

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**Ulloa Elementary School**

School

**38 68478 6041685**

CDS Code

March 26, 2007

Date of this plan/revision

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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

# ACADEMIC PROGRAM SURVEY

The Academic Program Survey (APS) is an assessment tool developed by California Department of Education (CDE) for schools to examine implementation of the nine Essential Program Components (EPCs) which serves as a guide for schools to improve student academic achievement and identify areas of strength and weakness. Submit the completed APS to your Assistant Superintendent separate from the Academic Plan and Budget.

Each component will be rated on a scale of 0 to 3, as follows (**BOLD** the appropriate rating):

- 3** – Full level of implementation
- 2** – Substantial level of implementation
- 1** – Partial level of implementation
- 0** – Minimal level of implementation

All components in the academic survey must receive at least a rating of 2 for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation.

<p><b>1. Instructional Program</b></p> <p>To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” 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</li> <li>– “<b>0 - Minimally</b>” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;"><b>3</b></td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA</td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math Intervention</td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	<b>3</b>	2	1	0	ELA	<b>3</b>	2	1	0	Math	<b>3</b>	2	1	0	Math Intervention	<b>3</b>	2	1	0
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<p><b>2. Instructional Time</b></p> <p>To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> classrooms have the appropriate time allocations for students</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> classrooms have the appropriate time allocations for students</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;"><b>3</b></td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA Intervention</td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math:</td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math: Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	<b>3</b>	2	1	0	ELA Intervention	<b>3</b>	2	1	0	Math:	<b>3</b>	2	1	0	Math: Intervention	3	<b>2</b>	1	0
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<p><b>3. Principals’ Instructional Leadership</b></p> <p>To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</li> <li>– “<b>0 - Minimally</b>” means neither the principal nor vice principal have made arrangements to take AB 430</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;"><b>3</b></td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	<b>3</b>	2	1	0	Math	3	<b>2</b>	1	0										
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<p><b>4. Teachers’ Professional Development Opportunities</b></p> <p>To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;"><b>3</b></td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	<b>3</b>	2	1	0	Math	<b>3</b>	2	1	0										
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<p><b>5. Student Achievement Monitoring System(s)</b>  To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction</li> <li>- “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u></li> <li>- “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered</li> <li>- “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered</li> </ul>	<p>ELA    <b>3</b>   2   1   0</p> <p>Math   <b>3</b>   2   1   0</p>
<p><b>6. Ongoing Instructional Assistance and Support for Teachers</b>  To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> <li>- “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</li> <li>- “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers</li> <li>- “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers</li> <li>- “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers</li> </ul>	<p>ELA    3   <b>2</b>   1   0</p> <p>Math   3   <b>2</b>   1   0</p>
<p><b>7. Monthly Teacher Collaboration by Grade/Content Level</b>  To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> <li>- “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</li> <li>- “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level</li> <li>- “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level</li> <li>- “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</li> </ul>	<p>ELA    <b>3</b>   2   1   0</p> <p>Math   <b>3</b>   2   1   0</p>
<p><b>8. Lesson Pacing Schedule (K-8)/Intervention (9-12)</b>  To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school</li> <li>- “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels</li> <li>- “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels</li> <li>- “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</li> </ul>	<p>ELA    <b>3</b>   2   1   0</p> <p>Math   3   <b>2</b>   1   0</p>
<p><b>9. Fiscal Support</b>  To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> <li>- “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</li> <li>- “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</li> <li>- “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan</li> <li>- “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan</li> </ul>	<p>ELA    <b>3</b>   2   1   0</p> <p>Math   <b>3</b>   2   1   0</p>

## **DATA SUMMARY**

*(To be provided by Research, Planning and Accountability, format TBD)*

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- **SARC**
- **Math Summary**
- **ELA Summary**

## EXECUTIVE SUMMARY

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### **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:*

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**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:** There will be a 10% decrease in the number of 4<sup>th</sup>/5<sup>th</sup> grade EL who score in the Far Below Basic and Below Basic category of the CST English Language Arts score specifically in the Reading Comprehension strand. Targeted students will be provided with additional support by the bilingual para staff, Reading Support teacher as well as the After School Learning staff, and funds from Title I, LEP, and 21<sup>st</sup> Century are used to provide supplemental support to the targeted students. The Multilingual Office and the Office of Teaching and Learning are involved in providing professional development in vocabulary building and ELD resource material.

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**Current-Year Objective 2:** All teachers will implement the Caring School Community (CSC) Curriculum by January 2007. The three CSC project leaders work closely with teachers at grade level meetings to provide support in the implementation of the CSC curriculum. Discussions at faculty meetings and sharing of ideas have been useful in sharing best practices. Regular visits by the district's CSC Coordinator have provided staff with excellent feedback on improving delivery strategies. Grant money from the CSC project has allowed teachers extended professional development opportunities, as well as opportunities for off-site visits.

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**Current-Year Objective 3:** By April 2007, all teachers will be trained in the use of the District's Vocabulary Development Program. Teacher trainers have provided the teachers with multiple in-services in the area of increasing the base vocabulary for every student in the classroom. The teachers are using grade-level meeting time to map out Tier 2 vocabulary words for each theme. The purchases of additional reading books that are rich in vocabulary have infused the classrooms with more stimulating reading material. Title I and LEP funds are used to support these additional resources. The Office of Teaching and Learning has been supportive in providing resources and needed support in the implementation of the Vocabulary Development Program.

## **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.*

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### **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.*

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#### **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 were analyzed, if any (i.e., data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*
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#### **Key Findings:**

Using the five-year trend data from the STAR test, all grade levels with the exception of the 5<sup>th</sup> grade class, have made gains in the English Language Arts (ELA) portion of the test. Third grade students achieved the highest gain, whereas the fifth graders had a decline of 9.1 % on their ELA scores. The decline in the 5<sup>th</sup> grade scores is consistent for both the EL and non-EL students. In disaggregating the scores between the EL subgroup and the non-EL population, the EL students had a steeper decline in their overall ELA scores. Further investigation reveals Reading Comprehension as being the most difficult strand for our EL students.

The Special Education students in the 2<sup>nd</sup> thru 5<sup>th</sup> grade classes experienced a negative gain in their ELA scores but achieved an overall increase of 6.3% as an entire subgroup. The Latino students in the 5<sup>th</sup> grade classes had a drop in their scores, whereas there were positive gains within this subgroup in all other grade levels. Our 2<sup>nd</sup> grade African American students demonstrated a gain of 75%, whereas the students in the 3<sup>rd</sup> grade classes dropped 50% in their ELA scores. Upon further review, this sudden drop in achievement was due to the number of students tested between the school year 04/05 to 05/06. The numbers tested dropped from 2 students to 1 AA student tested in the 05/06 school year.

To put things in perspective, the total number of AA students tested at Ulloa in 2005-06 was 5. We tested a total of 18 Latino students last year. A total of 29 Special Education students were tested last year. The greatest subgroup identified is our EL population with a total of 114 students tested in 2005-06. This subgroup achieved an overall gain of 7.1% in their ELA scores.

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## **Key Objectives for Goal 1**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 1 for the school.]*

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**Objective 1:** There will be a 10% decrease in the number of 4<sup>th</sup>/5<sup>th</sup> grade EL who score in the Far Below Basic and Below Basic category of the CST English Language Arts Score, specifically in the area of Reading Comprehension.

**Objective 2:** There will be a 10% decrease in the number of African American, Latino, and Special Education students who score in the Far Below & Below Basic in the overall ELA portion of the CST test.

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## **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.]*

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**Key Strategy 1:** AA, L, SPED, and 4<sup>th</sup>/5<sup>th</sup> grade EL students will receive differentiated instructions to improve their comprehension skills in order to close the achievement gap.

**Key Strategy 2:** AA, L, SPED, & 4<sup>th</sup>/5<sup>th</sup> grade EL students will receive supplemental resources to close the achievement gap.

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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.*

### **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 were 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?*
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### **Key Findings:**

Ulloa Elementary School offers a strong academic core program for our students. Our students continue to excel above the district and state standards, and we continue to meet our yearly-targeted growth goals, which is evident in our rising test scores and API rankings. To meet the needs of all students, we have a Resource Specialist Program, Inclusion Program, Speech Program, as well as a SDC-ED Program for our Special Education students. Our RSP, Inclusion, and Speech programs consist of students from diverse populations. The SDC-ED class is made up of 99% African American students. We have over 55 students currently in our GATE (Gifted and Talented Education) program, with a least 75% of the students being Chinese American. This is not unexpected given that Ulloa has a 55% total population of Chinese students. At Ulloa, we have 243 identified EL students who are supported by our K-3 Chinese Bilingual Transitional Program, as well as by our bilingual para staff.

In reviewing attendance records, grade level/classroom assessments, as well as the STAR scores, Ulloa is doing well in generally meeting the needs of our students. As discussed in Goal 1, we will better focus our efforts in meeting the needs of our identified subgroups of students in ensuring they will continue to have academic equity at Ulloa.

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## **Key Objectives for Goal 2**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 2 for the school.]*

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**Objective 1:** There will be a 10% increase of students who score in the Advance level in the ELA portion of the STAR test.

**Objective 2:** All subgroups will meet the annual API target.

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## **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.]*

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**Key Strategy 1:** All students, AA, L, SPED, EL, EDY, & GATE, will receive a comprehensive education by accessing the core curriculum.

**Key Strategy 2:** All staff will participate in professional development to provide a high quality educational program in the core curriculum areas.

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### **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.]*

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#### **Key Findings:**

At Ulloa, 99% of our staff is confirmed as highly qualified teachers. Over the course of three years, 98% of the staff has attended the AB 466 (HM) training. We have teacher trainers who are currently participating in the following district sponsored programs: Comprehensive Vocabulary Development Program, Caring School Community, WISE (Science), Nutrition, EXCEL, SPARK, VAPA, as well as in the Chinese Bilingual Teachers Committee. The experiences and leadership development gained through their participations are shared at staff in-services, faculty meetings, parents workshops, as well as at weekly grade level meetings.

Each grade level meets weekly for common planning time. Each has developed a pacing guide, as well as assessment schedules, to reinforce the implementation of the Houghton Mifflin Language Arts program. All teachers have been given in-service opportunities on using the Cruncher Test Data system. Teachers are given faculty and grade level meeting times to analyze student data to better design their instructions. The ability to share information in a collaborative structure has strengthened the instructional delivery at Ulloa. It has proven to be a key factor in student achievement.

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#### **Key Objectives for Goal 3**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 3 for the school.]*

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**Objective 1:** There will be a 10% increase in all grade levels in the Reading Comprehension strand of the STAR-ELA scores.

**Objective 2:** Eighty percent (80%) of grade level meetings will focus on developing strategies to enhance grade level reading comprehension skills.

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#### **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.]*

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**Key Strategy 1:** All staff will focus on developing vocabulary skills to improve the achievement of all students.

**Key Strategy 2:** All staff will share best practices to develop reading comprehension skills to increase student achievement.

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#### **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.]*

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#### **Key Findings:**

Ulloa has an average attendance rate of 99.4% for our students and 98.5% for our staff. The attendance for African American students is 92% and 100% for the Latino students. The dropout rate is 0%, and there were 5 student suspensions in 05-06. All of our students are given a copy of the District's Parent/Student Guide at the start of the school year. Communications folders are sent home every Wednesday with important translated information/communications for our parents.

We have implemented the Caring School Community Program at Ulloa this year. This program offers strategies in providing a safe and nurturing environment within each classroom, which is an important part of building a positive school climate. The school practices emergency drills on a monthly basis. There is an extensive emergency plan in place, and staff members are given in-services in Child Abuse Reporting procedures, as well as Universal Precaution procedures.

Ulloa provides our staff and students with a clean and safe environment by promptly reporting and monitoring work requests submitted to the district. All district mandates for health and safety are communicated to the staff as well as to parents. We offer parent workshops on nutrition and physical fitness. Students participate in community events and host activities on a regular basis, which promote health and fitness for all.

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#### **Key Objectives for Goal 4**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 4 for the school.]*

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**Objective 1:** Increase on site resources/opportunities to engage students in positive social interactions.

**Objective 2:** The school will provide an environment where physical fitness and good nutrition habits are encouraged.

#### **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.]*

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**Key Strategy 1:** The school will provide a positive environment for optimal learning.

**Key Strategy 2:** The school will promote physical fitness and healthy nutritional choices.

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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.*

### **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.]*

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#### **Key Findings:**

Parents play an important role in student achievement at Ulloa. They are key participants in the Ulloa PTA, as well as in the School Site Council. Attendance at Parent Conferences remains in the 90% range, with 75% of our parents participating in school-wide events. The participation rate has increased over the last five years and is an indication that we are successful in communicating with our parents.

We work collaboratively with many community groups in providing enrichment programs such as art, music, dance, gardening, poetry, banking, mental health counseling, tutoring as well as community service programs for our students. We have seen an increase in the interest of community agencies forging partnerships with Ulloa. Ulloa continues to be a desirable school for kindergarten enrollment.

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### **Key Objectives for Goal 5**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 5 for the school.]*

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**Objective 1:** Increase collaboration with parents in implementing school goals.

**Objective 2:** Parent attendance at school-wide events will be improved by 10% through June 2008.

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### **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.]*

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**Key Strategy 1:** Parents will have opportunities to be involved in the decision-making process.

**Key Strategy 2:** Parents will be informed and will participate in parent/community events.

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## ACTION PLAN

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the key objectives and implement the key strategies set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards:

### Goal 1: Academic Achievement

**Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.**

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: AA, L, SPED, &amp; 4<sup>th</sup>/5<sup>th</sup> grade EL students will receive differentiated instructions to improve their comprehension skills in order to close the achievement gap.</b></p> <ul style="list-style-type: none"> <li>• Comprehension skill development will involve initial understanding (details, sequencing, topic, cause &amp; effect) and interpretation (inference/extended meaning), critical analysis and literary response (compare and contrast, evaluation), and strategies to locate specific information/study skills. Grade Level guided reading will be used to build reading success in students and help identify their specific reading strategies (visual, syntactic and meaning).</li> <li>• Other strategies for improving the achievement of (AA, L, SPED, &amp; 4<sup>th</sup>/5<sup>th</sup> grade EL) children include ELD/SDAIE instruction using Rigby, <i>On Our Way to English</i>, frontloading lessons, language experience charts, focus walls, word pattern boards, and <b>individual workbooks</b>.</li> </ul>	Ongoing			
	Ongoing	\$3,300 \$800	WSF SIP	

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

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

<ul style="list-style-type: none"> <li>• Each classroom teacher will identify two focal students to provide additional support in Language Art instruction.</li> <li>• UA (Universal Access) time will be used to extend lessons with extra support/enrichment activities and use ELD/SDAIE instruction for AA, L, SPED, &amp; 4<sup>th</sup>/5<sup>th</sup> grade EL students.</li> <li>• <b>5% of Title I</b> funds will be used for <b>staff development</b> for HM training in vocabulary, comprehension, phonics, reading fluency, writing proficiency, and reading running record assessment to improve student achievement in those students in the Far Below Basic and Below Basic levels.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Aug., Oct., Jan., &amp; Mar.</p>	<p>\$4,150</p>	<p>Title I</p>	
<p><b>Key Strategy 2: AA, L, SPED, &amp; 4<sup>th</sup>/5<sup>th</sup> grade EL students will receive supplemental resources to close the achievement gap.</b></p> <ul style="list-style-type: none"> <li>• <b>Supplemental materials</b> will be used to develop concepts and increase students' base vocabulary.</li> <li>• The <b>Reading Support Teacher</b> will provide daily small group instruction to bottom quartile students (K-5) emphasizing the gaining of reading comprehension strategies.</li> <li>• Additional interventions such as small group instruction by <b>paraprofessionals</b> implementing Phono-Graphix, Read Naturally Program, SPED Resource Staff, Reading Support Teacher, Guided Reading materials (i.e., Rigby), and Ulloa After School expanded learning programs, will be used to close the achievement gap.</li> <li>• Sunset Beacon, SF School Volunteers and other community volunteers provide tutorial services to assist at-risk students, especially those in the AA, L, SPED, &amp; 4<sup>th</sup>/5<sup>th</sup> grade EL subgroup in reading fluency, reading comprehension, literary response &amp; analysis, and writing skills.</li> <li>• The Ulloa After School Learning Center will provide tutoring services Mon. - Thurs. afternoons and will focus on the development of language arts and math skills.</li> </ul>	<p>Aug. to Apr.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Sept. to Jun.</p>	<p>\$1,988 \$554</p> <p>\$76,864</p> <p>\$24,827 \$1,000 \$2,758 \$22,068</p>	<p>Title I LEP</p> <p>Title I</p> <p>TIIBG TIIBG WSF SIP</p>	

## **Monitoring and Assessment for Goal 1**

*Questions to cover:*

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

- Faculty & grade level minutes will reflect comprehension & vocabulary trainings. Review Reading Support & Para schedules to ensure inclusion of AA, L, SPED, & 4<sup>th</sup>/5<sup>th</sup> grade EL students.
- Student progress will be monitored by teacher observation, evaluations, portfolios, and progress reports (i.e., HM Baseline, HM Theme, HM CA Summative, Rigby, Fry, running records) as reflected in the lesson plans. CELDT, LALAR and other assessment results will be used to inform appropriate instruction, which includes ELD/ SDAIE strategies and native language instruction when possible. Teachers will use the SFUSD “Cruncher” to analyze CST ELA strands and CELDT strands to determine areas of greatest needs and implement best teaching practices and clustering students for those areas.

## 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 <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: All students, AA, L, SPED, EL, EDY, &amp; GATE, will receive a comprehensive education by accessing the core curriculum.</b></p> <ul style="list-style-type: none"> <li>• IEPs will be written and aligned to state core content standards and reflect students' present levels of performance.</li> <li>• All students with disabilities will have core curriculum materials and appropriate supplemental and adaptive supportive materials. WSF-SPED funds will be utilized to purchase <b>supplemental materials</b>.</li> <li>• All students (AA, L, SPED, EL, EDY, &amp; GATE) will be provided with the core curriculum and <b>materials</b> and receive the daily appropriate mandated minutes of the Core Curriculum, not including homework. Additional instructional time and support (by SPED Resource Teachers and <b>paraprofessionals</b>) will be allocated for AA, L, SPED, EL, EDY, &amp; GATE students who are below grade level and will be provided with a modified instructional program.</li> <li>• GATE/advanced learners (3<sup>rd</sup>-5<sup>th</sup> grade students) will receive an extended the core curriculum through a differentiated program of instruction. A variety of enrichment units and special projects using research skills and technology equipment will promote higher-order thinking skills, independence, and self-confidence. Grade levels will develop and expand GATE enrichment/theme projects in the curricular areas.</li> </ul>	Ongoing	\$1,000	WSF-SPED	
	Ongoing	\$1,000	WSF-SPED	
	Ongoing	\$2,000	IML&T	
	Ongoing	\$22,068 \$22,068	LEP LEP	

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

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

<ul style="list-style-type: none"> <li>All students (AA, L, SPED, EL, EDY, &amp; GATE) will have the opportunity to participate in <b>field trips, assemblies</b>, extended outdoor education, Physical Education, perceptual motor, ODC performances, Young Imagination Performing Arts sessions, SF Ballet, AIM music programs, SPEAK visual arts program, <b>CA Poets for the School</b>, Nutrition Health Project sessions, and other curricular <b>consultant</b> programs. <b>Consultants</b> in focus areas such as literacy, poetry, gardening, &amp; <b>art</b> will be utilized to work both with teachers and students on lessons.</li> </ul>	Ongoing	\$3,000 \$3,000  \$7,439 \$3,665 \$5,000 \$7,000	WSF AMPE E  Prop H AMPE E AMPE E AMPE E	
<p><b>Key Strategy 2: All staff will participate in professional development to provide a high quality educational program in the core curriculum areas.</b></p> <ul style="list-style-type: none"> <li>All staff will participate in professional development to ensure that all students (AA, L, SPED, EL, EDY, &amp; GATE) meet or exceed grade level standards with the use of appropriate student core materials in language arts and writing.</li> <li>SPED Resource Teachers will share instructional strategies for accommodating diverse students' learning styles within the regular classroom. This will include lesson planning models to address the needs of diverse learners and differentiating lessons. <b>Ongoing collaboration</b> will monitor the progress of individual students as needed.</li> <li><b>Professional development</b> will center on teaching &amp; development of the HM curriculum to include strategies for all students to access the core curriculum.</li> </ul>	Aug., Oct., Jan. & Mar  Ongoing  Aug., Oct., Jan. & Mar	\$327  \$1,000	WSF-SPED  WSF	

## **Monitoring and Assessment for Goal 2**

*Questions to cover:*

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

- All students (AA, L, SPED, EL, EDY, & GATE) will receive the appropriate mandated minutes and materials in all core curricular areas as reflected in Houghton Mifflin, Harcourt Brace, instructional resources, the teacher's lesson plans, and the teacher's yearly plan/thematic schedule. HM Pacing schedules established at each grade level will ensure equity to all AA, L, SPED, EL, EDY, & GATE students regardless of classroom assignment.
  
- CELDT, LALAR, and other assessment results will be used to inform appropriate instruction that includes ELD/SDAIE strategies and native language instruction when possible. The GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects, which includes working closely with the SSC and the principal to insure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day. Monitoring tools, such as CA Standard Test (CAT 6), CA 4<sup>th</sup> grade Standard Writing Test, HM Baseline, HM Theme, HM CA Summative, writing portfolios, Harcourt Brace Math Test, Rigby placement reading assessments, quarterly progress reports, quizzes, and teacher observation logs, will serve as assessment tools to measure the success of student academic performance. The information gained will help develop academic profiles for the individual student. Appropriate modifications will be implemented as needed.



<p><b>Key Strategy 2: All staff will share and use best practices to develop reading comprehension skills to increase student achievement.</b></p> <ul style="list-style-type: none"> <li>• Teachers will use weekly grade level meetings to share best practices such as Think-Pair-Share, front loading lessons, and share scaffolding instruction to the variety of comprehension strategies.</li> <li>• K-5<sup>th</sup> grade level teachers will emphasize reading comprehension strategies in daily reading instruction, especially in the areas of sequencing, main idea, critical analysis, compare and contrast, inference, and drawing conclusions.</li> <li>• <b>Instructional materials</b> will be used to support the development of comprehension skills. This includes school-wide use of the Reading Resource Room, <b>library, computer lab</b>, consistent Guided Reading with students, teaching reading strategies/techniques, and the use of reading assessments.</li> <li>• Staff will use <b>technology</b> and a technology consultant to improve reading comprehension and vocabulary skills (i.e., HM eduplace.com, Amazing Dictionary, ikeepbookmarks.com/Ulloa).</li> </ul>	<p>Weekly</p> <p>Ongoing</p> <p>Aug. to April</p> <p>Ongoing</p>	<p>\$13,259</p> <p>\$1,044</p> <p>\$10,000</p> <p>\$3,000</p>	<p>WSF</p> <p>IML&amp;T</p> <p>WSF</p> <p>IML&amp;T</p>	
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## Monitoring and Assessment for Goal 3

*Questions to cover:*

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

- Teachers will monitor student progress by utilizing teacher observation, reviewing portfolios, and assessments. A school-wide pacing schedule will be used to implement HM assessments. A school-wide benchmark test provided by the HM Baseline will be implemented within the 1<sup>st</sup> two weeks of school.
- Faculty will use the SFUSD “Cruncher” to analyze school-wide results of standardized and district-mandated tests and use the information to improve instruction. Teachers will analyze data to identify and prioritize school-wide literacy strategies. Monitoring tools, such as CA Standard Test (CAT 6), CA 4<sup>th</sup> grade Standard Writing Test, HM Baseline, HM Theme, HM CA Summative, writing portfolios, Harcourt Brace Math Test, Rigby placement reading assessments, quarterly progress reports, quizzes, and teacher observation logs, will serve as assessment tools to measure the success of student academic performance. The information gained will help develop academic profiles for the individual student. Appropriate modifications will be implemented as needed.

## Goal 4: School Climate

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

Actions to be Taken to Reach This Goal <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: The school will provide a positive environment for optimal learning.</b></p> <ul style="list-style-type: none"> <li>• All staff will continue to implement the Caring School Community/Buddy Program curriculum to build community across grade levels (e.g., provide students with consistent conflict resolution skills, increase diversity awareness).</li> <li>• All staff will continue to implement school-wide and classroom incentive programs to build student self-esteem (e.g., BRAVO tickets, Student of the Week, behavioral support plan).</li> <li>• The Ulloa community will maintain a clean and safe physical environment for teachers, staff, parents, and students (e.g., sustain ongoing gardening project, team maintenance, visitations, implement <b>beautification projects</b>, enforce traffic safety – both vehicle and pedestrian, ensure adequate supervision at all times, work with the District to investigate methods needed to monitor/improve indoor and outdoor environmental quality, begin steps to replace aging playground structure). Secured doors and gates &amp; mandatory visitor sign-in help provide a safer climate for all students.</li> <li>• Staff will ensure timely and linguistically appropriate written and verbal communication with families (e.g., receipt of Student &amp; Parent/Guardian Handbook, importance of <b>attendance</b>, translation of important information like the weekly bulletins).</li> </ul>	<p>Ongoing</p> <p>Ongoing/ Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>\$487</p>    <p>\$35,205</p>	<p>DBG</p>    <p>SIP</p>	

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

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

**Key Strategy 2: The school will promote physical fitness and healthy nutritional choices.**

- All students will receive 20 hrs. of health education.
- Staff will promote **physical fitness** and nutrition programs to encourage healthy lifestyles.
- Students will develop physical fitness by participating in activities, such as perceptual motor, physical education, multicultural dance, the “Thursday Walking Club”, school-wide physical fitness participation on Friday mornings, and Ulloa’s Walk-a-Thon.
- Teachers will include physical fitness breaks throughout the day, such as stretching, deep breathing, acting, rhythmic movement, and “Simon Says”.
- Family night events will incorporate physical activities and healthy eating choices across the core curriculum. Nutrition and Arts Family night will expose parents to a variety of recipes using fruits and vegetables.
- The school will promote healthy choices for lunch snacks, such as fresh fruits, vegetables, and juice. Teachers will encourage parents to donate fresh fruits and nutritional snacks. Students will grow fresh vegetables in the Ulloa garden, which will be used in the Ulloa salad bar.
- Monthly newsletters will highlight the nutritional value of a fruit/vegetable, which includes simple recipes.

Ongoing

Ongoing

Ongoing

Ongoing

Ongoing

Ongoing

\$8,000  
\$8,000

WSF  
DBG

## **Monitoring and Assessment for Goal 4**

*Questions to cover:*

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

- Caring School Community lessons are reflected in all teachers' lesson plans. Student & teachers surveys will provide feedback for the effectiveness of this program.
- The attendance clerk will monitor attendance and inform parents about absences & maintain incident reports.
- Physical fitness and nutrition activities are reflected in Family night logs, teacher lessons plans, and home communications.

## Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: Parents will have opportunities to be involved in the decision-making process.</b></p> <ul style="list-style-type: none"> <li>• An active SSC (School Site Council), ELAC (English Learner Advisory Committee), &amp; GAC (GATE Advisory Committee) will be in place to ensure parent and community involvement in the decision-making process.</li> <li>• The PTA will help with activities at school, including preparation of newsletters, written and oral translations and presentation at <b>parent workshops</b>.</li> <li>• SSC committee members will be invited and encouraged to attend district parent leadership trainings. Community meetings will be held for parents to elicit input to the Academic Plan.</li> <li>• Teachers will actively recruit parents to engage them in the decision-making process and parent involvement opportunities.</li> <li>• Parents of SPED students will participate in the development of IEPs. They will have opportunities to provide input and voice any concerns at IEP meetings.</li> </ul>	<p>Oct. &amp; Apr.</p> <p>Ongoing</p> <p>Jan.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>\$669</p>	<p>WSF</p>	

<sup>9</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>10</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p><b>Key Strategy 2: Parents will be informed and will participate in parent/community events.</b></p> <ul style="list-style-type: none"> <li>• Teachers, students, SSC &amp; PTA members will take an active role in encouraging parent participation in school-wide activities using various methods, such as creating and using the classroom phone tree, using the Wednesday Folder, posting events on the Ulloa PTA website and providing meals and childcare during evening events, if budget permits.</li> <li>• Two-way communication opportunities will occur between the school and its community. Parents and community members will be encouraged to share their thoughts, concerns, and ideas through pre and post-parent surveys, SSC &amp; PTA events, community preschool outreach nights, Back-to-School Night, <b>Family Literacy Night</b>, parent/teacher conferences, progress reports, &amp; G-Forms.</li> <li>• Teachers will provide State Content Standards to parents at Back-to-School Night.</li> <li>• All staff will provide parents or guardians with The Student &amp; Parent/Guardian Handbook, classroom expectations, homework policies', and grade-level curriculum guides to develop common expectations; promote a greater understanding of classroom / grade level curriculum; and encourage academic support at home and opportunities for volunteering at school.</li> <li>• Volunteer sign-up lists will be used to assist in school-wide events and support students in the classroom (e.g., Career Day, Ocean's Fish Print Day, Read Aloud Day).</li> <li>• An annual meeting to inform parents about rights and responsibilities under NCLB Title I will be coordinated and aligned with annual community site-planning meetings.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Nov.,Jan., Mar. &amp; Jun.</p> <p>Sept.</p> <p>Aug./Sept.</p> <p>Aug. &amp; Ongoing</p> <p>Jan. &amp; Feb.</p>	<p>\$838</p>	<p>Title I</p>	
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## **Monitoring and Assessment for Goal 5**

*Questions to cover:*

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

- The Wednesday Folder translated fliers will be used to communicate the many opportunities for parents to volunteer. PTA, SSC, and ELAC elections results will determine parent groups/leaders involved in the decision-making process.
- Ongoing evaluations will include but not be limited to, Parent/Teacher/Student Surveys, STAR Test results, CELDT, HM Assessments, The Science Assessment, and Fitness Gram Test.
- Parent/student surveys, PTA Executive & SSC minutes and logs, enrichment night attendance logs, PTA membership, classroom phone trees, and school-wide event attendance sheets, will be used to measure the numbers of volunteers in our school community. Parent/Teacher Conference attendance sheets with parent signatures will monitor the number of conferences held in our school.

## 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
		X					
Numbers of members of each category		1					

*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	<b>Date Elected</b>
Numbers of members of each category								

*The composition of the English Learner Advisory Committee ( ELAC) must contain parents of EL students.*

*The percentage of parents of EL students is to be at least the same as that of EL students at the school.*

### School Advisory Committee (SAC) Membership

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

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

## Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee
  - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
  - A. One meeting to gather input from the school community including all advisory committees  
DATE: **February 8, 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 26, 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:

\_\_\_\_\_  
**Carol Fong**

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Cindy Yee**

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date