

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Sutro Elementary

School

38-68478-6041644

CDS Code

April 13, 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.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
SITE: All teachers use district-adopted programs and materials. Lesson plans reflect adherence to content and performance standards. Supplementary materials are provided through our state/federal funding. From our data analysis, our content focus this year is reading comprehension.

2. Availability of standards-based instructional materials appropriate to all student groups:
SITE: Our teachers use standards-based instructional materials adopted by the district that are appropriate for all student groups: EDY, Special Education, ELL and GATE. GATE students receive supplementary materials through GATE funding and Houghton Mifflin Challenge Activities.

Special Ed students receive supplementary materials through General (WSF), WSF-Special Ed, and Title I/SWP funding.

EL, EDY students receive instruction from Houghton Mifflin, EL activities include *On Our Way to English* and supplementary materials through the State and Federal funds. For our Chinese-speaking EL students, teachers use the district-adopted Greenfield series.

School has purchased and fully implemented adopted instructional materials and standard-based supplemental materials for all students including materials to challenge GATE students.

3. Alignment of staff development to standards, assessed student performance and professional needs:
SITE: Based on our needs assessment feedback and analysis of student data, our teachers engage in professional development on aligning standards, assessments and best practices. Our teachers attend professional development institutes provided by the school district as well as site-based professional development based on site needs. Our staff has received RESULTS training provided by the California Reading and Literature Project and is implementing this program in conjunction with the Houghton Mifflin Language Arts Programs.
4. Services provided by the regular program to enable under-performing students to meet standards:
SITE: Through thorough data analysis our school has identified our underperforming students. Our teachers use Houghton Mifflin assessments as well as those from the RESULTS project to identify specific individual needs and then implement differentiated instructional strategies to address those needs. These students also receive strategic support through: .60 Literacy Specialist as well as tutoring from paraprofessionals and volunteers. Based on recommendations on individual students' CST results, students engage in reading books from the California Reading list as a school-wide Sutro Star Readers program. Parents support this activity through signing students' reading logs. Students referred to the SST process receive assistance through site and community resources.

5. Services provided by categorical funds to enable under-performing students to meet standards:
SITE: To enable underperforming students to meet standards categorical funds provide: paraprofessionals to assist students in small groups and individually; supplementary materials to support underperforming students.
6. Use of state and local assessments to modify instruction and improve student achievement:
SITE: At the beginning of each school year our staff analyzes the disaggregated data reports in our School Site Data CD provided by the Research, Planning, and Accountability Department. We then plan our program based on student needs, especially Special Ed, GATE and EL students. Our teachers give individual one-to-one assessments, (Houghton Mifflin and/or RESULTS) to our students and implement strategies to address identified needs. Throughout the year, our staff will be monitoring and assessing parent involvement and student progress.
7. Family, school, district and community resources available to assist these students:
SITE: Our underperforming students receive extended learning opportunities through our .60 Literacy Specialist, paraprofessional assistance, and community volunteers. Parents participate in family curriculum nights to gain strategies on how to support their children's learning at home. Through the Sutro Star Readers program, students read recommended books from the California Reading List based on their STAR results—parents sign reading logs to encourage this activity at home. All underperforming students are highly encouraged to attend summer school in the accelerated growth program, if provided.
8. School, district and community barriers to improvements in student achievement:
SITE: Teachers require support from the community to be able to address student needs in accordance with the hierarchy of needs. In certain cases standardized testing is a barrier to student achievement if it is used as the *only* measure of school success.
9. Limitations of the current program to enable under-performing students to meet standards:
SITE: One of the major limitations is the lack of common planning time during the school day for teachers to consistently meet in grade levels to address the needs of underperforming students.

Our staff works closely with parents to stress the importance of attendance and punctuality. However, in certain cases lack of regular attendance and tardiness become barriers to student achievement.

Through the leadership of our CTI, we have made advances in our computer lab, though we still lack adequate technology in our classrooms. Due to limited funds we have no longer been able to fund this position since 2003-04. This loss has greatly hampered progress in our technology program.

Insert SARC Highlights

ACADEMIC PLAN EXECUTIVE SUMMARY

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 related to Goal 1:

Over the previous 3 years, students have shown growth in both English/Language Arts and Math CST scores. Last year our Academic Performance Index (API) increased 36 points to 841. Overall, Language Arts percentile points have increased in grade levels 2nd (+1), 3rd (+24), 4th (+1) and 5th (+1) grades. Overall, math scores increased in 2nd (+12), 3rd (+4), 4th (+3), and 5th (+4) grades. 73% of students performed at the proficient and above in Math.

Sutro School's challenge is sustaining the number of students that score at proficient level and above in Math and increase the proficiency level in Language Arts.

As an illustration, the 2nd – 5th grade level breakdown from grade level proficiency in Math was as follows: Grade 2 (76%), Grade 3 (74%), Grade 4 (69%) and Grade 5 (74%).

Based on the above data conclusions the following are the objectives for Goal 1.

Objective 1:

By June 2008, 35% of the 19 students scoring at below basic in English/Language Arts on the CST will move to the basic range; 20 % of the 45 students will move from basic to proficient.

Objective 2:

By June 2008, 45% of 13 students scoring at below basic Math on the CST will move to the basic range; 15% of 26 students will move from basic to proficient. Students at proficient level will sustain this level as they transition from 4th to 5th grade.

The above objective(s) will be achieved by the implementation of the following activities:

1. Individual targeted students' action plans and supplementary service folders will be developed to improve academic performance for targeted students.
2. Quarterly grade level analysis of student performance on Houghton Mifflin, Harcourt Math, and RESULTS assessments will inform teacher's strategic grouping and instruction.
3. Implement district core ELD curriculum, *On Our Way to English* (30 minutes per day); professional development will occur via teacher trainer model.
4. A .60 Literacy Specialist will support our under-performing students in the areas of Language Arts.

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 related to Goal 2:

The 2006 CST English/Language Arts test indicated that 5% of 2nd grade English Learners' scored below basic, 27% in 3rd grade, 10% in 4th grade and 17% in 5th grade. All scores EL were approximately 10% lower than their non-EL peers.

89% of all current 3rd, 4th and 5th graders scored at basic or above on the CST English/Language Arts test. By comparison, 71% of English language learners scored at basic or above levels. To monitor the improvement of reading comprehension skills, we will continue to implement schoolwide RESULTS and Houghton Mifflin fluency test.

Based on the above data conclusions the following are the objectives for Goal 2.

Objective 1:

By June 2008, 15% of 4th and 5th grade EL students will move from the below basic range in reading on the CST to the basic range; 10% will move from basic to proficient or above.

Objective 2:

By June 2008, EL redesignation rate will increase by 20% for EL students in grades 3 – 5.

The above objective(s) will be achieved by the implementation of the following activities:

1. Classroom instruction will show evidence of modifications, adaptations, extensions and differentiation (e.g. Engagement Strategies, Think-Pair-Share, etc.).
2. Teachers will utilize strategies of flexible grouping, tiered assignments, SDAIE (Sheltered English techniques), and learning centers in order to provide a student-centered classroom.
3. Students with an overall CELDT score of 4 or higher and a CST-ELA score of 325 (Mid-Basic) or higher will indicate potential readiness for reclassification.

Goal 3: Initiatives to Improve Instruction: 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, schoolwide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3:

Results from the 2006 CST English Language Arts data indicated that 50% of our fourth grade students score below basic on the Written Conversation and Writing Strategy clusters. These results, as well as current writing samples from students' portfolios show that writing is an area that needs improvement at our school. To monitor the improvement of reading comprehension skills, we will continue to implement schoolwide RESULTS and Houghton Mifflin fluency test.

Based on the above data conclusions the following are the objectives for Goal 3.

Objective 1:

By June 2008, 30% of 4th graders will receive a score of 6 or higher on the CWST. Spring 2006 results indicate that only 20 percent of 4th graders scored a 5 or above.

Objective 2:

By June 2008 100% of classroom teachers will distribute and implement a rubric system to score regular student writing based on guidelines developed through the District's Writing Initiative.

The above objective(s) will be achieved by the implementation of the following activities:

1. To improve our students' writing skills, the faculty will integrate the writing process and grade level writing genres throughout the curriculum.
2. Professional development in collaboration with the District's Vocabulary and Writing Initiatives will focus on writing strategies for each genre, alignment with standards and collaboratively scoring of students work.

Goal 4: School Climate: Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior

Data Conclusions related to Goal 4:

Results from the Parents' Survey and community meetings indicated that families are pleased with issues of safety, school environment and school programs that develop self-esteem, personal responsibility, and appreciation of diversity. Results from school tours and other recruitment strategies showed a positive increase of families choosing Sutro School.

Based on the above data conclusions the following are the objectives for Goal 4.

Objective 1:

By January 2008, students will demonstrate ability to make safe and healthy choices and respond appropriately to emergency drills as measured by improvement in evacuation times. Students will be well informed regarding safety and emergency procedures.

Objective 2:

By January 2008, student referrals to the office and "time out" on the bench at recess time will be reduced by 10% from the previous year.

The above objective(s) will be achieved by the implementation of the following activities:

1. The Crisis Response Team will respond to school community crisis using the procedures and resources in the Crisis Response binders.
2. Our staff will continue our school-wide assertive discipline plan promoting school spirit and helping students to consistently make good choices through Principal's Awards, Sutro All Stars, Students of the Month, Student Council and Sutro Reading Ribbons.
3. All students will participate in the District's Health Programs, which include tobacco and drug prevention, AIDS Awareness, nutrition and exercise. Schoolwide events such as Nutrition Night and Jump Rope for Heart will help promote a unified approach to these programs
4. Students will practice monthly fire drills to practice and respond appropriately to emergency drills.

Goal 5: Parent and Community Involvement: 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, schoolwide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 5:

40% of Sutro Families returned surveys sent out in February and 80% of the parents' responses indicated that they were pleased with the staff and educational programs at the school. However, less than 5% of parents/guardians attended PTA and/or SSC meetings on a routine basis.

70% of Sutro Students return their Sutro Homework and Announcement folders signed by their parents/guardians.

Based on the above data conclusions the following are the objectives for Goal 5.

Objective 1:

By June 2008, sign-in rosters will indicate a 10 % increase in parent/family participation in PTA, SSC and ELAC meetings and other school activities.

Objective 2:

By June 2008, 20% of EL and SPED parents will increase their participation in school events from the previous year.

The above objective(s) will be achieved by the implementation of the following activities:

1. With the support from the PTA and SSC, the school will promote parent/family events, encouraging a broad base of parent participation at Kindergarten orientation, Back to School Night, Curriculum Night, Community and SSC meetings.
2. Creation of a more specific Parent Survey for parents of EL and SPED students to find out what events, information or speakers would interest them.

Action Plan

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.

Student groups participating in this goal: Students scoring basic and below in reading and math - EDY, SPED, EL in ELA.

Performance gains expected for these students: All students will meet API targets. 35% of students scoring at below basic in language arts and math on the CST will move to the basic range; 20% will move from basic to proficient.

Means of evaluating progress toward this goal: Houghton Mifflin summative, RESULTS assessments, CST, LALAR, CELDT and other classroom assessments

Group data needed to measure academic gains: CST, California Writing Assessment

Objective #1

- By June 2008, 35% of 19 students scoring at below basic in English/Language Arts on the CST will move to the basic range; 20 % of 45 students will move from basic to proficient.

Objective #2

- By June 2008, 45% of 13 students scoring at below basic Math on the CST will move to the basic range; 15% of 26 students will move from basic to proficient; and 10% of 46 students will move from will move from proficient to advance. Students at proficient level will sustain this level as they transition from 4th to 5th grade.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of standards-based instruction to content standards</p> <p>To support our under-performing students in Language Arts we will use our WSF funds to provide a part-time (.60) Literacy Specialist for students to receive more individualized attention.</p> <p>Teachers' lesson plan and differentiated instructional practices will reflect alignment with the core curriculum, address Content and Performance Standards, and meet state guidelines for instructional time.</p>	Principal, Classroom Teachers, Literacy Specialist (.60)	On-going	\$124,899 \$854,722 \$46,421	WSF, Title I

<p>All students, especially English Language Learners, receive and use adopted instruction materials (<i>On Our Way to English</i>) and have access to all core programs offered at the school.</p> <p>To address the achievement gap, teachers will identify students who are not meeting standards based on on-going assessments and provide support through assistance by paraprofessionals, volunteers, and individualized work.</p> <p>Through the SST process, teachers, the principal and parents develop intervention plans.</p> <p>Grade level planning groups will analyze students work samples to develop lessons based on standards benchmarks.</p>	All teachers			
<p>1.2 Improvement of research-based instructional strategies and materials</p> <p>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 No Child Left Behind (NCLB) section 1111(b)(1)(D). Targeted small group, primary language support and individual attention are key strategies that will be use to accelerate learning.</p> <p>Through reading aloud, shared and guided reading, all teachers will use research-based intensified reading and progressive vocabulary development strategies to promote and accelerate students’ vocabulary knowledge and ability to apply strategies that facilitate comprehension, critical thinking and problem-solving across the curriculum.</p> <p>All teachers will utilize effective classroom practices leading to high achievement such as flexible instructional grouping, tiered assignments, centers, independent projects and hands-on activities to meet the differentiated learning needs of SPED, ELL, EDY and GATE students, i.e. providing opportunities for SPED students to access Houghton Mifflin core curriculum.</p>	<p>All teachers, principal, Paraprofessionals</p> <p>All teachers, paraprofessionals</p> <p>All teachers</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>\$97,139</p>	<p>SI, Title I LEP, Consent Decree</p>

<ul style="list-style-type: none"> Utilizing individual test data provided by the District Assessment Office teachers will identify the specific areas where students need support. In the Supplementary Services Folders teachers will designate students who are to receive one-to-one and small group support through the use of paraprofessionals and volunteers. Our kindergarten through grade 2 teachers will implement the “Take Home” Reading Program” by distributing bags of books for students to take home to reinforce reading skills As part of the Title V grant, “Family Reading Builds Success”, parents will be given activities to assist their children at home. Each classroom will have opportunities to utilize the school library. Students will be encouraged to check out books for pleasure reading, research and to extend classroom learning experiences. Students will maintain reading logs to monitor their our progress. After school tutoring program for low performing students will provide support in completing homework. The program will be lead by the Elementary Advisor and will be supported by peer tutors. Teachers will provide activities appropriate to meeting grade level content standards. The teachers will communicate to discuss the needs of the students. Through the SST process the classroom teacher, principal and parent will develop an intervention plan utilizing community resources. All EL students will receive intensive English language and writing instruction to develop fluency and move towards proficiency utilizing <i>On Our Way to English</i>. The Houghton Mifflin EL Handbook will also be utilized. Our GATE coordinator will serve as a liaison with the District GATE office and collaborate with our teachers to provide our GATE students with differentiated instruction in the classroom. 	<p>Teachers</p> <p>Teachers</p> <p>Parents</p> <p>Parents</p> <p>Elementary Advisor</p> <p>GATE Coordinator</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going (M – Th)</p> <p>On-going</p>		
<p>1.4 Staff development and professional collaboration</p> <p>Professional development workshops, conferences, teacher trainers from the <i>On Our Way to English</i> adoption, District support and grade level meetings will help address the language and academic needs of ELs.</p>	<p>Substitutes</p>	<p>On-going</p>	<p>\$4,500</p>	<p>Title I, Consent Decree</p>

<p>Staff will participate in professional development through the district’s Professional Development Institute. In order to meet our assessed needs, our site staff development will encompass work on articulation of concept oriented Math and English Language Arts curriculum aligned with state standards, data analysis as well as analysis of student work, differentiated instruction and technology.</p> <p>Professional development will occur during monthly staff meetings on professional development days and through peer support in grade level meetings. Teacher leaders, district staff, or external consultants will conduct the sessions. Activities will focus on strategies appropriate for identified students. Lesson plans will reflect the consistent implementation of these new instructional strategies.</p> <p>In accordance with needs assessment surveys, paraprofessionals will participate in staff development activities including 1) district workshops; 2) site training on differentiated instruction; 4) portfolios; and 5) technology. In addition, paraprofessionals are provided professional development by the classroom teachers as needed.</p>	<p>Travel & Conferences</p> <p>All teachers</p> <p>All staff</p>	<p>On-going</p> <p>Monthly</p> <p>On-going PDI Days in Aug, and Jan.</p>	<p>\$2,356</p>	<p>Title I, Consent Decree</p>
<p>1.5 Involvement of staff, parents and community</p> <p>The PTA, SSC, and ELAC, staff, parents and community members oversee the program in our school. All groups meet regularly to give input on the instructional program.</p> <p>Translated CELDT reports for ELL parents will be provided by the District.</p> <p>Chinese bilingual paraprofessionals will provide translation in the home language.</p> <p>Additional parent involvement activities will include: PTA Meetings, School Carnival, Halloween parade, Book Fair, Especially Made for You, Sutro Winter Sing-A-Long, Lunar New Year Teahouse, Outdoor Education, Community Meetings, Junior Achievement, Family Curriculum Night, and Annual School Picnic.</p>	<p>Staff, parents, community</p>	<p>On-going</p>		

<p>Parent Education workshops in collaboration with San Francisco School Volunteers and Sutro Child Development Center</p> <p>Teachers will hold parent conferences twice a year and as needed to discuss ways to support student learning at home.</p> <p>Teachers will teach parents of under-performing students strategies to use at home to support learning</p> <p>Through the SSC, ELAC and PTA board, parents and community members collaborate in our instructional program. Input from our school community will be gather through Needs Assessment Survey and community meetings provide us with input from our school community.</p>	SSC/ELAC, PTA Board, Principal	Monthly		
<p>1.6 Non-academic support services (auxiliary services) for students and parents The SST committee meets as needed to assess students who have been referred as at-risk and plan appropriate interventions. The principal counsels students with learning or behavior problems and contact and involve the parents of students.</p> <p>At parent conferences, Family Curriculum Night, standards and strategies will be shared between teachers and parents.</p> <p>Our paraprofessionals, teachers, parents and the district translation office will provide translation services whenever possible to enable all parents to actively participate through PTA, SSC, ELAC and other school events.</p>	SST committee All staff, parents	On-going Nov, March, and May		
<p>1.7 Monitoring program implementation and results The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines.</p> <p>CELDT, LALAR, and other assessment results will be used to inform appropriate instruction which includes SDAIE strategies and native language instruction when possible.</p>	Special Education staff All teachers	On-going On-going		

<p>In August staff will meet to analyze, discuss, and evaluate achievement data provided by the District office disaggregated by gender, ethnic groups, and ELL, Special Education, and EDY status. In order to provided by the testing office to plan for improvement in levels of achievement and coordination of all school plans. Staff will meet regularly to plan and for an articulated, coordinated program for all students and special services for EDY, ELL, GATE, and Special Education students utilizing Title I, SBCP, and GATE funds. Teachers will plan appropriate lessons that address gaps in student achievement.</p> <ul style="list-style-type: none"> • Benchmarks will be set for multiple assessment purposes. On-going assessment will be utilized to plan instruction and provide instructional links to standards. • Teachers will maintain Supplementary Services Folders which will include: 1) targeted students and areas of need 2) on-going assessments and 3) record of on-going supplementary services (assistance by paraprofessionals and volunteers; supplementary differentiated curriculum) provided so these targeted students could access the core curriculum and 4) students work samples. • The SST committee will meet regularly to assess students who have been referred as potentially at risk, make recommendations for support (i.e. tutoring, counseling, attendance, etc.) and review student progress against access to the Core Curriculum. • Teachers will maintain continuous academic portfolios for all students to demonstrate ongoing monitoring and assessment of student progress. • Portfolios will be reviewed with parents during the Spring and Fall parent conferences. • On-going evaluation of all students will include student performance on complex, open-ended tasks, the use of portfolios, teacher-made, standardized, and criterion-reference tests 	All staff	On-going		
	All teachers	On-going		
	All teachers	On-going		
	SST committee	On-going		
	All staff	On-going		
	All staff	On-going		
	All staff	On-going		

<ul style="list-style-type: none"> • Our school community will meet annually to review data and information related to student achievement and program implementation. Especially our CST reading results. Key activities at each grade level will be implemented to help prepare our students for the CST assessments. Teachers consistently implemented these activities in their classrooms. Teachers will meet in grade levels to analyze student progress. 	All staff	On-going		
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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.

Student groups participating in this goal: All students especially EDY, EL, GATE, SPED, AA, and L.

Performance gains expected for these students: All student populations will meet API targets. 20% increase in EL reclassification rate for 3rd – 5th graders. 15% of grades 4 –5 EL students will move from the below basic range in reading on the CST to the basic range; 10% will move from the basic to proficient or above.

Means of evaluating progress toward this goal: Houghton Mifflin, RESULTS assessments, CAT6/CST, LALAR, CELDT and other classroom assessments

Group data needed to measure academic gains: CST, Houghton Mifflin, RESULTS data, California Writing Assessment

Objective #1

- By June 2008, 15% of 4th and 5th grade EL students will move from the below basic range in reading on the CST to the basic range; 10% will move from basic to proficient or above.

Objective #2

- By June 2008, EL reclassification rate will increase by 20% for EL students in grades 3 – 5.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>2.1 Alignment of instruction with content standards</p> <p>All GATE students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum.</p> <p>IEPs will be written and aligned to state core content standards and reflect students' present levels of performance.</p>	<p>All teachers</p> <p>All teachers and SPED staff</p>	<p>On-going</p> <p>On-going</p>		

<p>All teachers' lesson plans and instructional practices will reflect alignment with the Core Curriculum, address Content and Performance Standards and meet State guidelines for instructional time. All students will receive and use adopted instructional materials and have access to all core programs offered at the school. Classroom instruction will demonstrate the use of modifications, adaptations, extensions and differentiation to address the identified learning needs of students.</p> <p>To meet the differentiated learning needs of all students, including ELL, EDY, SPED GATE and identified focal students, teachers will utilize effective differentiated instructional strategies such as using flexible grouping, tiered assignments, SDAIE/sheltered English techniques, curriculum compacting, learning centers, technology-based independent projects, learning contracts and hands-on activities.</p> <p>ELL will receive English language development (ELD) instruction based on ELD standards at the appropriate language proficiency level.</p> <p>Teachers will use to adaptations, modifications and enrichment activities that are embedded in the district adopted Houghton Mifflin Language Arts and the Harcourt Math series for all grade levels.</p> <p>All students will participate in the Elementary Arts Program (to the extent funded) including LEAP art programs.</p> <p>Grades 4-5 students will have the opportunity to participate in the district's Instrumental Music Program. In addition the school will be involved with Little Kids Rock (guitar), Sutro Cubs Chorus, San Francisco Ballet (2nd and 3rd grades) Recorders and AIMS I and II. Proposition H will help fund field trips and order additional arts materials</p>	<p>All teachers</p> <p>All staff</p> <p>Instructional Materials and Supplies</p> <p>Supplies</p> <p>Lease of Equipment</p> <p>LEAP Artists, SFUSD Music Teacher, and S.F. Ballet</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p></p> <p>\$9,674</p> <p>\$5,923</p> <p>\$6,359</p> <p></p>	<p></p> <p>SI, Title I LEP, WSF Consent Decree WSF-SPED</p> <p>WSF, LEP</p> <p>S.F. Arts Fund, Prop H, District</p>
<p>2.2 Improvement of instructional strategies and materials</p> <p>Teachers, paraprofessionals and volunteers will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all students so they can have full access to the core curriculum.</p>	<p>All staff</p>	<p>On-going</p>	<p></p>	<p></p>

<ul style="list-style-type: none"> • A .60 Literacy Specialist will work with low performing students as an intervention on specific areas of need in language arts. • An after school peer tutoring (M – Th) will be provided by students under the direction of the Elementary Advisor. 	Literacy Specialist	On-going		
	Elementary Advisor	On-going (M – Th)		
<p>2.4 Staff development and professional collaboration</p> <p>Professional development activities that address the literacy needs of students will be provided.</p> <p>Special education staff will be encourage to attend AB466 Houghton Mifflin training, professional development and professional development classes provided by Special Education Department.</p> <p>Professional collaboration among teachers of GATE students focuses on how to differentiate instruction/curriculum to challenge GATE students.</p> <p>Best practices will be share at grade level meetings on open-ended and independent research projects to further stimulate the learning of GATE students.</p> <p>A teacher representative for GATE will participate in workshops/meetings provided by the District and will disseminate information to the staff.</p> <p>All teachers will receive training in providing ELD instruction. All teachers will receive SDAIE and if appropriate bilingual instruction.</p> <p>Staff will participate in district-planned workshops as well as site professional development activities.</p>	Substitutes	On-going		
	Travel & Conferences	On-going		
	GATE Coordinator	On-going		
	All Teachers	On-going		

<p>All staff will participate in professional development in:</p> <ul style="list-style-type: none"> • Data Analysis • Standards-Based Instruction • Differentiated Instruction/Instructional Strategies • Vocabulary • Writing Process • Arts Program/Visual Thinking Strategies • Technology <p>In grade level teams, new teachers will receive support in planning and implementation of instruction to address the learning needs and learning styles of students.</p> <p>Individual staff members will continue to pursue professional growth activities outside the school year by participating in Professional Development Institutes (PDI).</p> <p>Special Education content specialist will assist Special Education teachers with collaborative planning, interventions and access to core curriculum on an on-going basis.</p>	All staff	PDI Days August, and Jan.		
<p>2.5 Involvement of staff, parents and community</p> <p>Through the SST process classroom teachers, principal and parent will collaborate to develop an intervention plan for students who need extra support.</p> <p>Parents of students failing or at risk of failing to meet content standards are provided research-based instructional strategies to use at home.</p> <p>For students needing Special Education services, teachers, parents and the principal will meet annually to develop an IEP plan.</p> <p>A GATE parent representative will be recruited to attend GATE parent council meetings and to assist in the dissemination of GATE Program information to parents.</p>	SST Committee	On-going		
	GATE Parent rep.	On-going		

<p>2.6 Monitoring program implementation and results</p> <p>Assessment of ELL, EDY, GATE and Special Education students will utilize authentic assessment and data from CAT 6/CST, CELDT, LALAR, California Writing Assessment, and K-1 Brigance scores.</p> <p>Severely impaired Special Education students in grades 2 and above will participate in the state CAPA exams.</p> <p>ELL students' assessment data will be monitored and recorded bi-annually on the LALAR. Modifications will be made, as necessary for ELL students. Ongoing evaluations will include assessments such as portfolio, student performance summaries, running records, end-of-unit tests and teacher observation.</p> <p>The academic achievement of student with disabilities will be monitored through the use of our school-wide IEP Master Calendar that integrates all IEPs (RSP, Inclusion, and Speech). The IEPs will be reviewed for progress annually and all timelines are followed for compliance.</p> <p>Special Education content specialist will assist SPED teachers in reviewing, Attachment Gs, transportation, and paraprofessional support.</p> <p>All Cantonese Bilingual classes will be staffed with appropriately certified teachers or teachers enrolled in a training program leading to certification.</p>	<p>All staff</p> <p>Special Education Teacher</p> <p>All staff</p> <p>Special Education Teachers</p> <p>All bilingual teachers</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>		

<p>RSP and support staff will attend monthly faculty meetings and offer support to staff and students with specific learning needs.</p> <p>Houghton Mifflin and RESULTS program (Phonemic Awareness, Spelling Inventory, Oral Text Reading, and High Frequency Word Reading) will be used as supplementary assessments.</p>	<p>RSP, support staff</p> <p>Teachers</p>	<p>Monthly</p> <p>On-going</p>		
<p>3.2 Improvement of instructional strategies and materials</p> <p>Differentiated instruction will ensure that a variety of student needs will be met in the classroom. Differentiated strategies will include: literacy centers, to support small group reading instruction, direct explicit instruction in specific writing, reading and language skills, literature circles, word study, phonemic awareness, vocabulary instruction and comprehension strategies will be used to meet all students needs.</p> <p>All students will participate in writing activities related to grade level content standards on topics such as field trips, performing arts, multicultural activities and assemblies.</p> <p>Instruction will demonstrate the use of modifications, adaptations, extensions, and differentiation to meet the diverse learning needs of ELL, SPED, and GATE students.</p> <p>To improve the writing skills of ELL students and all students, strategies will be utilized such as the language experience approach, authentic writing, modeled writing, mini-lessons on written conventions and stages of Writer’s Workshop.</p> <p>At grade level meetings teachers will analyze student writing samples (inclusive of all writing genres). Houghton Mifflin and RESULTS will be used to devise follow-up strategies to support students. The result will be school-wide preparation for the 4th grade California Writing Standards test.</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Monthly</p>		

<p>Through the implementation of Houghton Mifflin and RESULTS assessments, kindergarten through fifth grade teachers will work with resource teachers and/or consultants to use assessment to identify students' strengths and needs, and adjust instruction to match assessment results.</p> <p>All ELL students will be identified and receive appropriate writing instruction using the District adopted <i>On Our Way to English</i> and Houghton Mifflin materials for EL students.</p>	<p>Teachers</p> <p>Teachers</p>	<p>On-going</p> <p>On-going</p>		
<p>3.3 Staff development and professional collaboration</p> <p>The specific needs of targeted students scoring below basic and/ or with teacher recommendation will be addressed through strategic teaching to areas of need. Through the SST process, when appropriate, students will be referred to community tutoring and social support programs.</p> <p>Teachers will participate in workshops with a focus on strategies to teach the writing content standards.</p> <p>Teachers will provide activities appropriate to meeting writing standards. Students' teachers will communicate with all support personnel, as well as parents regarding student needs.</p> <p>Teachers will communicate and collaborate with the Sutro Child Development Center After School Program to provide students with supplemental activities aligned to standards.</p>	<p>Teachers and principal</p> <p>Teachers</p> <p>Teachers</p> <p>Sutro and Sutro CDC teachers</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>		

<p>Targeted students scoring at or below basic in reading on the CST and performing poorly on report cards and classroom assessments will be provided assistance by the paraprofessional staff during the school day.</p> <p>After school peer tutorial program will be offered to targeted students with the support of high school volunteers or San Francisco School Volunteers. Volunteers will work under the supervision of the Elementary Advisor.</p>	<p>Paraprofessionals</p> <p>Volunteers</p>	<p>On-going</p> <p>On-going</p>		
<p>3.4 Involvement of staff, parents and community</p> <p>Parent conferences will be held with teacher, support staff and parents. Parent workshops focused on literacy and mathematics support will be held. Kindergarten, 1st and 2nd grade teachers will distribute “Take Home Reading Books” book bags for students to practice reading at home. As part of an \$8000 Title V grant books will be provided for check-out by teachers on how to most effectively use these materials at school.</p> <p>Teachers will participate in Professional Development on communicating to parents of under-performing students strategies to use at home to support learning.</p>	<p>Parents, teachers</p>	<p>On-going</p>		
<p>3.5 Monitoring program implementation and results</p> <p>Our program will be monitored through:</p> <ul style="list-style-type: none"> • Pre-post leveled assessments of students progress in reading. • Review of selected work samples from classrooms and supplementary programs at each report card period. • Principal will monitor our instructional program through reviewing lesson plans and classroom observations. • A student assessment portfolio will be created for each student for each academic year. The contents will include Houghton Mifflin and RESULTS reading assessments, and scored writing samples. The purpose of the portfolio is to share assessment data with the students, parents, and staff as needed on an ongoing basis. 	<p>All staff</p>	<p>On-going</p>		

GOAL #4 School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

Objective #1

- By January 2008, students will demonstrate ability to make safe and healthy choices and respond appropriately to emergency situations. Students will be well informed regarding safety and emergency procedures.

Objective #2

- By January 2008, students referrals to the office and “time out” on the bench at recess times will be reduce by 10% from the previous year.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety</p> <p>The school will utilize a school-wide positive behavior model. School site staff will assist with the implementation of individual behavior plans.</p> <p>Our school-wide discipline policy will be communicated to students in the classroom and at grade level assemblies and to parents through a signed agreement. Principals’ Awards, Sutro All Star honors, Students of the Month Awards will be used to encourage our students to engage in positive behavior.</p> <p>All teachers are mandated reporters of actual and suspected child abuse. At the first faculty meeting of the school year, the administrator will distribute a sample form with reporting procedures.</p> <p>At the beginning of each school year disaster plans will be reviewed and distributed to each classroom including safe exiting procedures and how to maintain a safe and orderly environment.</p>	<p>All staff</p> <p>All staff</p> <p>All teachers and principal</p> <p>All staff</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>		

<p>4.3 Engagement of staff, parents, community</p> <p>Appropriate resources will be made available to assure translation and interpretation services for parents as needed.</p> <p>Through distribution of the district Student/Guardian Handbook and our school-wide discipline policy, families will be informed of our expectations for student behavior. During Family Nights and parent conferences, parents of ELL, EDY, SPED, GATE are given specific strategies on how to help their children at home.</p> <p>A Home-School Compact specifying shared responsibilities for improving student achievement will be signed by parents, school staff and students.</p> <p>We will continue to work closely with the community i.e. our School Patrol Officer and “The Child Safety ” program presenters to educate our children regarding safe behavior.</p> <p>Staff presents to parents the school’s positive behavior model and teaches parents how to use similar methods at home to support the school efforts.</p> <p>Parents of students with disabilities will be informed of their child’s progress through attachment G of the IEP for each report card period.</p>	<p>All staff, parents, school patrol officer</p>	<p>On-going</p>		
<p>4.4 Auxiliary services for students and parents</p> <p>The Principal, classroom teachers and all staff will provide counseling services for students.</p> <p>City College Nursing Program will provide our school with the services of a student nurse three days a week to assist students with health care and to make health and safety presentations in classrooms.</p> <p>Through the SST process, students will be provided with counseling support from home, school and community.</p>	<p>All staff</p>	<p>On-going</p>		

<p>School staff and IEP team will address parent complaints in cooperation with District Ombudsperson to resolve issues if appropriate.</p>				
<p>4.5 Monitoring program implementation and results</p> <p>Through regular practices and drills, emergency response procedures and crisis response procedures will be monitored, evaluated and revised.</p> <p>Attendance is monitored daily and our school secretary calls home for each absence. For students with excessive absences and tardies, letters will be sent to their parents informing them of the problem and the importance of attendance on their child’s academic achievement.</p> <p>Through the SST process conferences will be held with parents/caregivers regarding students’ unexcused absences or excessive tardiness. If site interventions by our school attendance committee are not successful, attendance problems will be referred to the Student Attendance Review Board and counseling referrals are made to the district Department of Pupil Services.</p> <p>Staff and parents will collaborate to enforce our school-wide discipline policy to maintain our incidents of violence to remain at 0%.</p> <p>On an ongoing basis throughout the school year, our staff will continue our school-wide assertive discipline plan promoting positive school spirit and helping students to consistently make good choices through Principal’s Awards, Sutro All Stars, Students of the month, Student Council, Sutro Reading Ribbons, etc.</p> <p>Students will learn conflict resolution techniques in the classroom and through one-to-one counseling with the principal.</p>	<p>Principal, Secretary, SST team, parents and student council</p>	<p>On-going</p>	<p>\$59,289</p>	<p>WSF</p>

<p>To strengthen our sense of community spirit and to build pride in our school, we will continue to expand our Gardening Project where students plant and maintain flowers and greenery to beautify our site. Two Gardening Days will be held during the school year where we invite parents and families to come to school to assist in preparing soil and planting.</p>				
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GOAL #5 Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

Objective #1

- By June 2008, sign-in rosters will indicate a 10 % increase in parent/family participation in PTA, SSC and ELAC meetings and other school activities.

Objective #2

- By June 2008, 20% of EL and SPED parents will increase their participation in school events from the previous year.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>5.1 Active parent involvement in decision making process</p> <p>GAC parent representative will be actively involved in the planning, implementing and monitoring of the GATE program.</p> <p>An active SSC and ELAC will be in place to ensure parent and community involvement in the decision making process.</p> <p>A parent leadership team made up of members of the PTA, SSC and ELAC will be developed to help with activities at school including preparation of newsletter, written and oral translation, and presentation at parent workshops.</p> <p>ELAC will hold a minimum of four meetings a year. Translation will be available at meetings. ELAC members will receive training on the legal requirements and functions of the committee. These requirements include the following:</p>	<p>SSC, ELAC, GATE parent representatives, teachers and principal</p>	<p>On-going</p>		

<p>1) Development of schools' Academic Plan 2) school's needs assessment 3) annual language census (R-30) and the importance of regular school attendance.</p> <p>The SSC, with input from the ELAC, will be actively involved in the development, implementation and evaluation of the Academic Plan, based on comprehensive needs assessments. Modifications to the planned program will be made as necessary. Analysis of disaggregated data and samples of student work will be used to assess the program.</p> <p>The SSC voted to combine SI and ELL programs and funds into School Based Funds. In addition, Special Education will be school-based. The SSC will establish a new budget annually with WSF, Consent Decree, State/Federal and Special Education funding.</p> <p>To improve accountability we will share test data with parents and budget items to initiate discussion at community meetings. Oral translations will also be provided at community meetings.</p>				
<p>5.2 Ongoing communication with parents</p> <p>Parents of children who have not met the State's proficient and advanced levels of student academic achievement in reading and mathematics will be provide with tutorial assistance from the school, and additional supplementary materials from the teacher to work with their children at home.</p> <p>GAC parent representative and GATE Coordinator will hold informational parent meetings to describe the GATE program and issues of concern to GATE parents. They will also hold informational meetings for all parents to describe the identification process and the GATE program.</p> <p>Each parent, student and staff will sign the home-school compact.</p>	<p>Parents, all staff</p> <p>GATE coordinator</p>	<p>On-going</p> <p>On-going</p>		

<p>The parent involvement policy from the Student Handbook will be distributed to all families.</p> <p>Parent/teacher conferences will be held semi-annually.</p> <p>Teachers will participate in professional development for increasing parent-community involvement and on effective parent communication.</p> <p>New Parents (and any others interested) will be invited to an informational Coffee Hour on the first day of school. Back to School Night will be held in order to inform parents of school policies and expectations and opportunities for parent involvement.</p> <p>Parents of preschool children will be invited to visit the Kindergarten classes to facilitate transition to Kindergarten.</p> <p>Parents receive School Notices translated into Chinese. They also receive a quarterly School/Community Calendar, with pertinent information. The PTA regularly provides parents with notices translated in Chinese. Our paraprofessionals, teachers and parents will translate notices.</p> <p>Student progress towards achievement of IEP goals and objectives will be reported to parents at the same intervals as students in general education. This will be accomplished by utilizing Attachment 'G' of the IEP.</p>	<p>Parent and teachers</p>	<p>November and March</p>		
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <p>1% of Title I funds will be used to increase parental involvement in accordance with NCLB section 1118, such as family literacy services.</p> <p>Parents of student with disabilities will be informed of their child's progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP.</p>	<p>All staff and parents</p> <p>Travel & conferences</p>	<p>On-going</p>	<p>\$2,356 (also see 1.4)</p>	<p>Title I, Consent Decree</p>

<p>GATE Coordinator and parent representative will write articles regularly for the school bulletin or newspaper to inform the school community of the GATE program, news, articles about gifted education, and issues of interest to GATE parents.</p> <p>All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities.</p> <p>An annual meeting to inform parents about rights and responsibilities under Title 1 will be coordinated and aligned with annual community site-planning meetings.</p> <p>Necessary steps have been taken to ensure a fully functioning ELAC.</p> <p>Invitations to address parent outreach will be sent to individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students.</p> <p>Parent out-reach includes:</p> <ul style="list-style-type: none"> • Various school fairs to inform parents and recruit students to our school. • A welcoming tone at school, encouraging teachers to incorporate parents into school life. • Before school events to orient parents. • Personal invitations to events by teachers and PTA. • Collaboration with parents to establish/maintain discipline plan. • Relevant subjects via parent surveys. • Educational PTA meetings. • Parent Education on how to be involved in their child’s learning. • Translation at all meetings. • Weekly translated notices. • GATE informational meeting. • Evaluation surveys/feedback. • Engaging parents through the SST process. • Engaging Special Education parents through the annual IEP process. • Community meetings with translation to gather input. • Will monitor the success of our activities through parent evaluation 				
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surveys/feedback.				
<p>5.4 Providing education opportunities for parents</p> <p>Our PTA will sponsor workshops for parents on topics including, discipline, reading skills, and homework help with other topics to be determined by parents per their interest. Bilingual notices are sent home prior to each event.</p> <p>As part of the “Take Home Book Program,” kindergarten to 3rd grade teachers will distribute bags of books for students to practice reading at home.</p> <p>Under a Title V grant we have \$8,000 to implement the” Family Reading Builds Success” project. This program provides for books to be checked out by families as well as a parent workshop on how to use these materials at home.</p>	PTA, parents, all staff	On-going		
<p>5.5 Involvement of community partners</p> <p>Parents will be invited to work with staff as equal partners to implement and coordinate parent programs and build ties between parents and the school.</p> <p>In January 2007, we will begin our collaboration with the de Young Museum to provide presentations, tours and art resources as it relates to the District’s Arts Master Plan.</p> <p>We will continue our collaboration with the San Francisco School Volunteers and to sponsor a Family Curriculum Night.</p> <p>We will continue our collaboration with the City College Nursing Program to provide a nursing student to be on site three days a week.</p>	Parents, all staff, community volunteers,	On-going		

<p>5.6 Monitoring program implementation and results</p> <p>Sign-in sheets to monitor attendance. Parents Needs Assessments Planning/Evaluation: Standardized test results are sent home to parents. Interpretation and information of test data will be provided at individual parent/teacher conferences. Parents/caregivers will be encouraged to attend parent conferences by choosing convenient times and, if necessary, phone conferences.</p>	<p>Parents, all staff</p>	<p>On-going</p>		

SCHOOL SITE COUNCIL 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
Andrew C. Poon		X					10/2006
Laurette Lau			X				10/2006
Mary Ling			X				10/2006
Mitra Safa			X				10/2006
Ben Wong				X			10/2006
Stewart Dimon					X		10/2006
Joycelyn Koyama					X		10/2006
Qian Ping Li					X		10/2006
Christina Jang					X		10/2006
Leslie Wong					X		10/2006
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 LANGUAGE ADVISORY COUNCIL MEMBERSHIP

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Andrew C. Poon		X						10/06
Laurette Lau			X					10/06
Mary Ling			X					10/06
Joycelyn Koyama					X			10/06
Qian Ping Li					X			10/06
Christina Jang					X			10/06
Leslie Wong					X			10/06
Numbers of members of each category		1	2		4			

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 MEMBERSHIP (N/A)

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Numbers of members of each category							

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

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: February 15, 2007
 - B. One meeting to present plan upon its completion.
DATE: March 8, 2007
7. This school plan was adopted by the School Site Council on: March 8, 2007.
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:

Andrew C. Poon

Typed name of school principal

Signature of school principal

Date

Ben Wong

Typed name of SSC chairperson

Signature of SSC chairperson

Date