

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Redding Elementary School

School

38-68478-6041522

CDS Code

March 29, 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 	<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
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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
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<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										
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<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										
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<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: To move at least 15 students (30%) who scored below basic in English Language Arts (ELA) on the CST to the basic or above range and to move at least 16 students (25%) who scored basic in ELA to the above basic range

- a. Strategies and activities include faculty professional development in the teaching of vocabulary, analyzing benchmark data (SCOE/OARS) and CST scores (CRUNCHER), teacher grade level teams reviewing student work and sharing strategies for improvement, small group reading comprehension work and test preparedness with the Literacy Specialist, and the use of universal access time in all classrooms.
- b. Challenges include students living in poverty, lack of English skills, limited prior school experience in the student's previous country, health issues, and poor attendance. We are trying our best to overcome these challenges by providing students and their parents with a caring staff, an excellent academic program, and a network of community partnerships and services.
- c. Resources that support this goal include a Literacy Specialist (Title I), a Librarian (Prop. H), a Library Technician (SBCP), two paraprofessionals (Title I and SBCP), an Elementary Advisor (Consent Decree).
- d. Additional resources include the BPM Before-School Morning Reading Club, the ACE/EXCEL After-School Program, District SCOE/OARS support, community volunteers who read aloud to students, parent education workshops, parent English classes, a Learning Support Professional, a Resource Specialist, the Student Attendance Review Team (SART), the Tender Lion Family Service Agency and the Chinatown Development Center.

The impact of the before and after-school programs has been positive. Parents are very pleased with the programs; there is a long waiting list for the after-school program and parents have even rearranged their schedules so that they can bring their children early to the before-school reading program at 7:30am.

The use of SCOE/OARS is also having a positive impact. The accountability of reading skills is better defined with the use of this program and some improvement of students' reading skills has been noted.

Current-Year Objective 2: Redding School will meet or exceed its 2006-07 AYP proficiency target requirements of 24.4% in English Language Arts for all ELL, EDY, and Latino students.

- a. Strategies and activities include the Literacy Specialist working with Latino students in grades 3-5 who have not achieved proficiency in English Language Arts, the Literacy Consultant working with ELL students in grades 4-5 using the Rigby ESL Program, the Curriculum Technology Integrator teacher working in the computer lab with EDY and ELL students on their writing skills, classroom teachers differentiating the curriculum with universal access time strategies, and the elementary student advisor with two paraprofessionals working on reinforcement of students' reading and math skills. Schoolwide activities include the ACE/EXCEL After-School Program, literacy workshops for Latino parents, the Common Topic Writing Program, the Pen Pal program with school partners BPM and Triage Consulting Group staff, the BPM Before-School Morning Reading Club, and an integrated Arts Education Program
- b. Challenges are described on page 5 – Current-Year Objective 1
- c. Resources that support this goal include a .6 Literacy Specialist (Title I), a Literacy Consultant (ELAP), a Curriculum Technology Integrator (SBCP), two paraprofessionals (Title I and SBCP), and the Elementary Student Advisor (Consent Decree).
- d. Additional resources include the Learning Support Professional, Resource Specialist, San Francisco School Volunteers, the BPM Pen Pal volunteers, and free parent English classes offered through Community Based English Tutoring (CBET).

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:

We met our proficiency rates in English/Language Arts and Math schoolwide. However, we did not meet our API targets. Over four years we have seen an irregular pattern of API growth.

An achievement gap exists for Latino students who met proficiency in math, but did not meet proficiency in ELA by 2.4%. (Target is 24.4%)

With regards to our 14 (K-5) African American students, the problems persist with attendance issues and performance. Latino student attendance is also an issue due to long absences from school for travel abroad.

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: Improve performance of African-American and Latino students by 5% on the CST.

Objective 2: Improve attendance of African-American and Latino students by meeting 90% of the attendance target.

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: Structuring and monitoring students' universal access time.

Key Strategy 2: Implementing a successful after-school program for participants.

Key Strategy 3: Monitoring student attendance with diligence by teachers and the Student Attendance Review Team (SART) on a regular basis to resolve matters of excessive absences and tardies.

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:

Redding School's special programs include ELD, GATE, TITLE I (EDY), and Special Education (Resource Specialist.)

ELL and EDY students met AYP targets for English/Language Arts (ELA) and Math but did not meet their API growth targets.

On the CST, ELL students made gains in ELA at all grade levels except grade 4. In Math, ELL students made gains in grades 2 and 5 but scores fell in grades 3 and 4.

EDY students made gains in ELA in grades 3-5 but fell at grade 2. In Math, EDY students made gains in grades 2 and 5 only.

Although Special Education students are not a numerically significant group at Redding, these students did not perform well in ELA and math.

A pattern that has been observed, using data from both the CST and benchmark assessments over multiple years, reflects ELL and EDY populations having difficulty attaining Proficiency or Above in ELA. These groups consistently perform better in Math than in ELA on the CST.

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: Redding School will meet or exceed its AYP and API growth targets for all ELL and EDY students.

Objective 2: 52.5% of ELL students will meet the AMAO 1 and 32.1% of ELL students will meet the AMAO 2.

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: Teachers will differentiate instruction on a regular basis to meet the needs of ELL, EDY, GATE, and Special Education students.

Key Strategy 2: Teachers will use Specifically Designed Academic Instruction in English (SDAIE) on a daily basis in all classrooms for ELL students and they will group ELL students for instruction by CELDT level.

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: Redding 4th graders performed well on the CWST with 89% of students scoring at a performance level of 4 or higher.

3rd graders improved in Reading on the CAT 6 from 2005 to 2006 but fell slightly in Math. Students in grades 4 and 5 consistently perform higher on the CST than students at grades 2 and 3 because they have been at Redding for a longer period and therefore have had more time to develop their English language skills.

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: To move at least 15 students (30%) to basic and above and to move 10 students (20%) to above basic in ELA on the CST.

Objective 2: To maintain 89% of students scoring level 4 or above on the CWST.

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: Vocabulary development to improve reading comprehension using Dr. Shira Lubliner's strategies will be a key focus for students in all classrooms.

Key Strategy 2: The Schoolwide Common Topic Writing Program in grades K-5 will continue utilizing the District's new Writing Rubrics and Topics document as a guide.

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: Feedback from parents, community members, the SFFD, and the SFPD indicates a high level of satisfaction with the learning environment and safety at Redding School. The suspension rate at Redding School is 0%. The number of Incident Reports filed are low. Students and staff report that they feel safe at school. Community members consistently report that they are impressed with the school environment due to the exemplary student work that is always displayed throughout the school. Faculty and parents would like to see cleaner streets around the school and no homeless activity on school premises when school is not in session.

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: To increase parent attendance by 5% at training sessions which focus on positive discipline, such as Dr. Becky Bailey’s Loving Guidance Program.

Objective 2: To continue to maintain a respectful, caring, safe, and welcoming learning environment for all students, family members, and staff, as measured by a Parent Satisfaction Survey.

Key Strategies for Goal 4

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

Key Strategy 1: The Redding staff will implement programs to maintain a positive school climate which include Dr. Becky Bailey’s Loving Guidance Program, Kaiser’s PEACE Signs Program, and the 40 Developmental Assets by the Search Institute.

Key Strategy 2: Principal, teachers, and parents will continue to work with city agencies to improve safety and sanitary conditions at and around Redding 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: Over the course of the year, 100% of parents attended one or more school event or activity. These events and activities included assemblies to honor students, such as Meritorious Dragon and Honor Roll recognition, student performances, Parent-Teacher Club meetings, SSC and ELAC meetings, field trips, the May Festival, Parent-Teacher conferences and volunteering in the classroom. In addition, 100% of parents participated in a Parent-Teacher conference, either in person or by telephone.

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: 100% of parents will attend at least one school activity, event, workshop, or meeting in the course of the school year.

Objective 2: Parents of ELL students will acquire English language skills and learn strategies to help their children at home with reading and math.

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 variety of strategies as listed above to engage parents in classroom and schoolwide activities and events.

Key Strategy 2: Provide parents with free on-site English classes sponsored by Multilingual Department's Community English Based Tutoring Program (CBET), so they can better help their children at home with academic learning.

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	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Structuring and monitoring students' universal access time.</p> <ul style="list-style-type: none"> • High leverage activities: All teachers will be trained on universal access time strategies and have exemplars of implementation. • High leverage activities: All teachers will use benchmark assessment results (SCOE/OARS) to inform instruction. They will meet in grade level teams with these results to work on improving instructional strategies to meet student needs. • High leverage activities: The Curriculum Technology Integrator will provide staff development for teachers in the use of SCOE/OARS by teaching them how to access data, choose appropriate reports, and analyze data for use in structuring universal access time. • High leverage activities: Principal will monitor the implementation of universal access time and student engagement. • High leverage activities: In early fall, teachers will analyze group and individual data from the CST/CAT6 to determine areas of need. Based upon identified needs, teachers will structure universal access time to improve student achievement with an emphasis on Latino and African-American students. • High leverage activities: Latino and African-American students will 	<p>Sept-June</p> <p>Sept-June</p> <p>Oct-May</p> <p>Oct-May</p> <p>Sept-June</p> <p>Sept-Oct</p>	<p>\$4,102</p>	<p>Title I SWP</p>	

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.

<p>be provided with differentiated instruction, small-group instruction, graphic organizers, multi-level learning center tasks, and a variety of learning modalities to increase achievement.</p> <ul style="list-style-type: none"> • High leverage activities: Latino and African-American students will be engaged in numerous supplemental problem solving activities on a daily basis in the classroom that support Content and Performance Standards for Math, including Convince Me, Problem of the Day, Math Journals, Marilyn Burns' Problem Solving units, AIMS math materials, math based literature and Junior Achievement Day. 	<p>Sept-June</p> <p>Sept-June</p>			
<p>Key Strategy 2: Implementing a successful after-school program.</p> <ul style="list-style-type: none"> • High leverage activities: Contact parents of African-American and Latino students to ensure participation in the after-school program. • High leverage activities: After-school teachers will be trained in curriculum and key strategies by the lead teacher and ACE/EXCEL Coordinator and they will be knowledgeable of student needs. • High leverage activities: Feedback between regular staff and after-school staff will be maintained to improve understanding and focus of student needs. 	<p>Sept-June</p> <p>Sept</p> <p>Sept-June</p> <p>Sept-June</p>			
<p>Key Strategy 3: Redding School teachers and the Student Attendance Review Team (SART) will monitor student attendance with diligence on a regular basis to resolve matters of excessive absences and tardies.</p> <ul style="list-style-type: none"> • High leverage activities: The SART team will send out notification letters to parents of students with high absences and tardies as necessary. • High leverage activities: Teachers and the SART team will hold conferences with parents to resolve issues of high absences and tardies. 	<p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p>			

Monitoring and Assessment for Goal 1

Questions to cover:

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

The principal will monitor instruction through classroom observations and benchmark data analysis. Grade level planning meetings will be held to discuss the achievement of African-American and Latino students and the use of interactive journals to encourage communication and feedback between teacher and student. The school will evaluate its progress with benchmark data analysis, observations, and interactive journals. Student work will be collected on a regular basis to determine student progress.

Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Teachers will differentiate instruction on a regular basis to meet the needs of ELL, EDY, GATE, and Special Education students.</p> <ul style="list-style-type: none"> • High leverage activities: Teachers will meet monthly in grade level teams to review student work, discuss strategies for differentiation of instruction, plan lessons, and analyze Benchmark data. Their analysis will provide data to guide instruction and close the achievement gap for ELL, EDY, and Special Education students. • High leverage activities: Class size will be reduced through the use of ancillary staff, such as the Curriculum Technology Integrator teacher and Literacy Specialist, allowing teachers to work on targeted skills with smaller groups of students. • High leverage activities: Paraprofessionals and the Elementary Student Advisor, as directed by the classroom teacher, will work with EDY students in a small group setting to reinforce skills in language arts and math. • High leverage activities: Reading instruction will be differentiated through the use of Houghton Mifflin’s Challenge Handbook for GATE students, Extra Support Handbook for EDY and Special Education students, and Handbook for English Learners for ELL students. • High leverage activities: The principal will meet individually with each teacher to have “student conferences” to discuss the individual needs of each ELL, EDY, GATE, and Special Education student. • High leverage activities: Teachers will meet with EDY, ELL, and 	<p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p> <p>Oct-Nov</p> <p>Sept-June</p>	<p style="text-align: center;">\$47,896</p>	<p style="text-align: center;">EIA-LEP SIP Discret. Block Grant Con. Decree</p>	

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

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

<p>Special Education students who need extra help during lunch throughout the year.</p> <ul style="list-style-type: none"> • High leverage activities: EDY, ELL, and Special Education students will receive differentiated math practice with the Curriculum Technology Integrator before school in the computer lab. • High leverage activities: Teachers of EDY, ELL, and Special Education students will utilize differentiation strategies such as re-teaching and review, pre-teaching key skills, scaffolded learning, modeling appropriate answers, and the use of manipulative and visual aids. • High leverage activities: Teachers will assign volunteers to work individually with ELL and EDY students on reading and math • High leverage activities: GATE students will be challenged by a variety of strategies and materials. Strategies include compacting, independent research projects, tiered assignments, interest centers, and adjusting questions. Materials include higher level literature books, AIMS math and science, measuring units, and games that develop critical thinking skills. 	<p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p>			
<p>Key Strategy 2: All teachers will use Specifically Designed Academic Instruction in English (SDAIE) on a daily basis in all classrooms for ELL students.</p> <ul style="list-style-type: none"> • High leverage activities: A Literacy Consultant will provide over and above small group ESL lessons for ELL students in grades 4-5 twice a week. • High leverage activities: SDAIE and ELD strategies will be embedded in every lesson every day to ensure that ELL students have access to the core curriculum. • High leverage activities: ELL students will be provided with Rigby ESL lessons during Language Arts for 30 minutes per day. • High leverage activities: ELL students will participate in choral music during the spring semester to develop English oral language skills. 	<p>Sept-June</p> <p>Oct-June</p> <p>Sept-June</p> <p>Sept-June</p> <p>Feb-June</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?*
-

EDY, ELL, GATE, and Special Ed. students will be assessed through the use of data from benchmark assessments, the CST, Grade 3 CAT6, and the Grade 4 CWST. ELL students are also assessed each fall using the CELDT and four times per year using the LALAR. Student work will be collected on a regular basis and evaluated at teachers' monthly grade level team meetings. The principal will monitor teachers' lesson plans and instruction through classroom observations and benchmark data analysis.

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	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Vocabulary development to improve reading comprehension using Dr. Shira Lubliner’s strategies will be a key focus in all classrooms for all students</p> <ul style="list-style-type: none"> • High leverage activities: The Literacy Specialist will provide over and above instruction to students who scored basic or below in ELA on the CST to improve vocabulary and reading comprehension skills. She will also utilize Kaplan materials to teach these students test-taking strategies in preparation for the CST. • High leverage activities: Teachers trained by the District in effective strategies to develop vocabulary will serve as facilitators to provide professional development for the Redding faculty. • High leverage activities: The Librarian will provide language arts lessons for each classroom which focus on vocabulary and comprehension • High leverage activities: Each classroom teacher will implement Dr. Frank Lyman’s Think-Pair-Share cooperative learning structure to give students multiple ways to develop their oral language skills. • High leverage activities: Students will hear stories read aloud by volunteers in the before-school Morning Reading Club. • High leverage activities: Teachers in grades 3-5 will implement Literature Circles to strengthen and deepen students’ reading comprehension and vocabulary. • High leverage activities: Each teacher will maintain a list of students classified by Far Below Basic, Below Basic, Basic, Proficient, and Advanced as they performed in ELA and Math on the CST. This data will allow teachers to target students who need extra assistance. 	<p>Sept-June</p> <p>Oct-June</p> <p>Aug-May</p> <p>Sept-June</p> <p>Sept-June</p> <p>Oct-June</p> <p>Sept-June</p> <p>Sept-June</p>	<p>\$45,801</p>	<p>Title I SWP EIA-LEP</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.

<p>Key Strategy 2: The Common Topic Writing Program will be implemented in all classrooms for all students utilizing the District’s new Writing Rubrics and Topics document as a guide.</p> <ul style="list-style-type: none"> • High leverage activities: Students at all grade levels will write on a common topic three times per year. Teachers will meet in grade level teams to assess the writing based upon a rubric. Exemplary writing will be on bulletin board display for each class. • High leverage activities: All teachers will focus on students’ writing skills in the three CWST writing genres (narrative, summary and response to literature) utilizing the five-step writing process. Lessons will build in complexity throughout the grades as teachers prepare students for the CWST. • High leverage activities: The Curriculum Technology Integrator will collaborate with the classroom teachers to plan writing activities which correlate with the Writing Standards. All students will visit the computer lab once to twice per week for 45-90 minute sessions. • High leverage activities: Students will be provided with enriching experiences from which to write. These experiences include field trips in and out of San Francisco, a week-long outdoor education trip for fifth graders in Sonora, community performances, artist residencies, class presentations, speakers, and many others. • High leverage activities: 4th Grade teachers will utilize State prep materials for the CWST. • High leverage activities: Students’ oral and written language skills will be developed through “Think It, Write It, Speak It” where students participate in essay contests and present their winning essays orally for parents and community members. • High leverage activities: Students in grades 3-5 will participate in a pen pal writing program with volunteers in the business community. 	Sept-June			
	Sept, Jan, April			
	Sept-June			
	Sept-June	\$73,600	Title I SWP SIP	
	Sept-June			
	Sept-March			
	Oct-May			
	Sept-May			

Monitoring and Assessment for Goal 3

Questions to cover:

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

The principal will continue to monitor teachers' lessons through classroom observations and the analysis of student writing samples and benchmark data (SCOE/OARS) which targets reading comprehension and vocabulary skills. The principal will collect common topic writing samples three times per year which teachers will then be assess in their grade level teams according to a rubric. Teachers will assess students' vocabulary and reading comprehension growth through Houghton-Mifflin Unit Tests. Data from the CST, CAT 6 and CWST will also be used to evaluate progress and to inform instruction.

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: The Redding staff will implement programs to maintain a positive school climate which include Dr. Becky Bailey’s Loving Guidance Program, Kaiser’s PEACE Signs Program, and the Search Institute’s 40 Assets.</p> <ul style="list-style-type: none"> • High leverage activities: Teachers and parents will continue to receive training in Dr. Becky Bailey’s Loving Guidance Program which teaches adults how to discipline children in a calm and positive manner. • High leverage activities: Staff and students will participate in the Kaiser PEACE Signs program to prevent violence and teach conflict resolution. • High leverage activities: All staff will help students to build assets which include developing healthy relationships with individuals to foster self-growth and build positive values. • High leverage activities: The Learning Support Professional will support the building of positive relationships between students and adults and address issues pertaining to a positive and caring school environment. She will facilitate Friendship Groups to improve students’ social skills as well as conduct individual student counseling. She will also assist teachers in implementing Kaiser’s PEACE Signs Program and Asset Building. • High leverage activities: To create a positive school climate, all students will be recognized in the presence of parents and peers, at least once throughout the year, for good citizenship, effort, or improvement at monthly Meritorious Dragon assemblies. • High leverage activities: Students’ emotional difficulties will be addressed through community services from the Tender Lion Family Agency, the Chinatown Child Development Center, and the SB 1895 	Sept-June			
	Aug-May			
	Sept-June			
	Sept-June			
	Sept-June			
	Oct-June			
	Sept-June			

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>or AB 3632 Programs.</p> <ul style="list-style-type: none"> • High leverage activities: The Elementary Advisor will counsel students who are having problems in class or on the school yard. • High leverage activities: The Health Advocate will disseminate information between the School Health Programs Department and the staff monthly at faculty meetings. 	<p>Sept-June</p> <p>Oct-May</p>			
<p>Key Strategy 2: Principal, teachers and parents will continue to work with city agencies to improve safety and sanitary conditions at and around Redding School.</p> <ul style="list-style-type: none"> • High leverage activities: The school staff and parents will work with Car 29 from the Northern Central Police Station on issues relating to safety for all students, parents, and staff. • High leverage activities: The principal will work with the SFFD on monthly fire drills and equipment monitoring. • High leverage activities: The principal will work with the District to explore raising the height of the yard fence to keep the homeless out of our school grounds. • High leverage activities: The principal will set up a Crisis Response Team in the fall to review and update emergency plans and address safety issues. The Team will share plans with staff, parents, and community. • High leverage activities: Staff and parents will immediately report all unsafe conditions in or around the school as necessary. • High leverage activities: All visitors will sign-in at the office and be identified with a visitor's badge. • High leverage activities: Staff will receive training in child abuse reporting, in responding to emergency/crisis situations, in procedures to report dangerous situations, and in school rules enforcement and discipline policies. • High leverage activities: The principal will distribute Parent Satisfaction Surveys to all parents in September and again in January to measure parents' perceptions of school climate and safety. 	<p>Aug-June</p> <p>Sept-June</p> <p>Sept-June</p> <p>Aug-June</p> <p>Sept-June</p> <p>Aug-June</p> <p>Aug-June</p> <p>Sept-May</p> <p>Sept, Jan</p>			

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 principal will ensure that health and safety policies and procedures are in place, communicated, and implemented. The principal and Learning Support Professional will monitor teachers' implementation of the activities which support a positive school climate. The principal will meet with the Learning Support Professional and the Elementary Advisor on a regular basis to discuss the progress of students who are having emotional problems. An annual parent survey conducted in February will monitor parents' perceptions of the academic program. A Parent Satisfaction Survey conducted in September and January will measure parents' perceptions of the school's learning environment and safety. Parent attendance at the monthly Parent Education Meetings will be monitored from September to June.

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: : Provide a variety of strategies to engage parents in classroom and schoolwide activities and events</p> <ul style="list-style-type: none"> • High leverage activities: Parents will be encouraged to attend schoolwide and classroom events communicated through the use of the District’s Autodialer, the Principal’s Monthly Newsletter, Classroom News, the Redding Dragon Newsletter and the lobby bulletin board. Notices are sent home in English, Spanish and Chinese. • High leverage activities: Monthly Parent Education Meetings, coordinated by the Literacy Specialist, will focus on literacy, parenting skills, information about the curriculum and standards, health issues, nutrition, and ways parents can help improve their child’s academic skills and social development. Simultaneous interpretation provided by the District’s Translation Department will be available at every meeting. • High leverage activities: An active SSC and ELAC are in place to ensure parent and community involvement. • High leverage activities: Two Community Meetings will be held at the school for parents to give input for the annual Academic Plan and Budget. • High leverage activities: Parent-Teacher conferences will be held twice a year when teachers will report student progress and explain formal assessment data. • High leverage activities: A paraphrased document of the English Language Arts and Math Standards will be distributed at Back-to-School Night to inform parents about specific expectations for student learning. • High leverage activities: Parents will complete an annual Parent 	Sept-June	\$820	Title I SWP	
	Sept-June			
	Sept-May			
	Sept-May			
	Feb, March			
	Nov, March			
	Sept			

⁹ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

<p>Survey to evaluate the Redding program and provide feedback for the SSC and staff.</p>	<p>Feb</p>			
<p>Key Strategy 2: Provide parents with free on-site English classes sponsored by Multilingual Department’s Community English Based Tutoring Program (CBET), so they can better help their children at home with academic learning.</p> <ul style="list-style-type: none"> • High leverage activities: Parents of ELL students will be invited to attend free on-site English classes through the Community Based English Tutoring Program (CBET) so that they may better help their children at home with their schoolwork. • High leverage activities: The Literacy Specialist will visit CBET classes on a regular basis to encourage parents to attend the monthly Parent Education Meetings. • High leverage activities: The Literacy Specialist will conduct workshops for parents of ELL students to show them strategies they can use at home to increase their children’s vocabulary and reading comprehension using picture books (wordless books). 	<p>Oct-May</p> <p>Sept-Oct</p> <p>Sept-May</p> <p>Sept-April</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?*
-

All parents will complete an annual evaluation of the academic and parent involvement program at Redding. They will also complete a needs assessment regarding topics for parent education workshops. The principal will monitor all parent involvement through sign-in sheets from Parent Education Meetings, Parent-Teacher Conferences, SSC and ELAC meetings, and other school events. The SSC will evaluate school programs annually. The CBET administrator will communicate with the principal regarding CBET progress.

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
Darleen Lau		X					n/a
Lori Barak			X				10-06
Penny Wong			X				10-06
Nora Youna			X				10-06
Denise Davis				X			10-06
Gena Chatham					X		10-06
Miguel Govea					X		10-06
Manuel Montiel					X		10-06
Kaye Rodrigues					X		10-06
Tina Warren					X		10-06
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 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
Darleen Lau		X						n/a
Doris Wong			X					10-06
Mary Wong				X				10-06
Ana Avalos					X			10-06
Sandra Gomez					X			10-06
Catalina Noriega					X			10-06
Arcelia Ramirez					X			10-06
Elena Trejo					X			10-06
Numbers of members of each category		1	1	1	5			

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*) *Parent-Teacher Club, Redding Faculty*
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: 2/6/07
 - B. One meeting to present plan upon its completion.
DATE: 3/6/07
7. This school plan was adopted by the school site council on: 3/6/07.
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:

Darleen Lau		
Typed name of school principal	Signature of school principal	Date
Lori Barak		
Typed name of SSC chairperson	Signature of SSC chairperson	Date