Bryant Elementary is a PreK - 5 Community School in the Mission District. We foster life-long learning in an environment where all children are valued, nurtured, and challenged. Through high expectations and active engagement of the entire community, students work toward their full potential. We are responsible for raising the next generation of creative, technology savvy, critical thinkers who are socially responsible in a respectful, student-centered environment. We have two programs a Spanish biliteracy pathway and ELD that draw primarily from the Mission. We are 85% Latino, 5% African-American, 4% White 2% two or more races, 2% and the 2% unknown American Indian & Filipino; 9.4% of our student receive Special Education services and 54% of are English Language Learners. We hope when students leave us they are: - Bilingual and biliterate -Critical thinkers -Socially and environmentally responsible -Make actionable Bryant’s principles of learning -non-cognitive skills (curiosity, empathy, self confidence, persistence) to navigate their higher education and the world Relational trust, equity, data-driven, and clear systems and procedures help hold our work. We have core values that we teach to our students (bilingual community, persistence, empathy and integrity). Our strengths are that we are a community school and Mission Promise Neighborhood grant recipient. We work in partnership to align our resources to best support our students and families. At Bryant, everyone is a learner and everyone has an opportunity to lead. We have systems and structures such as an active CARE team and Mental Health Collaborative Team, extended learning opportunities and small group instruction that supports our response to intervention. We provide children with an inclusive and caring environment in which to learn and grow. At Bryant we use a comprehensive approach to literacy - We are working hard to best support our English learners followed by differentiated practice at students’ proximal level of development. Our belief is that raising literate & bilingual children provide them more opportunities to understanding of the world and provides them with a competitive advantage in our global economy.

Our goal at Bryant is to successfully provide every one of our students with a strong education in Spanish and English, so that every single child is ready for college or prepared for a career. In addition to being committed to high expectations academically for all students, Bryant is also dedicated to providing students with a variety of experiences via music, visual arts, dance and outdoor education. The greatest challenge facing our school is combining our academic and behavioral responses to intervention in order to create seamless services for our students who need the highest levels of support. As a school we are struggling to close the gap for our English Learners (especially our intermediate ELs) academically. We notice that there is a discrepancy among our Spanish speaking and English speaking families. We are working toward trying to address how to authentically engage more families. Finally, we are continuing to question our practices to ensure that we keep academic achievement and equity at the center, along with developing relational trust with students and families across difference. Our main strategies in the next two years are: 1) providing teachers, paraprofessionals, and support staff the professional development and time needed in order to make their collaborations the most purposeful in terms of reaching identified student outcomes, and 2) engaging and empowering our families deeply so our partnerships with families and community organizations continue to grow and maintain the momentum we’ve established as we move forward into an exciting, every-changing future.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school’s top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school’s top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, “what is the school mainly working on right now, what would he/she say?”)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budget Guide
SECTION I: Overview and Key Components

Overview
Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- Content Knowledge
- Career and Life Skills
- Global, Local, and Digital Identity
- Leadership, Empathy, and Collaboration
- Creativity
- Sense of Purpose and Sense of Self

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2015-2016 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC) Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
### 1. Balanced Score Card/ Single Plan for School Achievement

- All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

### 2. School Site Council Roster*, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either "staff-alternate" or "parent/community-alternate" for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

### 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

### 4. Title I Parent Involvement Policy*

- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package

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*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.*
**SECTION II: School Data Profile**

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this ([https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx)) to your data. Inside your school folder look for the folder titled “SchNum_Balanced_Scorecard_2016-18”. This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)</td>
<td>• Instructional Core: ELA, ELD and Math&lt;br&gt;• Student-Centered Learning Climate</td>
<td>2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&amp;P English and Spanish, SRI, Math Task and Writing Task</td>
</tr>
<tr>
<td>CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)</td>
<td>• Instructional Core: ELD</td>
<td>Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels</td>
</tr>
<tr>
<td>SQII 2014-15 (SQII Performance, definitions, thresholds and targets)</td>
<td>• Instructional Core: ELA, ELD and Math&lt;br&gt;• Student-Centered Learning Climate&lt;br&gt;• College and Career Readiness</td>
<td>Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets</td>
</tr>
<tr>
<td>Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)</td>
<td>• Instructional Core: ELA, Math, Other Subject Areas&lt;br&gt;• College and Career Readiness</td>
<td>Overall and sub-group grades – % A’s and % D&amp;F’s for English Language Arts, Math, Science, Social Science and GPA Average</td>
</tr>
<tr>
<td>College Readiness School Profile** (Performance on college readiness indicators)</td>
<td>• College and Career Readiness</td>
<td>3-year trend data on SAT, ACT, AP and EAP with number tested and average scores</td>
</tr>
</tbody>
</table>

**NOTES:**

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state’s priorities. These align well with SFUSD’s articulated performance indicators and the work we’ve done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- What are the implications of the data, based on your analysis?
- Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school’s context?
- In each area, identify targets/outcomes that measure impact on student achievement.
- What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan Transform Learning. Transform Lives.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

As a school community, please review “Strategies in Action: Classrooms” prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

*Focal Group: Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

**Academic Tier One**-Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Our performance target is that by the end of May 2017, we will have 80% of our students reading at or above grade level, the remaining will have made gains of two or more levels. We would like our students to show accelerated growth by at least .3 of a year in a given trimester.</td>
<td>All students will have guided reading. Students will have book boxes that reflect independent level, are of student interest. In addition, students will read on MyON regularly. Students will also read in our after school program and after school teachers will learn conferring strategies and prompting questions for comprehension.</td>
</tr>
</tbody>
</table>

Students are making gains in moving up levels in reading however, comprehension and fluency continue to be areas that need development and growth.

Our IDA benchmarks will show a 30% of our students reading at or above grade level, the remaining will have made gains of two or more levels. We would like our students to show accelerated growth by at least 3 of a year in a given trimester.

All students will receive conferring with teachers in reading and writing. This process will be systematized to insure teacher’s are tracking student goals and progress.

Based on the 2015-2016 SBAC ELA data for our 3rd -5th grade students our scored 39.8%; this is a 16% growth. The District is at 50.5%. The 99 students tested on SBAC ELA (30 scored SNYM, 13 SNM, 14 SM and 4 ES), Standard Not Yet Met=SNYM, Standard Nearly Met=SNM, Standard Met=SM and Exceeded Standard=ES.

Our target is to have at least 50% of our student scoring at or above grade level on the SBAC ELA.

See above strategies.

**Academic Tier Two**-What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts- Intervention</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>
In our most current data analysis our students are performing as follows: Students needing intervention Based on F&P Reading assessments: Bilingual Strand: Spanish - 34 English - 17 English Plus Strand English - 38 Our school wide IWA scores show 0% of students proficient compared to the Districts 17.9. In the F&P English our student went from 30.7% to 42%, an acceleration rate of 12.7%.

Our performance goal is that by the end of May 2016, we will have 80% of our students reading at or above grade level, and the remaining 20% will have made gains of two or more levels. We would like our students to show accelerated growth by at least .3 of a year in a given trimester.

The following interventions are required to ensure that all students reach mastery: Our Literacy Lead team (ARTIF-Barbara, Assistant Principal-Esther and Tech Teacher-Tomás, Reading Recovery Teacher-Laura) will provide Tier 1 support to both 1st grade classes and 4th grade bilingual -our newest teachers to CAL for an additional month. Our ART1- Facilitator will continue to implement LLI Reading Intervention with 36% of our students. Mr. Tomás will also have a few groups using LLI. Mrs. Esther will also support a reading group students. Laura provides a few students 1:1 intervention and an upper grade LLI group. IWA interventions will be in place for third grade students in the bilingual pathway. They will be supported for 4 weeks before the IWA is administered. In addition we will ensure that the 3rd grade bilingual teacher provide opportunities for the students to write in English, during the second spiral.

Based on the 2015-2016 SBAC ELA data for our 3rd - 5th grade students our scored 39.8%; this is a 16% growth. The District is at 50.5%. The 99 students tested on SBAC ELA (30 scored SNYM, 13 SNM, 14 SM and 4 ES). Standard Not Yet Met=SNYM, Standard Nearly Met=SNM, Standard Met=SM and Exceeded Standard=ES.

Our performance goal is that by the end of May 2016, we will have 80% of our students reading at or above grade level, and the remaining 20% will have made gains of two or more levels. We would like our students to show accelerated growth by at least .3 of a year in a given trimester.

See above strategies. Our 3rd-5th grade teacher will use LLI for guided reading with students that are 2 years behind grade level that are not able to be in intervention groups with our Lit Lead team.

**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

**Analysis of results for Language Arts-Focal Group**

<table>
<thead>
<tr>
<th>SPED: In the IAB-ELA Our school was at 49% in Window 1 and 76.0% in Window 2. Our students receiving special education services was at 38.9% in Window 1 and 72.2% in Window 2. Although our students receiving special education services had a 33.3% growth they are still underperforming our students that do not receive SPED services. This is very evident in our F&amp;P our students receiving special education went from 16.7% to 25% at grade level in F&amp;P whereas our students NOT receiving special education went from 52.2% to 61.9% meeting or exceeding standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs: In the IAB-ELA our ELs were at 42.7% in Window 1 and 74.3% in Window 2. In English F&amp;P the went from 23.5% to 33.9%. In Spanish they went from 50.5 to 59.2%</td>
</tr>
</tbody>
</table>

**Based on the analysis of the results, what are your targets/performance goals?**

<table>
<thead>
<tr>
<th>SPED: Students will make a minimum of 1 year growth in reading. They will have individual growth goals in writing and District benchmark assessments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs: Students will make a minimum of 1.5-2 years growth in reading. They will have individual growth goals in writing and District benchmark assessments.</td>
</tr>
</tbody>
</table>

**What interventions are required to ensure all students reach mastery?**

<table>
<thead>
<tr>
<th>SPED: Students with reading goals will have high interest level books; an Ipad with MyON or A-Z in their book boxes. Students will have writing tools and organizers to support their writing in class, in our after school program and a toolkit for home use. Special education teachers will use LLI and Soluciones to support students receiving reading instruction. The assistant principal will provide training in Soluciones.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs: Students reading 1-1.5 years behind will have an Ipad with MYON in their book boxes. They will have high interest books at their level (in both Spanish and English if in the biliteracy pathway). Students will have writing tools, organizers to support their writing in class, in after school program and a kit will be made for them to use at home.</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

**Academic Tier One—**Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

**Analysis of Results Mathematics-All Students**

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

**Based on the analysis of the results, what are your targets/performance goals?**

| Our target for Math is 50% of our students will be at or above the standard. The other 50% will have individual growth goals. |

**What instructional shifts will be required to achieve these goals?**

WASC Ch.5
School wide Mid-Year Performance Metric indicate that students are at 36% at or above the standard, performing below the district level (50.4%) standards except 3rd grade where they are at 78.1% at or above the standard. IAB-Math our students dropped from 57.6% to 48.4% percent; an acceleration rate of 43.6%. Our school wide Math task scores show 34.1% of students proficient compared to the District’s 51.8%.

Based on the 2015-2016 SBAC Math data for our 3rd -5th grade students our scored 31.9%; this is a 10.7% growth. According to the SQII data of the current 4th/5th grade students 29% (18 students) scored Standard Not Yet Met, 26% (16 students) scored Standard Nearly Met, 39% (24 students) scored Standard Met and 6% (4 students) scored Exceed Standard.

Our target for SBAC Math is that 50% of our students be at or above the standard. The other 50% will have individual growth goals.

We will use Front Row math in all grades levels weekly. We will continue our Parent engagement-Meet and Greets by grade level focused on Math. We will have S.T.E.M. Night. Parent workshops with students on Math. We will create an Open House in the Spring focused on Math and writing.

**Focal Group**: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

**Analysis of Results for Mathematics-Focal Group**

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We were not able to provide Do The Math intervention to our students because staffing and capacity building of our after school staff were barriers. We did provide families math meet and greets with teachers sharing math content standards and strategies on how to help students at home in Math.</td>
<td>We will target students that are 1.5 or 2 years behind in math. We will provide Do The Math intervention and consistent Front Row Math. Our target is that 50% of our students are at or above grade level in IAB Math and Math Tasks.</td>
<td>Our Lead team (RtI, IRF and AP) will support teachers with the SEBT implementation. P.D. We will hire an Americorp member to support in class academics, help engage students in learning, help co-regulate behavior (behavior plan check ins) for targeted at risk students. Americorp member will lead social groups using Do The Math- math games. We will use Front Row Math and strategically provide students in after school programs an opportunity to work on Front Row Math online.</td>
</tr>
</tbody>
</table>

**Analysis of results for Mathematics-Focal Group WASC Ch.2**

| SPED: In the IAB-MATH our school was at 57.6% in Window 1 and 48.4% in Window 2. Our students receiving special education services was at 38.9% in Window 1 and 72.2% in Window 2. Our students receiving special education services went from 38.9% to 40%. | SPED: Overall all students receiving SpEd services will be at 70% or more proficient in their District IAB-Math assessments. They will meet their math goals and have growth goals in math and District benchmark assessments. | SPED: Students with math goals will math tools and manipulatives to support their learning. SpEd teacher can use apps like swan math apps, front row and curriculums like touch math and Do the Math. They will also have access to Front Row math at least 3 times a week. Students will have math tools to support their math in class, in our after school program and a toolkit for home use. |

| ELs: In the IAB-MATH our school was at 57.6% in Window 1 and 48.4% in Window 2. Our EL students was at 54.1% in Window 1 and 46.6% in Window 2. | ELs: Overall all students ELs will be at least at 70% or more proficient in their District IAB-Math assessments. | ELs: Students will have math vocabulary/glossaries and manipulatives to support their learning. They will also have access to Front Row math a few times a week. Students will have math tools to support their math in class, in our after school program and a toolkit for home use. |

**Academic Tier Two**—What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

**Analysis of Results**

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
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<tbody>
<tr>
<td>We did provide families math meet and greets with teachers sharing math content standards and strategies on how to help students at home in Math.</td>
<td>We will target students that are 1.5 or 2 years behind in math. We will provide Do The Math intervention and consistent Front Row Math. Our target is that 50% of our students are at or above grade level in IAB Math and Math Tasks.</td>
</tr>
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</table>

**English Language Development (ELD)**

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient (RFEP)**?

**Analysis of results (Including CELDT, F&P or SRI and SBAC) for all ELs (By Typology):**

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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</thead>
<tbody>
<tr>
<td>We were not able to provide Do The Math intervention to our students because staffing and capacity building of our after school staff were barriers. We did provide families math meet and greets with teachers sharing math content standards and strategies on how to help students at home in Math.</td>
<td>We will target students that are 1.5 or 2 years behind in math. We will provide Do The Math intervention and consistent Front Row Math. Our target is that 50% of our students are at or above grade level in IAB Math and Math Tasks.</td>
</tr>
</tbody>
</table>

**Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology):**

<table>
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</tr>
<tr>
<td>SPED: In the IAB-MATH our school was at 57.6% in Window 1 and 48.4% in Window 2. Our students receiving special education services was at 38.9% in Window 1 and 72.2% in Window 2. Our students receiving special education services went from 38.9% to 40%.</td>
<td>SPED: Overall all students receiving SpEd services will be at 70% or more proficient in their District IAB-Math assessments. They will meet their math goals and have growth goals in math and District benchmark assessments.</td>
</tr>
<tr>
<td>ELs: In the IAB-MATH our school was at 57.6% in Window 1 and 48.4% in Window 2. Our EL students was at 54.1% in Window 1 and 46.6% in Window 2.</td>
<td>ELs: Overall all students ELs will be at least at 70% or more proficient in their District IAB-Math assessments.</td>
</tr>
</tbody>
</table>
We need to better support our students' growth. What shifts will be required to achieve these goals? As a school, we will provide additional professional development on ELD. We will better align our ELD practices for designated ELD and SDAIE across the learning day and contents. Our Bilingual strand will outline and align our work in SEBT. School-wide practices in structured language practices.

### Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK: Phonological Awareness Literacy Screening (PALS) &amp; Rhyme Awareness: 21% -out of 24 students tested 5 met developmental range. Upper Case Alphabet: 29% out of 24 students 7 students Name Writing: 58% out of 24 students 7 students</td>
<td>60% of our students to meet the Spring developmental range in Rhyme Awareness. 60% to meet the Spring developmental range in upper case alphabet. 100% to meet the Spring developmental range in name writing.</td>
<td>Providing explicit instruction in interactive writing and reading to our PreK teacher. Support the development of literacy centers that support these areas (rhyme awareness, upper case alphabet, and name writing). In addition, we will use a PreK core curriculum to support early literacy.</td>
</tr>
<tr>
<td>Desired Results Developmental Profile (DRDP): Cognition including Math/Science 56% at Level, 2 integrating middle (19 students) in number sense of math operations. 59% at Level 2 building later in classification.</td>
<td>85% (28 students) of our students at Level 3 integrating Middle 85% of our students at Level 3 integrating middle</td>
<td>Providing explicit PD in math to our PreK teacher. Support the development of math centers that support these areas (math operations and classification). In addition, we will use a PreK math core curriculum to support our students develop their cognition in math and science.</td>
</tr>
</tbody>
</table>

### College and Career Readiness

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

**High Schools Indicators:** On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

**Middle Schools Indicators:** AVID, High School Readiness, College visits, college and career plans.
We have created a college going culture at Bryant. Every Friday our staff wears their college tee shirts, teachers use colleges to create groups in their classrooms, they teach students explicitly about the importance of attending college. In addition our after school programs host a series of college readiness. Our students, staff and families participate in a march to college parade.

Our target is to have every student and family experience a city, state and University. Increase students knowledge of college and university. Students in 3-5 will be able to name 3 universities and what it requires to get into college.

Teacher will share their journey to get a college degree. They will display their credentials (diplomas and school pendants to highlight the importance of a college education. We will purchase college pendants and rename classroom college names.

<table>
<thead>
<tr>
<th>Student visit college system</th>
<th>Students and teacher will visit at least one college or university every year as part of our college going culture and value.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the family survey we need to increase the % of how many families understand the A-G requirements.</td>
<td>Our goals is to increase the % of families that understand the A-g requirements from 64% to 80%.</td>
</tr>
<tr>
<td>Students work collaboratively on projects within the school and during extended learning using technology on issue pertaining to school and outside of school.</td>
<td>All students will have command of keyboarding and be able to successfully navigate multiple platforms to gather information, synthesize and create responses/solutions to problems.</td>
</tr>
<tr>
<td>School will provide workshops on the A-G requirements. In addition, we will work with student centers on campus to bring College students to our school events and do a panel for students and families on what it takes for them to stay in college.</td>
<td>Spiral planning incorporate this in the opinion spiral. Connect with other school's via technology. PD on Google classroom and MYON -project learning. Keyboarding beginning in 2nd grade.</td>
</tr>
</tbody>
</table>

### Elementary Schools

**What is your plan for promoting college and career readiness?**

We will strategically plan field trips to local community colleges and universities. We will work with our after school partners to co-create college week. All students and families invited to participate in the March to College. Provide workshops for families regarding A-G requirements. We will rename classrooms universities and colleges. Groups will be referred to ask Stanford reading group...Cal reading group.

### Strategies in Action: Schools

In *Transform Learning, Transform Lives*, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

### Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

### How will you structure site-based and district professional development/learning?

We will have work embedded professional development. We will provide teachers two hours weekly of grade level collaboration facilitated by our IRF and ILT members. We will provide teachers two hours twice a month of Professional Development on Thursdays as outline in our Professional Development Syllabus (being developed by ILT and Lit Lead Team). We will provide teachers two hours twice a month to collaborate on lesson planning (comprehensive literacy, math, ELD) directly linked the ROCI cycles.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
<th>Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I</th>
<th>Assistant principal, ARTIF, IRF and Principal will provide this support. We will also have ILT and teachers lead PDs. In addition will seek support from the SPED, Math and Multilingual Departments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will have bi-weekly professional development sessions for a two hour period of time. During this time we will : Use professional articles, an anchor text to develop our conferring practices Use conferring notes to move students practices. Analyze students work to improve our practices, interventions and differentiation. Our professional development will be targeted academically on literacy and math, while addressing EL’s and SPED differentiation. We will deepen our knowledge in the core areas which will give us the greatest results for our efforts.</td>
<td>Provide classroom teachers and Sped teacher a data release day (to reflect on student outcome, data, set goals and plan) per semester. Teachers planning and data release days 2 per year, to do in depth data analysis and spiral plan for units.</td>
<td>Funding resources (TIIG $4,743.40 and Title I $845.23) will provide data release days (1 per semester) to 14 teachers.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis of Data</strong></td>
<td><strong>Targets</strong></td>
<td><strong>Strategies &amp; Interventions</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Bryant has always had an inclusive practice and our community of classroom teachers and Special education teachers work in conjunction to support our students identified with Special education services. Historically Bryant has had a higher average of students receiving special education services in comparison to our School District (average 11%). Currently, 14% (30 students) receive special education services at Bryant.</td>
<td>We would like to reduce the number of student's receiving SpEd services to at least the District's average of 10%.</td>
<td>Continue to provide students early intervention and support. Provide PD for our staff on specific learning disabilities and best practices for working with students with special needs.</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>Overall our school attendance rate is 95.2%. We have 137 (63.4%) students with satisfactory attendance. 46 students (21.3%) At risk of Chronic Absence [5-10%]. 31 (14.3) Moderate Chronic Absence [10-19%] and 2 students (1%) with severe Chronic Absence [20%+]. Our kinder (94.3%) and 1st grade (95.0%) students have the lowest overall attendance rates. The students who declined to state have the lowest attendance rate at 92.4%. Then our 9 African-American students have the lowest attendance rates at 92.6%. Our students receiving special education services have the highest attendance rate of 97%. We also have a high number of tardies at 4,971.</td>
<td>Our target is to get 98% or higher attendance rate. To raise the attendance rate of our kinder, 1st and decline to state and African-American students.</td>
<td>We will host attendance meetings for our PreKindergarten, Kindergarten, and 1st grade classes. We will continue to host conferences and SST for our students with moderate chronic absences and sever chronic absences. We will create an incentive system for our 46 students at risk of chronic absence.</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices**: percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.

- **Student Engagement/Attendance**: school attendance rates, chronic absenteeism rates.

- **School Climate**: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys.

**Reflecting on and Improving a Student-Centered Learning Climate**

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
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</thead>
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<th>Student Engagement/Attendance</th>
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<td></td>
</tr>
</tbody>
</table>
School Climate

We have 7 students currently in tier 3 about 70 in tier 2 and 166 in tier 1. As of 3/25/16 we have 196 office referrals. 186 referrals for boys and 10 for girls. This is down substantially from last year however we continue to have high referrals for Latino and African American boys have the highest office referrals. Kinder has 29 referrals 1st has 4 referrals 2nd has 53 referrals 3rd has 81 referrals 4th has 10 referrals and 5th has 19 referrals. We have one 3rd grade class with the highest number of referrals.

Reduce the number of office referrals for Latino and African-American boys. This will help increase their instructional time.

We will continue to work on the 16 proactive best practices for Behavior RTI. We will continue to implement the use of peace tables, community circles, buddy and work class. We will implement consistently across Pre-K-5 our social emotional curriculum Kimochi PreK-2 and Second Step 3-5. We will continue to use restorative practices and fine tune our behavior matrix. We will have staff meetings that will focus on trauma informed practices, cultural humility. For students in tier 2 and 3 we will have student support assistants support their behavior plans and academic engagement. In addition we will provide small group social skills groups.

Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD’s Family Engagement Standards

Family Engagement: Your school’s family engagement strengths and challenges (And how you know…)

Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…)</td>
<td>Non-Spanish speaking EL families. Also Bilingual EO families. Increase the number of families attending school events.</td>
<td>Focus families group: CSC and FL &amp; FSC personal call and outreach to get input on how to best engage these focal families. How to best welcome them at school. How they are getting information from the school (newsletter, teacher, auto-dialer, text, webpage). Get input on what’s working and suggestions. What events they attend and would like to attend. Provide childcare and food. Personal phone calls to focal families. Build stronger communication with classroom teachers and family liaison. Staff meetings. Mailbox note. Meet &amp; Greets relationship building, literacy and math. Create a special event for MPN to introduce the staff and resources to our teachers and staff, and parent governance. Social emotional workshops: Kimochi, Second step, Restorative Practices UCSF SSW Successful events: Cooking class, Housing- Causa Justa, MPN, Food Bank.</td>
</tr>
</tbody>
</table>

Bryant has many opportunities for families to get engaged and empowered. We have a parent room dedicated to our families and staffed with a full time family liaison, community school coordinator and family success coach. We have held over 100 workshops and school activities for families to get engaged and empowered. On average about 8 parents attend workshops. We had 1005 of our parents attend their child parent conference. This year our parent governances have gained momentum and have grown however we need to continue to build the number of parents that participate in the formal parent governance bodies. We are missing African American and EO family non-Spanish ELs (Arabic & Pacific Islander). Based on data on workshop attendance sheets. Mix group of EL parents Pre-K -5th. Parents don’t feel the ties with classroom teacher are strong.
**SECTION IV: School Budget & Resource Priorities**

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

#### Special Education Weighted Student Formula (WSF-SpEd)

**Allocation = 2,700**

$2,700 will be used to purchase instructional supplies to support the teaching and learning of our students identified with special education.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### Supplemental Concentration Grant-English Learner (SCG-EL) 07091

**Allocation = 58,728**

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?

$50,691 will pay for .9069 position: .5 FTE of our ELD teacher, .2504 FTE of our Family Liaison position, .5 FTE of our kinder teacher aide position, .1250 of our Para position that support primary grade students, .0315 technology teacher. $8,037 will be used for field trips and outside classroom learning opportunities, $5,000 for professional development for CABE, ELD and reading and writing PD, and $37.26 on supplies.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### Supplemental Concentration Grant - Low Income (SCG-LI) 07090

**Allocation = 0**

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

Not applicable.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### LCFF Concentration Grant (SCG-C) 07092

**Allocation = 45,000**

If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

$2,260.00 is for supplies to support student learning, $42,740 will be used to support Playworks ($33,000) to support our students build on our school, college and career values of curiosity, empathy, self confidence and persistence. In addition, it provide student leadership with the Jr. Coach program and cooperation and negotiation skills. Dance and multicultural instruction ($10,000) to support students learn cultural similarities and difference through dance and performance expression. Will help develop our students multiple intelligence. Will support school value of self confidence, empathy and curiosity. $2,000 will be used for a contract to renew a MyON and or A-Z contract. this support students have a high engaging way to do independent reading during reader's workshop and in the after school programs.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### Targeted Instruction Improvement Grant (TIIBG) 07940

**Allocation = 235,800**

If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

$152,144 will be used for $2.4731 FTE of the following positions: .4685 of the technology teacher position, 1.0 FTE 4th grade teacher & .5 FTE 5th grade teacher (for smaller class size in the upper grades) and .0046 FTE for the family liaison position and .5FTE of a teacher aide position (student support assistant). $14.70 supplies, $14,997.41 consultant fees (provide students MYON & A-Z digital reading tools) supplement our after school program - extended learning with science and math, music clubs to build innovation and creativity. $3,769.69 for substitute days - data release days 1 per semester for 14 teachers.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
<table>
<thead>
<tr>
<th>Topic</th>
<th>LCAP Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Capacity</td>
<td>Basic</td>
</tr>
<tr>
<td>Student-Centered Learning Climate</td>
<td>Pupil Engagement, School Climate, Other Outcomes</td>
</tr>
<tr>
<td>Parent-School-Community Ties</td>
<td>Parental Involvement</td>
</tr>
</tbody>
</table>
## Categorical Expenses

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

### Title I

<table>
<thead>
<tr>
<th>How do you plan to use these funds?</th>
</tr>
</thead>
<tbody>
<tr>
<td>$34,065 .5 FTE position: technology teacher position. $1,336 extended services ($671.72 support data release days 1 per semester for 14 teachers) and extended hours for childcare for parent empowerment workshops and classes. $300 non-personnel - postage to send welcome letter during summer 2016.</td>
</tr>
</tbody>
</table>

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### 1% Title I Parent Set Aside: 532

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. Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.

$532 in extended hours for classified staff to provide child watch for parent empowerment workshops and classes.

**Date your school's Parent Involvement Policy was reviewed by your School Site Council:**

Select the Bryk Essential that most aligns to the use of these funds:

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### Impact & Innovation Awards = 0

Referencing your plan, how do you plan to use these funds?

Not applicable.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### Principal’s Innovation Fund: 0

(For Middle Schools and PK-8 Schools as applicable)

**How do you plan to use these funds?**

Not applicable.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### Equity Grant = 0

(as applicable 16-17)

**Identify Sub-group & specific actions**

Not applicable.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### QEIA Carryover = 0

**How do you plan to use these funds?**

Not applicable.
Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Other (PTA, external sources, School Quality Pairing/CoP work)** = 15,000

*How do you plan to use these funds to support your school-wide actions?*

$15,000 Mission Promise Neighborhood Grant to pay for .25 FTE of the family liaison position (January 2017). $12,500 PTO (Trust Fund) will pay for the Education Outside Contract.

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
**Central Supports & Resources**

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

**NOTE:** If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

<table>
<thead>
<tr>
<th>Support</th>
<th>Social Worker</th>
<th>Nurse</th>
<th>Family Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>1.0</td>
<td>1.0</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW</td>
<td>Elementary Advisor</td>
<td>T10:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td></td>
<td>1.0</td>
<td>1.0</td>
<td></td>
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<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td>1.0</td>
<td>1.0</td>
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</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Our Wellness team (school social worker, nurse, elementary advisor, family liaison) support the staffing of the school's wellness center. They will also support our goals in improving student attendance and engagement. To date over 800 students have used the wellness center. ARTIF will provide reading intervention to 28 students and coaching and support in comprehensive literacy to our teaching staff. Our IRF and AP (other 1.0) will provide coaching and facilitate grade level collaboration. We will continue to be a Lab site for professional learning. Our librarian (other 1.0) will support literacy and technology and media (MYON) learning for our students and families.
## SECTION V: Recommendations and Assurances

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

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td></td>
</tr>
<tr>
<td>✔️ The SSC 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.</td>
<td></td>
</tr>
<tr>
<td>✔️ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td></td>
</tr>
<tr>
<td>✔️ English Learner Advisory Committee (ELAC)</td>
<td></td>
</tr>
<tr>
<td>✔️ Community Advisory Committee for Special Education Programs</td>
<td></td>
</tr>
<tr>
<td>✔️ Other (list)</td>
<td></td>
</tr>
<tr>
<td>✔️ The SSC 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, SFUSD’s strategic plan, and in the Local Improvement Plan.</td>
<td></td>
</tr>
<tr>
<td>✔️ 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.</td>
<td></td>
</tr>
<tr>
<td>✔️ The school held two (2) community meetings prior to the completion of the school site plan.</td>
<td></td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
<td></td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
<td></td>
</tr>
<tr>
<td>✔️ The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 8/21/2016</td>
<td></td>
</tr>
<tr>
<td>✔️ For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.</td>
<td></td>
</tr>
<tr>
<td>✔️ 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.</td>
<td></td>
</tr>
<tr>
<td>✔️ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
<td></td>
</tr>
<tr>
<td>✔️ This school plan was adopted by the SSC on: 8/21/2016</td>
<td></td>
</tr>
</tbody>
</table>
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”).

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana Montoya</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>José Ajin</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Tomás Enguidanos</td>
<td>teacher/chair</td>
<td></td>
</tr>
<tr>
<td>Alyssa Landy</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>Silvia Alonso DeVille</td>
<td>family liaison</td>
<td></td>
</tr>
<tr>
<td>Christina Velasco</td>
<td>principal</td>
<td></td>
</tr>
<tr>
<td>Barbara Villanova</td>
<td>alternate</td>
<td></td>
</tr>
</tbody>
</table>