

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Sheridan Elementary School
School

38-68478-6041560
CDS Code

2/8/07|2/27/2/29, 3/1, 3/7, 3/12,3/28, 4/12
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 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/> <p>– “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</p> <p>– “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</p> <p>– “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</p> <p>– “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</p> | <p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <p>Math 3 2 1 0 Intervention</p> |
| <p>2. Instructional Time 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/> <p>– “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students</p> <p>– “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students</p> <p>– “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students</p> <p>– “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students</p> | <p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0 Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <p>Math: 3 2 1 0 Intervention</p> |
| <p>3. Principals’ Instructional Leadership To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <p>– “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</p> <p>– “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</p> <p>– “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</p> <p>– “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430</p> | <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> |
| <p>4. Teachers’ Professional Development Opportunities To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <p>– “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472</p> <p>– “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</p> | <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> |

- | | |
|---|--|
| <ul style="list-style-type: none">- “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training- “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training | |
|---|--|

| | |
|---|---|
| <p>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/> <p>– “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being <u>used in a timely manner to determine student progress and modify instruction</u></p> <p>– “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u></p> <p>– “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered</p> <p>– “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered</p> | <p>ELA <u>3</u> 2 1 0</p> <p>Math 3 <u>2</u> 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/> <p>– “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</p> <p>– “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers</p> <p>– “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers</p> <p>– “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers</p> | <p>ELA <u>3</u> 2 1 0</p> <p>Math 3 <u>2</u> 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/> <p>– “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</p> <p>– “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level</p> <p>– “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level</p> <p>– “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</p> | <p>ELA <u>3</u> 2 1 0</p> <p>Math 3 <u>2</u> 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/> <p>– “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school</p> <p>– “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels</p> <p>– “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels</p> <p>– “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</p> | <p>ELA <u>3</u> 2 1 0</p> <p>Math <u>3</u> 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/> <p>– “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</p> <p>– “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</p> <p>– “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA</p> | <p>ELA <u>3</u> 2 1 0</p> <p>Math <u>3</u> 2 1 0</p> |

and math program goals in the school plan

- **“0 - Minimally”** means that the school uses its general and categorical funds to support few of the ELA and math program goals in the school plan

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:

Objective 1: The ELA target is to move at least 10% students to the basic or above basic range and 5% to proficient and above

2: The Math target is to move at least 35% or 7 students to the basic or above basic range and 5% from basic to proficient and above.

A. Staff and Parents reviewed the results of CST testing at the beginning of the year to determine trends and target student groups for improvement. Teachers analyzed OARS testing results monthly, to make instructional decisions for all students. Grade Level release days occur at 6 week intervals throughout the year for planning and analysis of data.

Teachers have identified (AA and ELL) focal students (students in subgroups) who are falling below district targets, based on CST and CAT 6 test results in Math and Reading in the fall of 2006 and reassess this group monthly. The Leadership Team and grade level teachers developed high leverage instructional strategies to move this group to the next higher level of progress i.e. Below basic to Basic or Proficient etc.

B. Challenges:

- Providing more support to ELL and AA focal students at all grade levels
- Parents of subgroups have difficulty supporting their children with homework due to language issues or other issues regarding academics.

Team Strategies:

- Students are clustered by need – using UA and differentiated instructional strategies
 - HM Leveled readers were ordered to help support focal students as well as ELL students in the classroom
 - After-School Program will provide students with additional academic support
 - Each grade level reviews progress of Focal Students weekly and on grade level release days to check progress
 - Each grade level provides extended support for Focal students as evidenced by offering tutoring before school, lunch recess, after school, and one to one tutoring at various times throughout the school day.
-

Current-Year Objective 2:

A. Improve the attendance rate and decrease the tardy rates for all students and focus on high truant students (AA and Latino)

Sheridan continues to use the SART and SST teams to support students who are habitually truant and tardy. Weekly SART and/or SST meetings are held to help support parents and their children.

B. Challenges:

- This year our school has been challenged with an increasing amount of illnesses as a result of the cold and flu season. Many of our children as well as staff members have been affected as well.

- In addition our students who were habitually truant last year continue to have issues this year.

Team Strategies:

- Our SART and SST team monitors attendance and punctuality of students weekly and throughout the year.
- A support group (Sunshine Club) for parents and students have been established to troubleshoot issues relating to truancy and tardy issues. Students and Parents attend workshops to and learn strategies on how to be on time for school. Parent workshops focus on lost learning time, preparing for school, and other problems parents face daily.
- Students school-wide are recognized for perfect attendance, student of the week, honor roll and perfect attendance.

Current-Year Objective 3:

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:

Sheridan met both its API and AYP last year. For the past three years this task was accomplished in both ELA and Mathematics on the CST assessments. In 2005/2006, 59% of 17 students or 10 students moved from below basic to basic or above basic in English Language Arts (ELA). In addition 45% of 11 students or 5 students moved from basic to above basic in ELA. In 2005-2006 53% of 17 students or 9 students moved from below basic to basic or above basic in Math, and 64% of 11 students or 7 students moved from basic to above basic in Mathematics. Sheridan African American and ELL students performed higher in ELA CST assessments in 2005 than 2006. In math, the aforementioned groups performed better, with our African American students making a significant increase, and our ELL student making a 5% gain. Attendance for all groups improved for 2005-2006. Our focus of improving attendance for chronically truant students was realized through support from our Truancy grant from the district School Health dept. Sheridan was able to support parents and students in their efforts to improve attendance. This is the last year of our grant and we expect to be challenged in this area for the 2007-2008 school year.

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: At least 45% of the students in the academic areas at below basic will move to basic or above basic on the CST in English Language Arts or Math.

Objective 2: At least 15% of the students in the academic areas at basic will move to above basic on the CST test in English and Language Arts or Math.

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: Staff, and Parents will review results of CST testing at the beginning of the year to determine trends and target student groups for improvement, and Teachers will analyze OARS testing results monthly, to make instructional decisions for all students. Grade Level release days will occur at 6 week intervals throughout the year for planning and analysis of data.

- Cluster students by need-differentiated instruction
- After-School Program will provide students with additional academic support

2. Teachers will target/ identify focal students (students in subgroups) who are falling below district targets, based on CST and CAT 6 test results in Math and Reading in the fall of 2007. A plan will be developed to move this group to the next higher level of functioning i.e. Below basic to Basic or Proficient etc.

Student Support

Students will have a variety of resources in place to support them throughout the year with ELA and math achievement. Before school tutoring, after-school tutoring, universal access groups, YMCA after-school homework assistance and teacher after-school tutoring are some of the support systems currently in place for Sheridan students.

Key Strategy 2 Teachers in grades K-5 will continue to implement the HM curriculum and six week assessments throughout the year. On release days (Monthly), teachers will analyze OARS data, target students who are not meeting benchmarks and develop an action plan to support low achieving students and challenge advanced students. Goals and an Action Plans will be developed to address the needs of African American and ELL subgroups monthly.

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:

Our only targeted subgroup is socially disadvantaged students. Sheridan met its API for SD students. Our goal is to meet the needs of all students by continuing the programs we currently have in place. Sheridan has a variety of programs in place to meet the needs of our ELL, Special Ed., SD, and GATE students. ELL students receive 30 minutes of On Our Way to English, teachers differentiate throughout the day across all curriculum areas to support all students. Special Ed students work in a full inclusion model with their resource teacher. The Resource teacher participates in grade level meetings and is actively involved in the planning process to maximize support for Special Ed 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: All significant subgroups (ELL, and Special ED) will meet their API targets in Language Arts and Math. (5% minimum). : AA, and ELL students will perform at or above the District average or show 5% improvement on the CST in English and Math.

Objective 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.]

-
- A) **Key Strategy 1:** Grade level and Faculty meetings will focus on planning and alignment of core programs for EL, GATE and Special ED students. Lesson plans will reflect specific instructional strategies that will
 - B) IRF, Special area teachers (Special Ed., Gate, etc) will participate in grade level meetings and professional development activities to assure all instructional delivery meets curriculum guidelines and is aligned with standards. Supplemental materials will be purchased to support ELL students using ELAP funds.

Key Strategy 2: ELL students will receive 30minutes daily of On Our Way to English at each grade level. Students will be leveled according to CELDT scores to maximize learning.

Teachers will differentiate instruction across all subjects to support student who are ELL, AA, Special ED., SD and GATE. All subgroups ELL and Special Ed will have access to the Core curriculum.



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: Sheridan’s focus on improving writing skills has been a focus for the past-4 years. All Sheridan Teachers have received training in Interactive Writing, Step Up To Writing and using anchor papers to support the writing process. In 2004, 53.8% of Sheridan Students were at a performance level of 4 or higher, in 2005 89.5% , and 2006 88.9%. Teachers use the results of monthly SCOE, writing tests to determine what skills areas need to be addressed and design writing instruction to accommodate student outcomes. Math: Data from 2006 indicate 11 students scores below basic in math. The math target is to move at least 45% or 5 students to the basic or above basic range.

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: 5% of Sheridan 4th grade students will increase their Writing CWST score on the next CWST test (2008). In order to progress towards systemic change, we will continue to focus on the Writing process using anchor papers, rubrics, and continue to focus on the complete writing process.

Objective 2: 100% of all Sheridan Students will have access to Step Up to Writing Strategies, Reading First Curriculum and Harcourt math daily. AA and Latino subgroups will increase their ELA , and Math scores by 5% or meet or exceed district averages. LALAR will be used to determine where ELL students need support.

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: Teachers will continue to use the Houghton Mifflin reading program daily. All grades will follow the guidelines of the program with fidelity adhering to 2 1/2 hours of uninterrupted ELA time (90minutes for kinder), 6 week thematic testing, and using release days to evaluate student data and plan strategic interventions to increase achievement. Teachers will encourage higher order thinking skills-school-wide critical thinking as reflected in homework assignments, projects and performances. : Sheridan Teachers will continue using writing strategies school-wide to improve the writing process across all grade levels. Professional Development activities will focus on interactive writing, interactive editing, development of anchor papers and rubrics and the writing process.

Key Strategy 2

: A monthly calendar will be developed monthly which will address school goals and action plans. The calendar will focus weekly and monthly on school-wide focal strategies, professional development activities and grade level meetings with the principal for lesson planning and monitoring the progress of focal students. Teachers will focus on developing a plan for implementing an assessment and universal access for students for math.

CST results for Math will be analyzed in September 2007 to determine focal students for each grade level. Teachers will monitor and adjust this list throughout the year to track students who are not making progress. Interventions will be determined to help struggling students achieve academic success.

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: Attendance surveys indicate a marked improvement from the previous year. Parent survey results indicate our school provides students and teachers with a safe and orderly environment. This is the fourth year where Sheridan has maintained a 0% non-mandatory suspension rate for Sheridan students. This is a result of a variety of support systems in place to assist students, parents and teachers with high academic behavioral expectations for students. Our SART and SST teams meet weekly to monitor truancy, tardiness, and academic progress based on teacher and parents concerns. The nurse, intervention specialist / learning support professional, student advisor, classroom teacher, special ed. teacher, speech teacher, parent liaison and principal participate in weekly SART and SST team meetings. Students are recognized at monthly award assemblies for perfect attendance, student of the week, participation in clubs and sports team, academic achievement (honor roll and principals list). Safety Readiness and Emergency preparedness is a school goal which is practiced regularly by the Sheridan community. Fire drills, earthquake drills and emergency lockdowns are common practices at our school.

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: Increase attendance to district levels for the 2007-2008 school year.

Objective 2: Instructional practices of School-wide health, safety, and emergency preparedness activities will increase for the 2007-2008 school year.

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: Sheridan School Climate Committee will plan one health and/or safety activity monthly in addition to Fire Drill and Earthquake Drill Practice.

Sheridan SART/SST teams will meet Bi-weekly to monitor truant, tardy and low performing students.

Key Strategy 2: Teachers will implement 20 health education/nutrition education lessons annually.

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: At our First January SSC, ELAC and SAC Community Meeting parents shared concerns and provided feedback on a variety of issues. Two critical recurring issues was the need for ESL parent classes, and a Spanish immersion program at Sheridan. Parents expressed their frustration about the need for support for families to help their children with homework, and other academic subjects. Another concern was to increase the amount of students in the preschool program and extended the day at preschool to accommodate the schedules of working parents.

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 parent participation in workshops by 10% for each of the quarterly workshops for the 2007-2008 school year.

Objective 2: Provide educational opportunities for parents and community. Enlist the support of community groups, and parent relations to support and increase parent involvement.

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: Parents will receive 6 parent workshops throughout the school year on a variety of subject areas including: homework and academic assistance for children, Health and Nutrition, Attendance and Truancy prevention, Home-school communications. Sheridan is working with the Multi-lingual dept. to help the school set up English classes for our parents. The classes will support parents and improve communication between home and school.

Key Strategy 2: The IRF and Principal will meet with Parents and Teachers to review CST assessments and other test data at the beginning of the year to set goals, target focal students and make instructional decisions. Parents will receive quarterly reports and assessment results. Parent conferences will be held in January for parents of students who are not progressing academically. A variety of academic support, staff development and technical assistance programs will be available for the Sheridan School Community including parents, students and teachers (CST,SST, Parent Workshops, Parent-Teachers Club, and Breakfast Club with the Principal).

Sheridan Parents and students will be recognized monthly for perfect attendance, citizenship, and academic excellence.

1.

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 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 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 on mathematics as measured by tests and other assessments as appropriate.

| Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date ² Completion Date | Proposed Expenditures | Estimated Cost | |
|--|--|------------------------|--|---------------|
| Key Strategy 1 & 2 High leverage activities.) Principal / IRF will present grade level and individual student assessment data to teachers. Sheridan Teachers will review Star and CAT, OARS data on individual students at staff meetings and in grade-level meetings at the beginning of the school year. Teachers will develop lesson plans to address student needs revealed by the data with the primary focus being the Reading First (Houghton Mifflin) program and critical thinking in Math. They will design daily lesson plans that reflect the Core Curriculum, Content and Performance Standards, use of adopted instructional materials, ongoing assessment of student progress, UA, and will receive staff development on Reading First, and addressing specific areas of need for our ELL, and Special needs students, identified from data analysis. Teachers will review Reading First assessments throughout the year (OARS) as required. | August 2007- May 2008 | Salaries & Benefits | Salaries & Benefits = \$838,061. | W SI Pr |

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>a)Develop Individual Education Plans for targeted students b) After-school programs –supplementary services (tutoring) will target AA or other identified students based on data. English learners (ELL’s) will be provided with English language development (ELD) instruction that is based on ELD standards and appropriate for their identified levels of language proficiency. Strategies such as reading and mathematics intervention programs will be provided for all children below the proficient level to meet the State’s proficient and advanced levels of student academic achievement as cited in NCLB section 1111(b)(1)(D).</p> <ul style="list-style-type: none"> • High leverage activities: The IRF, Coach and Principal will continue to provide support throughout the school year, as described throughout this document. The IRF/COACH will support, data review by teachers, the new teacher mentoring, coaching, modeling, and OAR’s data review. | | | | |
|---|--|--|--|--|

Monitoring and Assessment for Goal 1

Questions to cover:

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

AGENDA’S, Minutes, and OARS, DATA ,Lesson Plans, and Classroom observations.

2. How will the school evaluate its progress towards achieving the desired objective(s)

Analyze data, Look for trends and modify and adjust instructional strategies and best practices as needed

3. What data will be collected to measure progress?

OARS DATA, CST DATA, GRADE LEVEL REPORTS

Goal 2: Academic Equity

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

| Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date ⁴ Completion Date | Proposed Expenditures | Estimated Cost | |
|--|--|---|--|--|
| Key Strategy 1: Grade level and Faculty meetings will focus on planning and alignment of core programs for EL, GATE and Special ED students. Lesson plans will reflect specific instructional strategies that will include ELL, Special ED. and GATE students. IRF, Special area teachers (Special Ed., Gate, etc) will participate in grade level meetings and professional development activities to assure all instructional delivery meets curriculum guidelines and is aligned with standards. Supplemental materials will be purchased to support ELL students using ELAP funds. | 9/07 – 6/08 | Materials: Special Ed., ELL, Math Other support materials TBD | \$295. \$1208.00 \$2877.00 \$10.00 \$1058. | W Ed Tit Pr Ta Gr EL |

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.

High leverage activities: Teachers, Para, volunteers will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all GATE and High Potential students so they can have full access to the core curriculum.

- Curriculum is compacted if GATE student's assessments show mastery.
- Differentiated instruction is provided throughout the day at the appropriate challenge level. For Special Ed and General Ed. Students.

- a.) Team Teaching with general and Special Ed teachers will push in students
- b.) IRF and Reading First Coach will model and assist teachers w/ Universal Access, and Interactive writing/Editing/ Focused Approach, in classrooms.
- c.) During Reading First Grade Level and Staff meetings teachers will have opportunities to share observations and practices for differentiation.
- d.) Team meetings will plan lessons using the Universal Access and EL support handbooks for differentiation of Houghton Mifflin Reading First Program.

b.) All students' different learning styles will be addressed through the use of various learning modalities. Instructional materials will concentrate on comprehension and vocabulary for reading and critical thinking for math. Using various instructional materials such as computers, microphones, overhead projectors, tape recorders, LCD projector, VCRs, and other equipment in the classroom and in the auditorium, will assist in this instructional strategy. Instructional materials and equipment will be purchased from outside vendors and from the district warehouse. Copying machines will be maintained in order to reproduce necessary documents for students and parents. Additionally, students will participate in field trips to other communities to foster their learning in various modalities.

- **High leverage activities:** EL, AA, SES and particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards required by section 1111(b)(1) will continue to receive and work on extended learning activities such as Time For Kids, Homework Packets, and Test Ready materials.

a.) Participation in the After School Program will provide additional activities in reading, writing mathematics, and test taking skills with a concentration in comprehension and vocabulary for Reading and critical thinking in Math. After-School program (YMCA) will work with teachers to assist students with reading and math activities.

b.) K-2 first and second quartile students', will receive small group supplementary instruction throughout the day. Concentration on critical thinking skills will take place.

Following analysis of data in August and regular reviews of student work, appropriate interventions will be made. Student progress will be monitored throughout the school year and assistance will be provided. Possible interventions may include modification of the class work, parent contact, or additional help from a tutor or a referral to the Student Study Team. Participation in the After School Program will provide additional activities in reading, writing mathematics, and test taking skills with a concentration in comprehension and vocabulary for Reading and Math (critical thinking).

| | | | | |
|--|--|--|--|--|
| <p>Key Strategy 2: ELL students will receive 30minutes daily of On Our Way to English at each grade level. Students will be leveled according to CELDT & LALAR scores to maximize learning. Teachers will differentiate instruction across all subjects to support students who are EL, AA, Special ED , SD and GATE.</p> <p>High leverage activities: a.)Sheridan students classified as English Learners (EL) will be assessed with the CELDT in August and September, 2007. The IRF with assistance from a substitute teacher will administer the CELDT to identified students. The results of the CELDT will help teachers develop lesson plans to target skill areas in which students need improvement.</p> <ul style="list-style-type: none"> • High leverage activities: Teachers, Para, volunteers will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all GATE and High Potential students so they can have full access to the core curriculum. • Curriculum is compacted if GATE student’s assessments show mastery. • Differentiated instruction is provided throughout the day at the appropriate challenge level. For Special Ed and General Ed. Students. <p>a.) Team Teaching with general and Special Ed teachers will push in students b.) IRF and Reading First Coach will model and assist teachers w/ Universal Access, and Interactive writing/Editing/ Focused Approach, in classrooms. c.) During Reading First Grade Level and Staff meetings teachers will have opportunities to share observations and practices for differentiation. d.) Team meetings will plan lessons using the Universal Access and EL support handbooks for differentiation of Houghton Mifflin Reading First Program.</p> <p>b.) All students' different learning styles will be addressed through the use of various learning modalities. Instructional materials will concentrate on comprehension and vocabulary for reading and critical thinking for math. Using various instructional materials such as computers, microphones, overhead projectors, tape recorders, LCD projector, VCRs, and other equipment in the classroom and in the auditorium, will assist in this instructional strategy. Instructional materials and equipment will be purchased from outside vendors and from the district warehouse. Copying machines will be maintained in order to reproduce necessary documents for students and parents. Additionally, students will participate in field trips to other communities to foster their learning in various modalities.</p> <ul style="list-style-type: none"> • High leverage activities | | | | |
|--|--|--|--|--|

Monitoring and Assessment for Goal 2

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above? Monthly calendars, lesson plans, Classroom observations, Agenda’s and Minutes of Meetings, Staff, Grade level and Release Days

2. *How will the school evaluate its progress towards achieving the desired objective(s)? OARS reports, Movement of Students from basic, to above etc, Release Days etc.*
3. *What data will be collected to measure progress? Results from CST Math, ELA, Writing and Science, SCOIE testing results, Report Cards etc.*

1. Goals for level 2 will be monitored through Lesson plans, agendas, minutes from grade level, staff, and SST meeting. Analysis of OARS DATA and planning on Grade Level release days will effectively provide results of ongoing student progress throughout the year.

Goal 3: Instructional Improvement

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

| Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date ⁶ Completion Date | Proposed Expenditures | Estimated Cost | |
|--|--|---|---|---|
| <p>Key Strategy 1: Key Strategy 1: Teachers will continue to use the Houghton Mifflin reading program daily. All grades will follow the guidelines of the program with fidelity adhering to 2 1/2 hours of uninterrupted ELA time (90minutes for kinder), 6 week thematic testing, and using release days to evaluate student data and plan strategic interventions to increase achievement. Teachers will encourage higher order thinking skills-school-wide critical thinking as reflected in homework assignments, art instruction both visual, crafts projects, dance, and music performances. Special focus on providing students with school-wide Physical Education, Health Education, and Nutritional Education awareness and practice.</p> <p>Key Strategy 2: Sheridan Teachers will continue using writing strategies school-wide to improve the writing process across all grade levels. Professional Development activities will focus on interactive writing, interactive editing, development of anchor papers and rubrics and the writing process. : A monthly calendar will be developed which will address school goals and action plans. The calendar will focus weekly and monthly on school-wide focal strategies, professional development activities and grade level meetings with the principal for lesson planning and monitoring the progress of focal students.</p> <p>High leverage activities: A) All students at Sheridan will be provided with opportunities to develop context based literacy by receiving instruction using the Houghton Mifflin Reading program. Sheridan will continue to participate in the Reading First Program, and School-wide Writing initiative to develop School-wide literacy, language arts, and writing practices. Other critical skills such as, structural analysis, higher order thinking, will also be addressed. Students will use other instructional materials on a daily basis to supplement</p> | 9/07 – 6/08 | Art, Music, PE Materials and Equipment, Materials for Health Lessons. Support Materials ELL | \$1383.00 \$2877.00 \$2234.00 \$220.44 | 67 \$1 90 \$2 73 \$2 73 |

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>the SFUSD reading adoption. (Classroom Libraries, Newspapers In Education,) Students will participate in the required number of instructional minutes, 90 minutes, (Kindergarten), 2 ½ hours (1st –5th grades).</p> <p>a.) Sheridan will continue best practices as they relate to the Reading First Program and Mathematics achievement This is our plan to develop School-wide practices to improve instruction in the areas of Reading, Language arts and Writing and Math. Staff development will occur throughout the 2007-2008 school year and will be on going, Staff and grade level meetings will address school – wide writing strategies using, Step Up to Writing, Interactive Writing and Editing, the use of Anchor Papers and Rubrics, and the use of Graphic Organizers. We will also focus on development of an on line assessment for Math. Staff will work with the district to implement an OARS Math system to Mirror the Reading First OARs program.</p> <p>a.) High leverage activities: Sheridan received ARTS Funding which will be used to provide visual and creative arts workshops to students throughout the year. The workshops will focus on multi-cultural arts activities. Professional artists will use a variety of art mediums to create a variety of art form which will arch across math, social studies, and language arts and science curriculum areas. Sheridan will have an art show in the Spring of 2008 for the parents and community. This activity will showcase Pre-school through 5th grade multi-cultural visual, performing and creative arts for the 2007-2008 school year.</p> <p>b.) Sheridan received Prop H Funding which will be used to provide visual and creative arts workshops to students throughout the year. The workshops will focus on multi-cultural arts activities. Professional artists will use a variety of art mediums to create a variety of art form which will arch across math, social studies, and language arts curriculum areas. Sheridan will have an art show in the Spring of 2007 for the parents and community. This activity will showcase Pre-school through 5th grade multi-cultural visual, performing and creative arts for the 2006-2007 school year.</p> <p>c.) Teachers will teach 20 health lessons throughout the year at each grade level.</p> <p>d.) Students will receive PE instruction at least one day a week for a 45 minute period for each grade level. Equipment will be ordered to support the PE Programs.</p> | | | |
|---|--|--|--|

Monitoring and Assessment for Goal 3

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above? Informal Classroom Observations, Lesson Plans, Grade level mtg. documentation*
2. *How will the school evaluate its progress towards achieving the desired objective(s)? Surveys, Art Showcase at years end, Student and Teacher Evaluations*
3. *What data will be collected to measure progress? Grade Level minutes, Sign In Sheets, Report Cards, Art and Nutrition Events and Activities etc.*

Goal 4: School Climate

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

| <p style="text-align: center;">Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p> | <p style="text-align: center;">Start Date⁸ Completion Date</p> | <p style="text-align: center;">Proposed Expenditures</p> | <p style="text-align: center;">Estimated Cost</p> |
|---|--|---|--|
| <p>Objective 1: Increase attendance to district levels for the 2007-2008 school year.</p> <p>Objective 2: Instructional practices of School-wide health, safety, and emergency preparedness activities will increase for the 2007-2008 school year.</p> <p>High Leverage Activities: Procedure/activity to improve climate/safety a) The SART/Child StudyTeam (Nurse, Student Advisor, Learning Support Professional, Parent Liaison, Principal, Nutrition Advocate) will meet weekly to plan goals and action plans to address the issue of chronically tardy/ absent students. The team will create or adopt a plan that recognizes and rewards student attendance and punctuality and provides support and assistance to student, parents and caregivers. Workshops will be provided to parents and students to promote good habits and offer strategies to all. b) Sheridan Students will benefit from a comprehensive tobacco, drug and violence prevention program, including curriculum, peer education/ counseling programs, positive alternatives and other district programs. Students will participate in class activities, as well as whole school programs on this topic. Red Ribbon week will be implemented with the students, advocating for a drug free environment. The Sheridan SART Team and Climate Committee will work to enhance the emotional, social and ethical development program components, which will include, cross-grade relationship building, family involvement and school wide activities. c) Sheridan School staff, students and parents will participate in Safe School activities in order to maintain an environment that is orderly and will respond to a crisis effectively. Activities include: The School will utilize a school-wide positive behavior model. School site staff will assist with the implementation of individual student behavior plans. - Identify a Health Advocate to continue Health Ed. Curriculum 1.) Participating in staff development to complete a current Emergency Response Team Organization Chart. Duties and responsibilities associated with a crisis were discussed and assigned to Faculty members. Staff development will continue throughout the year with crisis response workshops for all school staff. Workshops will include child abuse reporting procedures, disaster procedures, suspension, expulsion procedures etc, Teachers will continue to provide instruction on the Health Ed. Curriculum, Too Good for Drugs/ Violence. (20 Lessons) 2.) Duplicating emergency cards for each student and distributing them to the respective classroom teacher. This provides the teacher with immediate information in case of an accident or crisis. Emergency cards will be updated quarterly. 3.) Discussing crisis response with all students. School-wide drills will</p> | | | |

⁷ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

| | | | | |
|---|--|--|--|--|
| <p>follow in order to familiarize students with the immediate response needed to deal with a crisis. Staff will also receive reinforcement and feedback on their conduct during the drills.</p> <p>4.) Parents and Families will be rewarded for students who complete workshops and receive attendance rewards.</p> <p>e) Student of the Week Program will continue at Sheridan to positively reinforce good citizenship of students from each classroom. Presentation of certificates, tags, and pins will be given out to the students' weekly following intake and the daily Pledge of Allegiance. Attendance Awards will be given out monthly, as well as Principals List and Honor Roll quarterly.</p> <p>f.) Strategies for meeting needs of historically underserved populations, including girls and boys are:</p> <p>1.) Involving students from both genders and various ethnic groups in multicultural celebrations and performances (plays, songs, dances). Students will use musical equipment for enhancing performances.</p> <p>2.) All students participating in curricular activities and lessons on an equal basis, including the subjects of Math, Science and PE.</p> <p>3.) All students participate /attend monthly multicultural arts programs.</p> <p>4.) Sheridan Students will continue to use our school-wide Sheridan Stars Discipline Program.</p> <p>Students will follow the Sheridan Rule, Sheridan Walk, Talk etc. to maintain order, respect, and responsibility</p> <p>5.) Sheridan students will participate in developing a healthy self image by participating in sports activities during the school day (PE) and in the after school program to promote and support the Red Ribbon Drug Awareness Program and the Healthy Start and 21st Century Programs, School Nutrition Project and the SOLE Project, and Breakfast Club to reinforce BE READY, BE ON TIME and BE SUCCESSFUL.</p> | | | | |
| <p>4.1 Staff development and professional collaboration</p> <p>Teachers will identify 1 student per class to receive a student of the week award; Perfect Attendance students will be identified once a month and awarded perfect attendance rewards. Students will be recognized by staff at bi-weekly awards ceremonies, newsletters, and names and pictures posted on the recognition wall at school. Parents will be recognized for their support.</p> | | | | |

Monitoring and Assessment for Goal 4

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above? Calendar, Newsletter, Agendas for SART, SST's*
2. *How will the school evaluate its progress towards achieving the desired objective(s)? Report Cards, Attendance Records, etc*
3. *What data will be collected to measure progress? Lists of Student of the Week, Perfect Attendance, Principal's list and Honor Roll list Quarterly.*

Goal 5: Parent and Community Involvement

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

| <p style="text-align: center;">Actions to be Taken to Reach This Goal⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p> | <p style="text-align: center;">Start Date¹⁰ Completion Date</p> | <p style="text-align: center;">Proposed Expenditures</p> | <p style="text-align: center;">Estimated Cost</p> |
|--|---|--|---|
| <p>Key Strategy 1: Parents will receive 6 parent workshops throughout the school year on a variety of subject areas including: homework and academic assistance for children, Health and Nutrition, Attendance and Truancy prevention, Home-school communications. Sheridan is working with the Multi-lingual dept. to help the school set up English classes for our parents. The classes will support parents and improve communication between home and school.</p> <p>Key Strategy 2: The IRF, Parent Liaison and Principal will meet with Parents and Teachers to review CST assessments and other test data at the beginning of the year to set goals, target focal students and make instructional decisions. Parents will receive quarterly reports and assessment results. Parent conferences will be held in January for Parents of students who are not progressing academically.</p> <p>A variety of academic support, staff development and technical assistance programs will be available for the Sheridan School Community including parents, students and teachers (SST, Parent Workshops, Parent-Teachers Club, and Breakfast Club with the Principal).</p> <p>Sheridan Parents and students will be recognized monthly for perfect attendance, citizenship, and academic excellence.</p> <p>A parent representative will be selected to attend quarterly GATE Advisory Council meetings.</p> <p>High Leverage Activities: a.) Parent Liaison will manage or assist in the management and planning of all committees which involve parent participation such as the SSC, ELAC, PTC, GATE and others. Sheridan School will keep parents informed and involved. Parent involvement strategies will include:</p> <ol style="list-style-type: none"> 1.) Teachers will Bi-weekly parent newsletters to inform parents of classroom activities and ways for parents to assist students at home and monitor homework. 2.) Teachers will provide parents with information on the educational progress of their child during Parent-Teacher Conferences twice a year. Parents will be provided with their child's assessment results (CST, SCOE), and expected proficiency levels. 3.) On a monthly basis parents will attend PTC meetings with staff members during the school year to learn about state and federal mandated programs and student curriculum. Parents will also attend workshops at Sheridan School such as Literacy night, Math Night, Nutrition and Reading Night, to learn how language arts math and other curricular areas are taught to the students and to learn about healthy lifestyles. 4.) All staff members will encourage parents and community leaders to attend student celebrations, parent workshops, Read Aloud Day and other school activities. Multi-cultural student celebrations such as the, Thanksgiving Celebration, the Multi - Cultural Holiday Celebrations, and Black History Month Celebration Lunar New Year, Cinco de Mayo and Parent Appreciation | <p style="text-align: center;">9/2007 – 6/2008</p> | | |

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.

| | | | | |
|--|--|--|--|--|
| Day, will be performed by students for other students and parents to attend, as well. 5.) Parents and community members will receive English classes at Sheridan during the school-day with childcare provided. | | | | |
|--|--|--|--|--|

Monitoring and Assessment for Goal 5

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above? Parent Sign In Sheets. Evaluation of Classes, Programs and Surveys*
 2. *How will the school evaluate its progress towards achieving the desired objective(s)? Evaluation Document from parents rating the class*
 3. *What data will be collected to measure progress? Surveys, Sign In Sheets*
-

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 |
|-----------------|--------------------|-----------|-------------------|--------------------|----------------------------|-------------------|--------------|
| Nur Je Khalique | | X | | | | | 9/06 |

| | | | | | | | |
|-------------------------------------|--|---|---|---|---|--|------|
| Sarah Hudson | | | X | | | | 9/06 |
| Carolyn Dillon | | | | X | | | 9/06 |
| Nicole Scott | | | X | | | | 9/06 |
| Dina Edwards | | | X | | | | 9/06 |
| Fowzigiah Abdolcader | | | X | | | | 9/06 |
| Endora Lee | | | X | | | | 9/06 |
| Mary Jo Feeney | | | X | | | | 9/06 |
| Kenny Citizen | | | | | X | | 9/06 |
| Tanya Mills | | | | | X | | 9/06 |
| Clendon Evans | | | | | X | | 9/06 |
| James Aloba | | | | | X | | 9/06 |
| Kamilah Boyd | | | | | X | | 9/06 |
| Martha Hernandez | | | | | X | | 9/06 |
| Will Reno | | | | | X | | 9/06 |
| Mara Tran | | | | | X | | 9/06 |
| Numbers of members of each category | | 1 | 6 | 1 | 8 | | |

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 |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------|--------------------------|-------------------|--------------|
| Jing Wen | | | X | | | | | 9/06 |
| David Scott | | | X | | | | | 9/06 |
| Judy Kwan | | | X | | | | | 9/06 |
| Ruby Citizen | | | | | | X | | 9/06 |
| Rui Mei Dai | | | | | | | | 9/06 |
| Kareen Abajon | | | X | | X | | | 9/06 |
| Tony Cavalli | | | X | | | | | 9/06 |
| Margarita Lopez | | | | | X | | | 9/6 |
| Mitzi Reyes | | | | | | X | | 9/6 |
| Wan Jan Zhao | | | | | X | | | 9/6 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Numbers of members of each category | | | 5 | | 3 | 2 | | |

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 |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------------|-------------------|--------------|
| Evelyn Moore | | | X | | | | 9/06 |
| Tinh Tran | | | | X | | | 9/06 |
| Gloria Gray | | | | X | | | 9/06 |
| Marseille Pope | | | X | | | | 9/06 |
| Judy Kwan | | | X | | | | 9/06 |
| Yolanda Hatter | | | | | X | | 9/06 |
| Etheldreda Sunga | | | | | X | | 9/06 |
| Chantel Sunga | | | | | X | | 9/06 |
| Liliana Luna | | | | | X | | 9/06 |
| Anita Ferrer | | | | | X | | 9/06 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 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: ____February 6, 2007____
 - B. One meeting to present plan upon its completion. DATE: ____
March 1, 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:

| | | |
|--|--|------------------------------|
| ____Nur Jehan Khalique____ Typed name of school principal | _____ Signature of school principal | __March 13, 2007____ Date |
| ____Dina Edwards____ Typed name of SSC chairperson | _____ Signature of SSC chairperson | __March 13, 2007____ Date |