

Genevieve Didion K-8 School

School Name



Genevieve Didion K-8 School Development and Improvement Plan

**Sacramento City Unified School District
Strategic Plan Framework**

Pillar I: Career- and College-Ready Students
Pillar II: Family and Community Engagement
Pillar III: Organizational Transformation

Vision:

At Genevieve Didion K-8 School, we envision a rich and balanced, standards-driven educational program.

The success of all students- academic, social, emotional, and physical- is the primary focus of our entire learning community. Our collective commitment is to respect and honor the diverse talents, abilities, and needs of each individual child.

Mission:

Our mission is to provide each student with the skills and knowledge necessary to learn at high levels, and to prepare them for higher education and effective citizenship beyond.

Our staff is committed to a culture of high expectations and continuous improvement through a collaborative approach that utilizes meaningful data and research-based best practices.

Profile of School (DATA)

Key Performance Indicators – Elementary/Middle School

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2009-10	2010-11	2011-12 Target
Pillar I-A	High Expectations	English Language Arts Proficiency	Percentage of students scoring at/above proficient on CST/CMA English Language Arts	ARE Report #6			
			Schoolwide		85%	80%	85%
			Black or African American		65%	53%	65%
			American Indian or Alaska Native		33%	0%	
			Asian		89%	82%	89%
			Filipino		57%	80%	
			Hispanic or Latino		83%	78%	84%
			Native Hawaiian or Pacific Islander		100%	100%	
			White		87%	84%	88%
			Two or More Races		89%	87%	
			Socioeconomically Disadvantaged		70%	66%	71%
			English Learners		22%	31%	33%
Students with Disabilities		56%	44%	56%			
Pillar I-A	High Expectations	Math Proficiency	Percentage of students scoring at/above proficient on CST/CMA Math	ARE Report #6			
			Schoolwide		86%	84%	87%
			Black or African American		67%	56%	67%
			American Indian or Alaska Native		33%	0%	
			Asian		95%	88%	95%
Filipino		71%	80%				

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2009-10	2010-11	2011-12 Target
			Hispanic or Latino		80%	84%	84%
			Native Hawaiian or Pacific Islander		100%	100%	
			White		84%	83%	86%
			Two or More Races		92%	94%	
			Socioeconomically Disadvantaged		77%	67%	77%
			English Learners		56%	44%	56%
			Students with Disabilities		47%	59%	59%
Pillar I-A	High Expectations	Science Proficiency	Percentage of students scoring at/above proficient on CST/CMA Science	ARE Report #6			
			Schoolwide		88%	82%	88%
			Black or African American		91%	80%	91%
			American Indian or Alaska Native		0%		
			Asian		86%	78%	90%
			Filipino				
			Hispanic or Latino		90%	78%	90%
			Native Hawaiian or Pacific Islander			100%	
			White		90%	88%	90%
			Two or More Races		90%	81%	
			Socioeconomically Disadvantaged		88%	78%	88%
			English Learners		0%	25%	35%
			Students with Disabilities		67%	100%	100%
Pillar I-A	High Expectations	History-Social Science Proficiency	Percentage of students scoring at/above proficient on CST/CMA History-Social Science	ARE Report #6			
			Schoolwide		85%	75%	85%

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2009-10	2010-11	2011-12 Target
			Black or African American		75%	60%	75%
			American Indian or Alaska Native				
			Asian		93%	68%	93%
			Filipino				
			Hispanic or Latino		82%	80%	83%
			Native Hawaiian or Pacific Islander			100%	
			White		85%	75%	85%
			Two or More Races		83%	100%	
			Socioeconomically Disadvantaged		67%	73%	75%
			English Learners		0%	33%	40%
			Students with Disabilities		0%	0%	n/a
Pillar I-A	High Expectations	Attendance Rate	Percentage of "average cumulative actual attendance" (Month 7)	Budget Enrollment Report	96.56%	97.43%	97.5%
Pillar I-A	High Expectations	Suspension Rate	Number of principal suspensions	Zangle	0	0	0
Pillar I-A	College Readiness	Gifted and Talented Education Identification	Percentage of students enrolled in Gifted and Talented Education Program	Zangle	26%	26%	29%
Pillar I-A	High Expectations	District Benchmark Assessment English Language Arts Proficiency	Percentage of students scoring at/above proficient on District ELA Benchmark Assessments (Grades 2-8 CAB3)	Data Director	Not available (pilot)	77%	81%
Pillar I-A	High Expectations	District Benchmark Assessment Math Proficiency	Percentage of students scoring at/above proficient on District Math Benchmark Assessments (Grades 2-8 CAB3)	Data Director	Not available (pilot)	67%	73%
Pillar I-B	Continuous Improvement	Meeting AYP Targets	Percentage of AYP targets met (schoolwide and all numerically significant subgroups)	CDE http://dq.cde.ca.gov/dataquest/	100%	100%	100%
Pillar I-B	Continuous Improvement	Meeting API Growth Targets	Percentage of API growth targets met (schoolwide and all numerically significant subgroups)	CDE http://dq.cde.ca.gov/dataquest/	100%	100%	100%

Profile of School (DATA)

Academic Performance Index – A.P.I.

Groups	2008 Base	2009 Growth	2008-09 Growth Target	2008-09 Growth	Met Target	2009 Base	2010 Growth	2009-10 Growth Target	2009-10 Growth	Met Target	2010 Base	2011 Growth	2010-11 Growth Target	2010-11 Growth	Met Target
Schoolwide	922	928	A	6	Yes	926	938	A	12	Yes	938	915	A	-23	Yes
Black or African American											837	780			
American Indian or Alaska Native															
Asian	956	960	A	4	Yes	959	968	A	9	Yes	968	934	A	-34	Yes
Filipino															
Hispanic or Latino							928				928	894	A	-34	Yes
Native Hawaiian or Pacific Islander															
White	926	939	A	13	Yes	939	942	A	3	Yes	942	928	A	-14	Yes
Two or More Races											958	944			
Socioeconomically Disadvantaged							891				891	848	A	-43	Yes
English Learners											889	843			
Students with Disabilities											763	708			

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – Genevieve Didion K-8 School (PI Status:)

Component 1: Participation Rate

Category	English Language Arts									Mathematics								
	2009			2010			2011			2009			2010			2011		
	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method
AYP Target	95.0			95.0			95.0			95.0			95.0			95.0		
Schoolwide	99	Yes		98	Yes		100	Yes		100	Yes		99	Yes		100	Yes	
Black or African American	100	--		89	--		100	--		100	--		98	--		100	--	
American Indian or Alaska Native	100	--		100	--		100	--		100	--		100	--		100	--	
Asian	100	Yes		100	Yes		100	Yes		100	Yes		100	Yes		100	Yes	
Filipino	100	--		100	--		100	--		100	--		100	--		100	--	
Hispanic or Latino	99	--		96	Yes	ER	100	Yes	ER	100	--		98	Yes	ER	100	Yes	ER
Native Hawaiian or Pacific Islander	100	--		100	--		100	--		100	--		100	--		100	--	
White	99	Yes		100	Yes		100	Yes		100	Yes		99	Yes		100	Yes	
Two or More Races			N/A	99	--		100	--				N/A	100	--		100	--	
Socioeconomically Disadvantaged	96	--		94	Yes	Y2	100	Yes		100	--		98	Yes	ER	100	Yes	
English Learners	100	--		91	--		100	--		100	--		96	--		100	--	
Students with Disabilities	91	--		82	--		100	--		100	--		98	--		100	--	

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – Genevieve Didion K-8 School (PI Status:)

Component 2: Percent Proficient – Annual Measurable Objectives (AMOs)

Category	English Language Arts									Mathematics								
	2009			2010			2011			2009			2010			2011		
	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method
AYP Target	46.0* 44.5**			56.8* 55.6**			67.6* 66.7**			47.5* 43.5**			58.0* 54.8**			68.5* 66.1**		
Schoolwide	85.2	Yes		86.9	Yes		81.9	Yes		86.9	Yes		87.3	Yes		84.9	Yes	
Black or African American	62.2	--		71.0	--		56.7	--		73.3	--		66.7	--		60.0	--	
American Indian or Alaska Native	--	--		--	--		--	--		--	--		--	--		--	--	
Asian	91.1	Yes		89.1	Yes		83.1	Yes		94.1	Yes		95.3	Yes		88.5	Yes	
Filipino	--	--		--	--		--	--		--	--		--	--		--	--	
Hispanic or Latino	76.7	--		87.8	Yes		79.1	Yes		77.0	--		82.1	Yes		83.5	Yes	
Native Hawaiian or Pacific Islander	--	--		--	--		--	--		--	--		--	--		--	--	
White	89.1	Yes		89.5	Yes		85.2	Yes		86.5	Yes		86.7	Yes		84.4	Yes	
Two or More Races			N/A	90.5	--		89.9	--				N/A	93.8	--		94.2	--	
Socioeconomically Disadvantaged	72.7	--		75.0	Yes		69.4	Yes		73.3	--		78.3	Yes		69.4	Yes	
English Learners	68.4	--		73.7	--		61.3	--		68.4	--		85.0	--		74.2	--	
Students with Disabilities	41.4	--		71.0	--		47.6	--		51.6	--		52.8	--		59.5	--	

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – Genevieve Didion K-8 School (PI Status:)

**Component 3: Academic Performance Index (API)
Additional Indicator for AYP**

Component 4: Graduation Rate

Category	2009			2010			2011			2009			2010			2011		
	2009 Growth API	Met AYP Criteria	Alt. Method	2010 Growth API	Met AYP Criteria	Alt. Method	2011 Growth API	Met AYP Criteria	Alt. Method	2009 Grad. Rate (Class of 2007-08)	Met Grad. Rate Criteria	Alt. Method	2010 Grad. Rate (Class of 2008-09)	Met Grad. Rate Criteria	Alt. Method	2011 Grad. Rate (Class of 2009-10)	Met Grad. Rate Criteria	Alt. Method
AYP Target	650			680			710											
Schoolwide	928	Yes		938	Yes		915	Yes			N/A			N/A			N/A	

Profile of School (DATA)

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					*****
1	2	50	1	25			1	25			4
2	1	20	1	20	3	60					5
3	1	20	1	20	1	20			2	40	5
5			*****	***							*****
7			*****	***			*****	***			*****
8	*****	***			*****	***					*****
Total	5	24	6	29	6	29	2	10	2	10	21

The SDIP Process

Describe the process that the school has gone through in compiling the SDIP – this page is included so that all stakeholders are reminded of the collaborative process and in order that anyone reading the document is aware that school development and improvement is through a collaborative approach.



- [X] Gather data
- [X] Analyze, reflect upon & discuss data
- [X] Find Big Messages from Data
- [X] Organize Big Messages by Common themes
- [X] Identify 2-3 priorities from Big Messages
- [X] Plan actions to support priorities
- [X] Merge actions, create time line and identify funding
- [X] Design evaluation process and structures
- [X] Inclusive list and dates of collaborative stakeholder meetings

Commencing in September of 2010, the Didion staff was in-serviced on SCUSD's new Strategic Plan and the Cycle of Continuous Improvement. Two of that plan's components are Self-Evaluation and the School Quality Review. Didion staff was given the quality criteria for our first School Quality Review (SQR), as well as the previous year's STAR data. The actual SQR was conducted in early October by Cambridge Education and SCUSD personnel. The findings of the report were shared first with staff, and subsequently with the School Site Council. Over a series of work sessions, the council developed our first version of the new School Development and Improvement Plan (SDIP), using the SQR findings and the STAR results as the guiding data in the plan.

Goals for the school year were reviewed with the teaching staff at our 2011-2012 Summer Pre-Service held on September 1st. These were the same goals as described in the SDIP. Preliminary STAR data inquiry centered on the fact that our API reflected a drop, and that this fact would be addressed at future staff and school site council meetings. A data workshop was held on October 20th by the principal and the director of Research and Evaluation to further examine STAR results. The School Site Council met on October 18th to go over the goals and processes to be used for the year. Key data was given to all members of the council for review, and a reexamination of the SDIP was conducted at the November 29th meeting. Final work and approval of the plan was carried out on November 29th, 2011.

Big Messages

From our analysis of current school context, the following BIG messages were identified:

The work that has begun to ensure that all teachers understand and use data systematically to inform and drive the educational program needs to continue. This should take place during both whole-staff professional development activities and grade level common planning time.

An expanded array of systematic interventions for struggling students- as required by the RTI protocol- needs to be developed and followed consistently.

There is a lack of differentiation strategies in use by our teachers that address the learning needs of students at all achievement levels, especially for our students scoring at the advanced level.

The teaching of writing across the grade levels needs to show greater adherence to a process that is specific, incremental, and used consistently by all teachers.

Students need more access to technology in all core curricular areas as a support for research, investigation, and inquiry.

Teachers need to continue to meet regularly and collaborate during common planning time.

Professional development activities need to be better aligned to the instructional needs of our students.

Special events and learning opportunities- both during and after school- that emphasize the arts, writing and speaking, cultural recognition, healthful lifestyles, and community service need to be expanded.

Parents need more opportunities to learn how to support their children's education at home and how to support the school's overall program.

A greater emphasis needs to be placed on high school articulation and Career Education for our students in the middle school grades.

We need to develop a new Student/Parent/School Compact and Handbook to better educate and communicate with our parent community our policies, procedures, and expectations.

Priority 1:	Ensure that all teachers understand and use data systematically to: Identify their student's prior knowledge in order to inform their teaching. Set learning goals for each student in order to better monitor progress. Develop a list of interventions for students struggling to meet key standards.
Priority 2:	Enable teachers to differentiate instructional approaches and activities to meet the learning needs of students at all achievement levels.
Priority 3:	Expand the use of technology in the classroom to support the core curriculum.

Allocations of Categorical Funds

Title I	EIA - SCE	EIA - LEP	QEIA	Other: SLIBG
not eligible	not eligible	\$28,858 includes carry-over	not eligible	\$42,224 includes carry-over

Parent Engagement and Partnership Activities To Reach School Priority Goal

To directly support school priority goals (academic, non-academic, climate) in the School Development and Improvement Plan (SDIP), the plan should include a Parent Engagement and Partnership component. The component develops programs, training, and activities in the six Epstein areas below to support the school improvement goal.

Parenting

To reach school priority goal, strategies should be developed to help parents understand how they can assist their children. If the priority goal is to increase reading scores, the school should offer parenting workshops to help instill in children a love of reading, or workshops to help parents understand the content standards in the area of reading and how they can help.

Communication

To reach school priority goal, strategies should be developed to help parents with the information and the vision of the benefits of the improvement goal. If the improvement goal is to increase math scores, a communication strategy may include stories about the importance of learning math in the school's newsletter or an awareness campaign that culminates in recognition awards.

Home Learning

To reach school priority goal, strategies should be developed that improve the teacher-parent relationship, and that helps the parent to know how to more effectively collaborate and support classroom learning.

Volunteering

To reach school priority goal, strategies should be developed that solicit the assistance of parents in areas that will help the school reach their priority goal. If the school improvement goal is to improve safety in the campus, parent volunteers could be solicited to be hall monitors.

Decision Making

To reach school priority goal, strategies should be developed to strengthen and involve parent and community leaders to partner with the school to achieve all goal. Parent leaders should assist the school in encouraging other parents to provide needed support

Community

To reach school priority goal, strategies should be developed to solicit support from community organizations, local businesses, etc. Partnering with a local business, for example, could provide the school with needed money for projects, resources or volunteers with special kinds of expertise.

Parent Engagement and Partnership Activities To Reach School Priority Goal

Genevieve Didion K-8 School Parent Involvement Policy

- Each year, during our BackToSchool Night events, parents are informed of a wide array of opportunities to become involved in the school program. Representatives from our PTA and our School Site Council join the staff in encouraging our parents to become active members in the educational process. Classroom parent representatives are selected to help collect and disseminate information and coordinate parent involvement in each classroom.
- Parents are provided with information regarding grade level curriculum, content standards, academic assessments, and student achievement data during parentteacher conferences held twice each year.
- The administration and teaching staff will provide ongoing opportunities for parents to meet and discuss student progress well as all school policies throughout the school year on a onetoone basis.
- Parent feedback on all aspects of our program, both directly or through the PTA or School Site Council, is valued and encouraged.

Shared Responsibilities for Student Success

At Genevieve Didion K-8 School, we feel that there is a direct relationship between student success and the strength of the partnership between parents, students, and staff. The responsibilities of each of these groups are discussed at various parent events and also in the Parent/Student Compact. This document is sent home during the first week of school.

Building Capacity for Involvement

In addition to parent conferences and other school-wide parent events, parents are kept informed of school events, procedures, and opportunities to get involved through:

- Our biweekly school newsletter The Dragon's Tale.
- Classroom newsletters.
- Our Didion website, and through the district's Parent Portal in Zangle.
- Our Parent/Student Handbooks for elementary and middle school segments.
- Flyers sent home with the students and via ConnectEd, our automated phone messaging system.

Planning into Action

Action Steps towards the Realization of Our Vision

Whole School Priority #1

Priority Goal 1	<p>Ensure that all teachers understand and use data systematically to: Identify their student's prior knowledge in order to inform their teaching. Set learning goals for each student in order to better monitor progress. Develop a list of interventions for students struggling to meet key standards.</p>
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Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring	
<p>All teachers will be trained to access and use data more effectively to inform their teaching. Teams will continue to meet on a regular basis for data examination and collaborative planning. Procedures for productive team collaboration will be identified and put into place.</p> <p>Professional Development: Data Inquiry Process Professional Learning Communities (PLC's)</p>	Staff	Professional development , subs, and supplemental materials; General SLIBG	Int 1 January 2012: 2nd data workshop held on site. CPT meetings ongoing	Parent community informed about our direction, goals, and supporting PD through newsletter and PTA meetings.		
	Principal					Int 2 March 2012; PD on effective meetings
	District Support					End June 2012; All PD completed, processes implemented
<p>Base-level interventions will be developed and be used consistently for struggling students as per the Response To Intervention model. (RTI)</p> <p>Professional Development: RTI model.</p>	Staff	Professional development , subs, and supplemental materials; General SLIBG EIA-Bil	Int 1 January 2012; PD on interventions through RTI	The RTI Process and subsequent available interventions will be explained at all SST, IEP, and 504 meetings, as well as at appropriate parent conferences.		
	Principal					Int 2
	District support					

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			March 2012; Ongoing integration of interventions		
			End June 2012; PD complete New interventions used school-wide		

Whole School Priority #2

Priority Goal 2	Enable teachers to differentiate instructional approaches and activities to meet the learning needs of students at all achievement levels.
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Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>All teachers will be trained in Curriculum Differentiation to meet the learning needs of students at all ability levels. Added attention will be given to ensure that our advanced students are challenged and working to potential.</p> <p>Professional Development: Differentiation GATE strategies</p>	Staff Principal District support	Professional development, subs, supplemental materials SLIBG	Int 1 January 2012; PD in Differentiation identified, scheduled	Parent community informed about goals and practices through school and classroom newsletters, and at PTA meetings. Additional communication to parents of GATE identified students.	
			Int 2 March 2012; PD in Differentiation begun and ongoing		
			End June 2012; 1st set of PD on Differentiation completed		
<p>The Writing Process will be taught consistently across all grade levels. Students will be given more opportunities to write and evaluate their own work as it progresses.</p> <p>Professional Development: Writing across the curriculum Rubric development</p>	Staff Principal District support	Professional development, supplemental materials SLIBG PTA	Int 1 January 2012; PD in the Writing Process identified	Parents will be given information about the writing process, rubrics, and how they can support it at home.	
			Int 2 March 2012;		

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			PD completed Writing rubrics in use at all grade levels		
Proven strategies to improve student learning will be explored and adopted based on pilot outcomes. Professional Development: Board Reading and Board Math	Staff Principal District resources	Supplemental materials and subs for school visitations SLIBG PTA	Int 1 January 2012; Begin visitations of successful programs	Information about these and other strategies will be sent home via newsletters and again at PTA meetings.	
			Int 2 March 2012; Pilot implementation at every grade level		
			End June 2012; Pilot program review, adjustments made, and plan for full school implementation		

Whole School Priority #3

Priority Goal 3	Expand the use of technology in the classroom to support the core curriculum.
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Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>Our Apple computer mobile labs will be used on a regular basis by students in the intermediate and middle school grades to support and enhance the core curriculum.</p> <p>Professional Development: The MacBook in the classroom The Ipad 2 in the classroom Effective use of technology in the curriculum</p>	Principal Technology Committee Apple reps. District support	Professional development Subs for visitations Additional hardware and software needs SLIGB PTA EIA-Bil Grant opportunities	Int 1 January 2012; PD on use of the Apple products will be scheduled	Parents are active members on our Technology Committee and our "Wired Didion" panel. Information on the new labs and their progress is sent out via school newsletters and at PTA and School Site Council meetings.	
			Int 2 March 2012; All teachers using the mobile labs will have been inserviced on the new equipment		
			End June 2012; Both mobile labs operating successfully in the classrooms Overall plan to expand the technology to other classrooms developed		
We will complete our goal to ensure that each teacher has the basic technology tools for classroom use:	Staff Principal	Additional technology hardware	Int 1 January 2012; Revised list of outstanding needs	(see above)	

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
a laptop, a document camera, and essential software that supports the core curriculum.	Technology committee	and software as identified SLIBG PTA Donations	from the technology plan developed and cost, material sources identified		
			Int 2 March 2012; Laptops in place for every teacher's classroom use		
			End June 2012; Phase 1 of Didion technology plan completed		

School Site Council Membership: Genevieve Didion K-8 School

Education Code Section 64001 requires that the SPSA 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 Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Norman Policar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Tsumura	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martha Hawkins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carmen Hernandez-Searle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renee Roberts-Willis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jai Sookprasert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Eric Gong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carrie McKinley-Tapio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dan Wadhwani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elisza Elias-Berg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and(Signature Page)

The school site council recommends this school plan and proposed 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.

English Learner Advisory Committee President


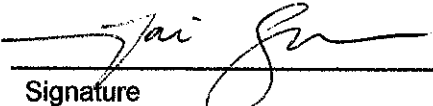
<u>n/a</u>	_____	_____
ELAC President Name	Signature	Date

Shared Decision Making Council Chairperson

<u>n/a</u>	_____	_____
SDMC Chairperson Name	Signature	Date

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 LEA Plan.
5. This school plan is based on 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. This school plan was adopted by the school site council at a public meeting* on .

Attested:

<u>Norman Policar</u>		<u>11/20/2011</u>
Typed name of school principal	Signature	Date
<u>Jai Sookprasert</u>		<u>11/29/11</u>
Typed name of SSC chairperson	Signature	Date

* A meeting of the SSC/SDMC qualifies as a public meeting. A 72 hour posting of SSC/SDMC meeting/s notice and agendas is required per Ed code 35140 and Govt. Code 54954.