School
Rooftop Alternative School (K8)

Principal
Jeffrey Burgos

School Vision
Rooftop strives to be much more than a school. Students, staff and parents work together to create a caring community of learners focused on developing the unique strengths of each child. Talented teachers provide enriched, rigorous standards based instruction which supports the achievement of all students. Rooftop's achievement profile reflects the success of this academic program for its diverse student population. Students discover their gifts and develop their talents through participation in a rich and varied arts program kindergarten through eighth grade. Rooftop's educational philosophy centers on the belief that when the arts are thoughtfully integrated into a challenging academic program, students' opportunity to think critically and problem solve creatively significantly increases.
Section I: Overview and Key Requirements

Overview

In order to plan for the 2012-2013 school year, all San Francisco public schools will use the Balanced Score Card/Single Plan for Student Achievement (BSC/SPSA) to guide their planning and improvement conversations. These revisions are intended to support schools to use student learning data more deeply; to reflect on the success and challenges they experienced during the 2011-2012 year; and to build with increased specificity on their efforts to realize the district’s strategic goals of access and equity, achievement, and accountability.

In the 2011-2012 school year, additional revisions to the BSC/SPSA template were made to ensure that the plan satisfies California Education Code § 64001, which establishes requirements related to school plans for categorical programs; Single Plans for Pupil Achievement or Single Plan for Student Achievement; submission of plans; and funding requirements. These requirements include:

a) School Site Council
   That school districts shall assure, in the consolidated application, that the Single Plan for Student Achievement has been prepared in accordance with law, and that the School Site Council has developed and approved a plan.

b) Compliance Reviews
   That onsite school and district compliance reviews of categorical programs - and their appropriate expenditures - shall continue, and school plans shall be required and reviewed as part of these onsite visits.

c) Reviews for Complaints
   That the department may require submission of the school plan for any school that is the specific subject of a complaint involving any categorical program or services.

d) Academic Measures
   That the content of a Single Plan for Student Achievement shall be aligned with goals for improving student achievement. School goals shall be based upon an analysis of verifiable state data (California Standards Test), including the Academic Performance Index (API). The plan shall also identify the schools’ means of evaluating progress toward accomplishing those goals.

e) Annual Review
   That the plan required by this section shall be reviewed annually and updated by the School Site Council (SSC). The plans shall be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students.

The 2012-2013 BSC/SPSA also incorporates your School Site Council roster, SSC signature and assurances page, and Title I Parent Involvement Policy into the body of this document. This information has previously been collected separately. Please note that ELAC and SAC rosters will be collected in January, 2013, at the same time that schools submit their annual revisions to the Lau Protocol.

Key Requirements

To satisfy key requirements of the Balanced Score Card/Single Plan for Student Achievement, please be sure that all of the items described below are complete and accurate.

2012-2013 School Site Council rosters and signatures, and 2012-2013 Advisory Council rosters, must be
1. Goals
   ✓ All 2012-2013 District Strategic Priorities are reflected and School Initiatives are described completely in the SharePoint BSC/SPSA template and, as necessary, are revised in the fall in keeping with CST data and final budget allocations

2. School Site Council
   ✓ SSC Roster
   ✓ SSC Signatures keeping (Please print the final 2 pages of your BSC for signatures, and send the signed hard copy to the LEAD office)

3. Budget
   ✓ All 2012-2013 Title I funds are accounted for in the BSC/SPSA
   ✓ All 2012-2013 EIA (LEP & SCE) funds are accounted for in the BSC/SPSA

4. Title I Parent Involvement Policy
   ✓ All Title I schools have an SSC-approved Parent Involvement policy
   ✓ All Title I schools have cut-and-pasted their SSC-approved Parent Involvement policy into this BSC.
Section II: Fall Data Review

Fall Data Analysis Conference with Research, Planning, and Accountability

Because summative data and final budget allocations are not available in the Spring, Section II is to be completed during your Data Conference in the Fall of 2012, and at any subsequent meetings of your School Site Council, Instructional Leadership Team, or other school teams.

What results did our 2011-2012 efforts produce? What are the implications of these results for revising this 2012-2013 year’s BSC/SPSA? What are the specific targets for your school in each of these areas?

a. School-Wide Analysis

Achievement (Assessment Results)
Our CST data over the past five years in both English Language Arts and Mathematics have shown almost a flat trend. Last year’s CST showed a 3% increase in ELA and 1% increase in Math compared to the previous year’s data. With 78% of our students and 74% of our students scoring proficient in English Language Arts and Math respectively, it is our goal to increase the proficiency levels by 5% in both content areas.

Growth (Assessment Results)
Over the five years, there has been a fairly steady growth (averaging 2.7% each year) in both English Language Arts and Mathematics with a slight decrease in ELA in 2010 and 2011. This increase is also evident in the proficiency rates for African American and Special Ed populations in ELA and African American, Latino and Special Ed populations in Math.

Behavioral Indicators (e.g. suspension, expulsion, grades, and attendance data)
Last school year, there were seven (versus fourteen in the previous year) suspensions handed to students representing 1.5% versus 2.5% in 2011. Overall attendance has steadily been at 98% with the AA student attendance at 96%.

Climate Indicators (Satisfaction Surveys)
Availability of needed resources is an area that has consistently been rated low in the satisfaction surveys. Safety and climate issues also were evidently a concern as reflected in both staff and student surveys. Respect for each other and general feeling of safety had some of the lowest rating in the survey. These are areas of focus for this school year.

b. Achievement Gap Analysis

Focal Groups (e.g. ethnicity, gender, language proficiency level, grade-level)
Our Latino and African America data continue to lag behind the overall school proficiency rates in both ELA and Math shown in the table below: ELA Proficiency Math ProficiencyRooftop K8 77.6%73.1% Latino61.3%65.1%African American 55.8%46.75 Though fewer in number (less than 50), our Special Ed and EL students are likewise showing an achievement gap reflected as follows: ELA Proficiency Math ProficiencyRooftop K8 77.6%73.1%English Learners 25%50.0%Special Education 50.0% 41.5% Eighth grade Algebra data at 52.5% proficiency is significantly below our school-wide math proficiency rate. For this school year, our focal students will be our Latino and African American students.
Section III: District Strategic Priorities

In 2012-2013 the district’s top priority for strategic plan implementation is providing a strong instructional core to all students. This priority involves the SFUSD Core Curriculum, English Language Development, and service delivery to students with disabilities. Each of these three areas reinforces one another to provide a rigorous curriculum within schools. The district has articulated school-level actions that will drive these priorities within schools; we ask that you reflect on these areas as you address the district priorities below.

How will you address the school-level action areas, identified by the district for 2012-2013?

1. SFUSD Core Curriculum
   School-Level Action Areas 2012-2013:
   - Common Learning Assessments (CLA’s) and Blueprints
   - Fountas & Pinnell Benchmark Reading Assessment, K-1
   - Introduction of the Common Core State Standards
   - Teacher Research & Development Groups (ELA)
   - Participate in Algebra “Cohort” or “Study of the Standards” participation (Math)

   a. Analysis of Current Status

   Rooftop made great strides this year in this area. Rooftop teachers participated in grade level EC-PLC cluster groups twice per month to review results that informed their teaching practices. Grades 2-8 implemented the CLA assessments for both Language Arts and Math this year and reviewed and reflected on results within the cluster meetings. In addition, Grades 2 & 3 used Fountas and Pinnell as interim assessments. Kindergarten and grade 1 used the PALS assessment 3 times and reviewed Data.
   All groups completed Assessment calendars and are presently constructing Standards Maps. Staff developed an assessment portfolio that will follow students to each grade. Implemented the use of Literacy coach to develop RTI Interventions at the First and Second Grade level. In addition we used a RSP teacher for the RTI model in kindergarten with the goal that all K students would know letters and sounds.

   b. Next Steps Towards Implementation

   What steps will you take in the 2012-2013 school year to address the action areas in your instructional program?
   Rooftop is fortunate to have a strong staff that works with the Principal to design and develop meetings where reflection on daily practices is paramount. Staff has committed and developed a schedule to meet twice a month as grade level teams to collaborate around student work. Kindergarten and First grade will be trained and implement Fountas and Pinnell and we hope to use this data in our work. In grades 2-4 teachers implement the Fountas & Pinnell literacy assessments thus enabling longitudinal data study. With the implementation of and the use of F&P, staff will need to determine the best use of an articulated assessment calendar. Next year, the primary goal is to look at guided reading and balanced literacy and determine how Rooftop will implement best practices. In addition, the Instructional leadership team will continue to build the community around student learning.

2. English Language Development
   School-Level Focus Areas 2012-2013:
At least 30 minutes per day for all EL students by proficiency level

- Essentials of ELD
- Language Objectives
- Differentiated Language Instruction, which includes
  - Vocabulary development
  - Language structures
  - Sentence frames
  - Structured Language Practice

Possible Next Steps Towards Implementation for the English Language Development initiative may include: reviewing CELDT and other language development assessment data (e.g., ADEPT, IPT, QIA); participating in Multilingual Pathways’s professional development related to the Essential Elements of ELD and other EL professional development; engaging teachers in completing and analyzing Section III of the Lau Protocol with a focus on the prevention of Long-Term English Learners; and supporting teachers to implement the MPD ELD sample lessons, English Now! (Mission Zone), Treasures, and English 3D (for middle and high school Long-Term ELs).

a. Analysis of Current Status

Reflect on your school’s current status related to English Language Development, including any barriers you may have faced during the 2011-2012 school year.

Rooftop School has a unique ELL student profile with very few identified students. Of those identified they span all grades, and all ability levels. Individual teachers did ELD in their classes. All teachers went to the training that was offered by ELSS in the fall. LEAD and APD conducted a beginning of the year planning session and a mid-year walkthrough. Our data indicates that our ELL population does very well in our school and it is due to the fact that SDAIE occurs in all classes on a consistent basis. We consistently hold SST’s for students who continue to struggle with Language Acquisition and implement intervention supports through small group instruction supported by classroom teachers and the literacy coach. In following the Lau plan, Rooftop formed an ELAC team that meets with the Site council and had two separate meetings in the evening to provide information to second language families. In addition, it is a goal to provide all parent information translated in both Spanish and Chinese.

b. Next Steps Towards Implementation

What steps will you take in the 2012-2013 school year to address the action areas in your instructional program?

Rooftop teachers recently participated in a one hour meeting to reflect on our ELL services to identified students. We made a shared decision to keep this initiative as a school priority and we are presently in the process of considering the best ways to support the students. We have determined that we will need to carefully place students in ability level clusters within specific classes in an effort to best meet their needs. Because we have determined that ELL support structures are at the forefront of our work next year we have agreed to set aside regular meeting time to discuss and reflect on how we are meeting our goals. We will consider technology supports for all ELL students (Rosetta Stone) and continue to find a school wide system to implement ELD instruction at the K-5 levels. There will be professional development for all teachers at the beginning of the year with Essential Elements of ELD. We will provide time during grade level meetings to support teachers in the implementation of the ELSS ELD sample lesson plans. Finally, we will increase the number of parents involved in the ELAC meetings.

Educational Service Delivery to Students with Disabilities

School Level Focus Areas 2012-2013:

- RSP/Inclusion services in all schools and at all levels
- Implement and track Pre-Referral Interventions
- Participate in “Behavioral RtI” cohort, or in “Step by Step to Inclusive Schools” initiative
Possible Next Steps Towards Implementation of Educational Service Delivery to Students with Disabilities

initiative may include ensuring that teachers are planning and implementing instruction using multi-level instruction, accommodations, and modifications; supporting staff training on Behavioral RtI, inclusive practices or other evidence-based practices that improve outcomes for students with disabilities; or reviewing and refining SST and pre-referral services for students.

a. Analysis of Current Status

Reflect on your school’s current status related to Educational Service Delivery to Students with Disabilities, including any barriers you may have faced during the 2011-2012 school year.

Rooftop School is well prepared to meet the challenges related to IDEA and is ready to provide a Fair/Free and Appropriate Public Education for all students. We are fortunate to have the history of having a strong Special Education program on site with three SDC-ED classes, and a strong RSP program at both sites. Rooftop has been able to regularly collaborate and plan for all students. We regularly mainstream our SDC students into general ed. classes and reverse mainstream our gen. ed. students into the SDC’s. We have worked within the IEP structures to blend programs for some students. Our community values inclusive practices. Our SDC teachers collaborates with all gen. ed. classrooms because of our strong SST structures and our authentic IEP meetings, we are well prepared to embrace and plan for any student at our school and refined the SST process to ensure that goals are measurable: and refer only those students who are not achieving success in the intervention pyramid that we are designing.

b. Next Steps Towards Implementation

What steps will you take in the 2012-2013 school year to address the action areas in your instructional program?

Rooftop will continue to work with the Content Specialists and Program Administrators form the Special Education department to ensure that we are meeting the needs of all of our identified students. Rooftop is committed to setting aside planning time to better understand inclusion students' needs and how best to approach their teaching of these students. We will emphasize communication with parents and the need to have regular collaborative planning structures on site. The Principal and Special Ed. Teachers will introduce related articles and research for Gen. Ed. teachers to consider as they embrace the district's new inclusion initiative. The LSP will emphasize the need to plan and develop the pyramid of Interventions offered at Rooftop in the SAP process.
Section IV: School Initiatives: Realizing the District’s Goals

In addition to the work you have described in “Section III: District Strategic Priorities”, which aligns to the district’s implementation of its Strategic Plan, describe your highest school priorities in support of the district’s strategic goals of Access and Equity, Student Achievement, and Accountability.

Goal One: Equity and Access – Making Social Justice a Reality

We will ensure that every student has access to quality teaching and learning regardless of background, neighborhood and income level.

In order to realize this goal within your school site, we ask that you focus on the achievement gap(s) that may have been identified at your school, based first on past data, and then on data from your Fall 2012 Data Conference with Research, Planning, and Accountability.

1. Achievement Gap Analysis

**IN THE SPRING:** Based on the data available to you in the Spring of 2012, describe whatever achievement gap exists in your school. Reflect on what strategies you have used in the past that have been effective – or that have not been effective.

Rooftop strives to be much more than a school. Students, staff and parents work together to create a respectful, caring community of learners focused on developing the unique strengths of each child. Rooftop’s challenging educational program integrates the arts to empower all students to become academic achievers, critical thinkers, and effective problem solvers. Rooftop’s staff and students commit to a pledge of respect which acknowledges the worth and dignity of all of its members: “acceptance and tolerance is a personal decision that comes from the belief that everyone is valuable and worthy of respect.” Rooftop’s diversity is its strength. “We pledge to never make another person feel less by their behavior, words, actions or attitudes.” Rooftop recognizes the value and contributions that parents and family members make to promote student engagement and achievement. Equity and social justice are core values at Rooftop School. Equity ensures: …that all students receive what they need. …each student benefits when all students learn and grow. …school and families work together to communicate and maintain high standards for all students. Social justice is founded on the commitment that every child has the right to be educated. Social justice is assuring that… …all students will gain the knowledge and power to take control of their lives …the playing field is leveled so that all students and families feel included …agreeing to understand differences …respect and appreciation of everyone When Rooftop’s staff was asked what they believe in for ALL students, common responses included

**IN THE FALL:** Based on data available to you after your Fall Data Conference with Research, Planning, and Accountability, revise this description.

2. Priorities, Strategies, and Measurable Outcomes

Describe two priorities, the highest-leverage strategies you have selected to address the achievement gap, and how you will measure your progress related to these priorities.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Strategies to Address the Achievement Gap</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Achieving students</td>
<td>Literacy specialist will provide support to identified students (using F/P) needing literacy intervention.</td>
<td>Fountas &amp; Pinnell Benchmark Assessment (Reading Level)</td>
</tr>
<tr>
<td>Middle School Students</td>
<td>School Guidance Counselor will provide ongoing academic counseling.</td>
<td>MAP Common Learning Assessment- ELA</td>
</tr>
<tr>
<td>All Students</td>
<td>Learning Support professional will provide support to students and their families which includes connecting them to available resources.</td>
<td>MAP Common Learning Assessment- ELA</td>
</tr>
</tbody>
</table>

*Other Measurable Outcome*
Goal Two: Achievement – Engage High Achieving and Joyful Learners:
We will ensure that every student graduates from high school ready for college and/or career with the tools necessary to succeed.

This section focuses on the school-wide priorities in support of this goal that have been identified at your school, based first on past data, and then on data from your Fall 2012 Data Conference with Research, Planning, and Accountability.

a. School-Wide Analysis

IN THE SPRING: Based on the data available to you in the Spring of 2012, describe your school-wide priorities. Reflect on what strategies you have used in the past that have been effective – or that have not been effective.

At Rooftop, we have many programs and activities that promote the engagement of high achieving and joyful learners. Rooftop parents and teachers create a culture of support and caring which allows accessibility to all students. The programs that we have at Rooftop are multisensory, motivating, and allow for differentiated learning. Students are engaged in high achieving, joyful, 21st century learning through a variety of authentic learning opportunities which include: Art, Garden, Outdoor Education, Sensory Motor Integration, Computer Classes, Student Government, Performing Arts – Northstar Project, Visual Arts, Newspaper, Yearbook, Physical Education, and Sports Teams. Teachers engage in equity centered professional learning communities. Teachers use their grade level common planning time to construct schoolwide learning initiatives such as: Family "Memories" Project, Drum Majors Instinct: the study of the speeches of Martin Luther King, creating a culture of service, project based learning across all grade levels and content areas, and implementation across grade levels of Renzulli learning. Through Restorative Practices and grade level teams the is collaborative team building and relationships amongst staff across grade levels, content areas, and campuses. Promising practices which promote high achievement and joyful learning are presented by individual teachers hosting staff meetings and sharing best practices. The Site Council in conjunction with PTA works with staff to improve engaging strategies to promote cultural competency in the classroom. This is seen through Affinity meetings, Community Action Planning. Art Leadership Team comprised of teachers, parents and artists identify artists-in residence to engage students in a year long study. And finally, the School Site Council comprised of staff, parents and stakeholders work together to identify opportunities for authentic learning for every student. This year the results of the surveys identified the goal of improving school climate as the number one goal. The staff identified Second Step curriculum and Restorative practices as the method for increasing school climate.

IN THE FALL: Based on data available to you after your Fall Data Conference with Research, Planning, and Accountability, revise this description.

b. Priorities, Strategies, and Measurable Outcomes

Describe two priorities, the highest-leverage strategies you have selected to address your school-wide priorities, and how you will measure your progress related to these priorities.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Strategies to Address Your School-Wide Priorities</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Implementation of schoolwide programs: Art Is, Sensory Motor, Outdoor Education, garden</td>
<td>Family satisfaction survey</td>
</tr>
<tr>
<td>After School Programs</td>
<td>Continue to implement and communicate the activities provided to Rooftop students after school</td>
<td>Family satisfaction survey</td>
</tr>
</tbody>
</table>
Goal Three: Accountability – Keeping Our Promises to Students and Families:

In an age of testing, measuring, and mandating, San Francisco Unified School District is calling for relational accountability. While we will continue to lead the country in our use and development of thoughtful metrics, we are equally committed to developing new relationships that put students, families and community at the center and ask us to keep pretense, personal agendas and egos to the side. We are striving for the genuine accountability you feel when you promise someone you love, or care deeply about, that you will do something that is important to her or him.

a. School Definition – How do you interpret and enact this goal at your school site?

"What does it mean to serve?" "It means to help, to love, to be generous, to be great, to be free." -Rooftop 6th grade student, following the 6th-8th grades’ study of MLK’s speech, "The Drum Major Instinct." Rooftop School believes that we keep promises to our students and their families by partnering with them to build a positive school culture which feels open and available to all families. We believe that successful engagement of families is the result of planning and explicit invitation. Rooftop School believes in the culture of service by staff, students and families. At Rooftop School, our focus on arts learning promotes a culture of service by teaching children from a very young age that everyone can contribute by doing. This year’s artist in residence, jazz artist Marcus Shelby, has pointed out to staff, parents and students that “… we all have our own original, unique melodies, but by gathering all of our different sounds together as one, we can experience the richness of harmony. In harmony, our collective song becomes richer and more powerful." Keeping promises to our students requires that we honor their families, their cultures, their individual uniqueness and their contributions to the collective Rooftop community. We do that by engaging our students and their families in a culture of service here at Rooftop School. We nurture the expectation of participation and provide opportunities, outreach and support for families to do so. We have a community service requirement of our middle school students. We have a daily expectation of service by students on the yard, in the classroom and at home. We celebrate the effort, leadership, and contributions of our community members. Finally and most importantly we encourage our community members to use and share their unique talents and express their ideas through a most joyful kind of learning. We have family nights, community days, long term projects that require service and creative effort. Importantly, in the process of creating and participating, members of our community gain pleasure from their efforts and recognize the worth of their personal contributions in service to others.

b. Priorities, Strategies, and Measurable Outcomes

Describe two priorities, the highest-leverage strategies you have selected to realize this goal, and evidence you will collect to demonstrate your progress related to these priorities. Limit each response to one or two sentences.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Strategies to Achieve Your Accountability Priorities</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School Students</td>
<td>Setting up strategies so that all students can be successful</td>
<td>Grades</td>
</tr>
<tr>
<td>All Students</td>
<td>Developing programs such as Safe School Ambassadors, Restorative Practices, Mentoring and after school tutoring.</td>
<td>Parent and student surveys</td>
</tr>
<tr>
<td>Parents</td>
<td>Developing relationships with families through Affinity Meetings, family art nights,</td>
<td>parent survey</td>
</tr>
</tbody>
</table>
# Section V: Budget

## a. Categorical Expenses

<table>
<thead>
<tr>
<th>Budget Type</th>
<th>How you plan to use these funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I Total Budget</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>EIA-LEP Total Budget</strong></td>
<td>$25,693 Hire of personnel to provide academic counseling services to middle school students and to provide intervention services through a literacy coach</td>
</tr>
<tr>
<td><strong>EIA-SCE Total Budget</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>SIG Total Budget</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>SIG Costs</strong></td>
<td>$0</td>
</tr>
</tbody>
</table>

For Title I schools, describe how you will use at least 1% of your Title I budget to support parent involvement.

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy.

Date your school’s Parent Involvement policy was reviewed by your School Site Council.

For Title I schools, cut and paste your school’s Parent Involvement Policy into this box.

For Title I Program Improvement schools, describe how you will use at least 10% of your Title I budget to support professional development.

## b. Other Expenses (Optional)

*This optional section may be used to report additional non-categorical expenses related to implementing either district or school initiatives (e.g. PTO funds; grants, etc.)*

<table>
<thead>
<tr>
<th>District Initiatives</th>
<th>Cost</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFUSD Core Curriculum</td>
<td>25,000</td>
<td>General fund</td>
</tr>
<tr>
<td>School Initiatives</td>
<td>Cost</td>
<td>Funding Source</td>
</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>Goal One: Access and Equity</td>
<td>85,000</td>
<td>PTA</td>
</tr>
<tr>
<td>Goal Two: Achievement</td>
<td>25,000</td>
<td>PTA</td>
</tr>
<tr>
<td>Goal Three: Accountability</td>
<td>20,000</td>
<td>PTA and SLIP</td>
</tr>
</tbody>
</table>

English Language Development 20,000 SLIP and General Fund
Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance. Be sure that the principal and SSC president have signed the assurances page, and that all SSC members are listed in the roster.

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:

- The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. 
- 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.
- 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 (SAC) for State Compensatory Education Programs
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education (GATE) Program Advisory Committee
  - Other (list)

- The school site council reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, SFSUD strategic plan, and in the Local Improvement Plan.
- 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.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees before March 23, 2012.
  2. One meeting to present plan upon its completion before October 12, 2012

- This school plan was adopted by the school site council on: 3/22/2012

- 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.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
Attest:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Jeffrey Burgos</td>
<td>Principal</td>
<td></td>
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<tr>
<td>Kristen Hansen</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Kelly Dearman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Robin Pugh</td>
<td>Parent</td>
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</tr>
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<td>Mike Sleckowski</td>
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<tr>
<td>Kathi Berman</td>
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<tr>
<td>Kelly Louis</td>
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<td>Patty Ryan</td>
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<td>Tiffany Kendall</td>
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<tr>
<td>Corrina McGraw</td>
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<tr>
<td>Alma Avila</td>
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