homework and volunteer in classrooms)

Objective 3:

At least 10 parents will participate in an intensive leadership skills training series during the 2007-2008 school year designed to develop and practice leadership skills and prepare parents to take on leadership positions in the SSC, ELAC and the PTA.

Objective 4:

Encourage and increase community involvement in the school.

Key Strategies for Goal 5

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

Key Strategy 1:

Provide a Parent Involvement folder for the entire school which presents a comprehensive list of information for parent/guardian activities in support of the school.

Key Strategy 2:

Use school site funds to provide translation and interpretation at parent and community meetings and for documentation.

Key Strategy 3:

The parent liaison person will publicize and conduct parent orientation meetings as to the importance of the parent leadership skills training to motivate and register parents for the training.

Key Strategy 4:

Secure more volunteers from SFSV and our own parent population to do tutoring in the classrooms on a weekly basis and work closely with San Francisco School Volunteers (SFSV) to secure a Corporate Sponsor to help support our school.

Key Strategy 5:

Create and distribute a survey to measure parent involvement and demographic data of participants for parents. Add self-identification demographic column to sign-in sheet for parent and community meetings.

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 Completion Date | Proposed Expenditures | Estimated Cost | Funding Source | District Support(s) Needed |
|---|----------------------------------|---|-------------------|-----------------------|----------------------------------|
| Key Strategy 1: <ul style="list-style-type: none"> • Teachers will maintain high expectations for all students and identify factors that are attributing to low achievement particularly in the African America, students with disabilities and ELL sub-groups. | Sept. 2007 | Stipend for additional staff meeting time | \$4800 | SIP | |
| Key Strategy 2: <ul style="list-style-type: none"> • Teachers will collaborate in weekly grade-level meetings in order to analyze summative and periodic data, plan lessons, share best practices and determine teaching strategies based on areas of student need especially African American students, students with disabilities and English Language Learners | Sept. 2007 | Stipend for additional staff meeting time | \$4000 | Consent Decree | None |
| Key Strategy 3: <ul style="list-style-type: none"> • Teachers will use the Results Orientated Cycle of Inquiry (ROCI) to improve instructional practices and increase student achievement | Oct. 2007 | | | | |
| Key Strategy 4: <ul style="list-style-type: none"> • Teachers and other staff members will select from classes at least two students from families who are excessively tardy and or absent to conduct home visits and offer assistance to remediate the problem; African American students will be targeted in this effort. | Nov. 2007 | \$30 per visit | \$2000 | Grant | None |

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

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?*
-

Monitoring of the high leverage activities will be accomplished by grade-level meeting agendas and notes that reflect subject areas of focus and the standards being addressed.

The ROCI process will be on-going coordinated by the Instructional Reform Facilitator and the principal. Teacher feedback about the process and results will be publicized.

A schedule of home visits will be set up at the beginning of the year, a log of visits kept in the office and discussions about parent/teacher/school agreements noted.

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 ² Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source | District Support(s) Needed |
|--|----------------------------------|--------------------------|-------------------|-------------------|----------------------------------|
| <p>Key Strategy 1: Improve the GATE identification process and Program</p> <ul style="list-style-type: none"> • Identify the GATE coordinator for the 2007-2008 school year by June 12th 2007; Begin the GATE identification process by May 31st 2007 and include in the identification 2nd grade students. Elaborate the GATE calendar, activities, projects, curricular areas and instructional materials and other resources needed by September 15, 2007. | June 2007 On-going | | | | |
| <p>Key Strategy 2: During regularly scheduled IEP meetings, IEPs are written and aligned to state core content standards and reflect present student levels of performance and goals for future achievement. Students IEP's will clearly state that Mainstreaming for at least one core subject will occur daily. Define clearly the role of the general education classroom teacher, the support personnel and the administration in the process of mainstreaming the identified special education students. Begin mainstreaming discussions with staff before the end of the 2006-2007 school year; identify the support that will be needed to accomplish the objective (personnel, materials, training etc.).</p> | August 2007 On-going | | | | Special Education Liaison |
| <p>Key Strategy 3: All William Case Mandates will be followed to assure that all students have the appropriate instruction materials. Take an Inventory of available, on site Spanish instructional materials by June 1st 2007. Identify Spanish instructional and other materials and resources needed for the 2007-2008 school year by June 6th; order all needed Spanish</p> | Sept. 2007 Nov. 2007 | | | | |

² See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

| | | | | | |
|--|---|--|--|---|---|
| language materials and resources by June 12th 2007 (again budget and district support must be coordinated with this strategy). | Sept. 2007 Nov. 2007 | | | | |
| <p>Actions to be Taken to Reach This Goal 2 continued Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p> <hr/> <p>Key Strategy 4: Improve instructional strategies and support to meet the needs of all students</p> <ul style="list-style-type: none"> • A credentialed teacher/librarian will provide library services for all students. The librarian will teach library skills and information literacy skills to all students using print and digital resources. • The mobile technology lab will be used to enhance project-based learning in grades 2 through 5. • Kindergarten and first grade will continue to implement the grade-level, standard-based technology curriculum. • Reading Recovery/Descubriendo la lectura program will be offered to below grade level first grade students to enhance academic success. Literacy groups in Spanish and English will be offered to below grade level students in grades 1, 2 and 3. Literacy teachers will confer with classroom teachers to report on student progress and achievement. • Targeted students will work with a paraprofessional or literacy specialists one-on-one or in a small group to practice skills and deepen core knowledge. • After-school Excel Program addresses needs of all students, with emphasis on those who are under- performing. Support is provided for homework and other related educational activities. • Mission Learning Reading Program will provide an after-school academic program that is aligned with the core curriculum, provide reading tutoring and enrichment classes in math and science, with an emphasis on underperforming students in grades 1-5. | <p>Start Date Completion Date</p> <hr/> <p>Sept. 2007</p> <hr/> <p>Sept. 2007</p> <hr/> <p>Sept. through December 2007</p> <hr/> <p>Sept. 2007 through May 2008</p> | <p>Proposed Expenditures</p> <hr/> <p>Instr. Materials</p> <hr/> <p>Hourly Stipend</p> | <p>Estimated Cost</p> <hr/> <p>\$500</p> <hr/> <p>\$2500</p> | <p>Funding Source</p> <hr/> <p>Prop H/Local</p> <hr/> <p>Targeted Instr. Impr. Block Grant</p> <hr/> <p>Mission learning Center</p> | <p>District Support(s) Needed</p> <hr/> <p>To assure the librarian is funded for 3 days from Prop H</p> |

Monitoring and Assessment for Goal 2

Questions to cover:

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

Identify students who are Far Below Basic, Below Basic and Basic as targeted students.

ELD assessments, OARS, program assessments, LALAR, and CELDT data are used to plan instruction for ELL students and are reviewed periodically during the year to guide instruction that include SDAIE strategies and “The Focused Approach”.

Progress of ELLs is monitored and reclassified according to data reflected by CELDT scores, LALAR data, OARS assessments and progress report cards.

The Instructional Programs Committee administers an annual Needs Assessment, monitors progress of programs and adjusts program services as needed.

By the end of November, the Mission Learning Center After-school Program Coordinator shall present the goals and objectives of the program to the School-site Council; in February and June, a report will be presented to the Council as to the effectiveness of the program especially as it relates to the lower achieving student groups.

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

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?*
-

Monitoring will be done by the Principal, IRF, Program Coordinator and teachers.

The process will be evaluated by analyzing data, classroom observations and grade-level collaboration.

The data that will be analyzed are OARS, benchmark assessment data and classroom observation forms.

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 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source | District Support(s) Needed |
|--|----------------------------------|------------------------------|-------------------|------------------------|----------------------------------|
| <p>Key Strategy 1: Create positive feedback/incentives to encourage improved timeliness and attendance. Collaborate/contact parents and guardians regarding excessive tardies and attendance. Continue Daily Perfect Attendance and Quarterly Attendance Awards.</p> | Sept. 2007 On-going | Printing and Certificates | \$500 | Healthy Start Grant | |
| <p>Key Strategy 2: Continue tardy/absence intervention strategies implemented in 2006-2007 (tardy table, teachers calling home, letters home, meet with the Principal, Student Advisor communication with families, SARB team).</p> <p>Key Strategy 3: Create and maintain a daily/weekly cleaning schedule to be followed by all custodial staff. Encourage classrooms to develop bathroom usage rules. Continue school-wide communication about maintaining the cleanliness of the school.</p> | Sept. 2007 On-going | | | | |

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?*

The Student Attendance Reporting Team – SART (Principal, Healthy Start Program Coordinator, Student Adviser, Learning Support Consultant and the nurse) will monitor and support implementation of this high-leverage activity.

Tardies and absences will be recorded by teachers and the office manager. The Healthy Start Program Coordinator will help in the effort to maintain accurate records.

Using data from the school's tardy and absence reporting forms and district SIS absent/tardy reporting system, evaluation of the strategy's effectiveness will be done monthly throughout the year. Changes will be made as needed to assure positive results

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 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source | District Support(s) Needed |
|--|---|--|---|--------------------|----------------------------------|
| Key Strategy 1: Provide a Parent Involvement folder for the entire school which presents a comprehensive list of information for parent/guardian activities in support of the school. | | | | | |
| <p>Key Strategy 2: Use school site funds to provide translation and interpretation at parent and community meetings and for documentation.</p> <p>Key Strategy 3: The parent liaison person will publicize and conduct parent orientation meetings as to the importance of the parent leadership skills training to motivate and register parents for the training.</p> <p>Key Strategy 4: Secure more volunteers from SFSV and our own parent population to do tutoring in the classrooms on a weekly basis and work closely with San Francisco School Volunteers (SFSV) to secure a Corporate Sponsor to help support our school</p> <p>Key Strategy 5 Create and distribute a survey to measure parent involvement and demographic data of participants for parents. Add self-identification demographic column to sign-in sheet for parent and community meetings.</p> | <p>Sept. 2007 On-going</p> <p>Sept. 2007 Feb. 2008</p> <p>Sept. 2007 On-going</p> <p>Feb. 2007</p> <p>Sept. 2007 On-going</p> | <p>Transl. Equip. and Ext. Hours for a Teacher/ Translator</p> <p>Printing</p> | <p>\$2500</p> <p>Leadership Development Grant</p> | <p>Title I-SWP</p> | |

Monitoring and Assessment for Goal 5

Questions to cover:

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

Monitoring of the high-leverage strategies will be done by the Parent Liaison Person with help from the School-Site Council.

Evaluation will be on-going using meeting/training sign-in sheets, parent feedback and participant evaluations.

Data from the above mentioned evaluation procedures and tools will be used to analyze the effectiveness of the strategies.

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 |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------------|-------------------|--------------|
| Charles Addcox | | X | | | | | |
| Alfredo Vergara-Lobo | | | | | X | | Oct. '07 |
| Wendy Cram | | | X | | | | Oct. '07 |
| Shawn Mansager | | | X | | | | Oct. '07 |
| Nancy Gnass | | | | | X | | Oct. '07 |
| Vali Govier | | | | | X | | Oct. '07 |
| Jessica Alexandra | | | | | X | | Oct. '06 |
| Miriam Duarte | | | | X | | | Oct. '07 |
| Darryl Toney | | | | | X | | Oct. '07 |
| Cynthia Meza | | | X | | | | Oct. '07 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Numbers of members of each category | | 1 | 3 | 1 | 5 | | |

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

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

- *Add one or more "nonschoolsite personnel" to an existing school site council to form the "school site and community team"; or*
- *Appoint a "school site and community team" unrelated to the membership of the school site council.*

English Learner Advisory Committee (ELAC) Membership

Note: Names and signatures of ELAC members will be on the hard copy version of the plan

| Name of Member | Member's Signature | Principal | Classroom Teacher | Other School Staff | Parent of EL Student | Other Parent / Community | Secondary Student | Date Elected |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------|--------------------------|-------------------|--------------|
| Delmy Palacios | | | | | X | | | |
| Oscar Grande-Meza | | | | | X | | | |
| Nohemia Patino | | | | | X | | | |
| Beatriz Curtidor | | | | | X | | | |
| Lorena Mancía | | | | | X | | | |
| Vanessa Garcia | | | | | X | | | |
| Silvia Argueta | | | | | X | | | |
| Maricela Aceves | | | | | X | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Numbers of members of each category | | | | | 8 | | | |

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 |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------------|-------------------|---------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Numbers of members of each category | | | | | | | |

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

Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: January 17, 2007 and January 18, 2007
 - B. One meeting to present plan upon its completion - DATE: March 10, 2007
7. This school plan was adopted by the school site council on: _____.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

| | | |
|---------------------------------------|--------------------------------------|-------------|
| Charles Addcox | | |
| Typed name of school principal | Signature of school principal | Date |

| | | |
|--------------------------------------|-------------------------------------|-------------|
| Alfredo Vergara-Lobo | | |
| Typed name of SSC chairperson | Signature of SSC chairperson | Date |