## School Vision & Context

Buena Vista Horace Mann K-8 is located in the heart of the Mission District. We strive to provide all students with a warm, caring environment in which they can grow and develop their full potential. We are a Spanish-language dual immersion school that primarily draws from the Mission, although we are a citywide attendance school. Ethnically, our students and families are 75% Latino, 15% White, 2% African American, 2% of mixed race, 1% Asian and 5% of families do not wish to state. About 64% of our students receive free and reduced lunch and 49% of our students are English Learners. Building on very concrete foundations, new school leadership is collaborating with the school community to strengthen the eight Community School areas of focus: • Academic Rigor • Social Emotional Learning/Social Skills • Training on Students’ Cultural, Linguistic, and/or Gender Identity • Arts, Technology and Enrichment • Parent Engagement • Extended Opportunities for Learning During Before and After School Programs, in addition to Summer • Health and Social Services for Students and Families In addition to these areas of focus, we have five theories of action that guide our professional work: • develop relational trust • keep the needs of students at the center of discussions (equity) • create and monitor systems and procedures • use qualitative and quantitative data to inform decisions and instruction • continue to improve the instructional core

A recent Mission Promise Neighborhood study points to constellation of mounting economic, health, social and housing challenges that face our families in the Mission District. One particularly alarming set of data indicates that one in five children aged 0 to 5 has been diagnosed with a special need, health problem, delay or disability, according to parents (n=123). This is higher than the citywide estimate of 7 percent. At BVHM, these environmental factors and pressures manifest themselves in students through inappropriate behaviors, which has forced the BVHM community to reassess its behavior management practices and supports. The teachers, staff and parents all affirm the need to apply behavior supports and interventions to appropriately redirect undesired student behaviors. As a staff we are improving our Tier I literacy instruction by implementing Reading and Writing Workshops, that start with a short mini lessons and clear supports for our English learners. Instruction is differentiated by students’ independent reading level and we provide time in class to meet with students in small groups and individually. As a school, we are struggling to close the academic achievement gap for our English Learners. Our site Instructional Leadership Team has collaborated with the teachers and staff to set clear instructional goals. Weekly professional development for teachers includes time to plan, learn new strategies and reflect upon the learning of their students. Weekly professional development for teachers includes time to plan, learn new strategies and reflect upon the learning of their students.

Our PTA and site leadership has prioritized the participation and engagement of our families and has taken specific measures to outreach to our Spanish speaking families. We have created a parent room and continue to collaborate with organizations like Parents for Public Schools.

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>The School Data Profile section has been added</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>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</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 [link](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>
</table>
| Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate | 2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task |
| CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance) | • Instructional Core: ELD | Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels |
| SQII 2014-15 (SQII Performance, definitions, thresholds and targets) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate  
• College and Career Readiness | Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets |
| Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas) | • Instructional Core: ELA, Math, Other Subject Areas  
• College and Career Readiness | Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average |
| College Readiness School Profile** (Performance on college readiness indicators) | • College and Career Readiness | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores |

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>F&amp;P target for 2016-2017: Spanish F&amp;P: Current Kinder to 1st grade in ‘16-‘17: 47%-52% Current 1st to 2nd grade in ‘16-‘17: 49%-54% English F&amp;P: Current 2nd to 3rd grade in ‘16-‘17: 32%-37% Current 3rd to 4th grade in ‘16-‘17: 42%-47% Current 4th to 5th grade in ‘16-‘17: 31%-36% Current 5th to 6th grade in ‘16-‘17: 23%-28% Current 6th to 7th grade in ‘16-‘17: 4%-9% Current 7th to 8th grade in ‘16-‘17: 24%-28% Schoolwide IAB ELA targets: 65% of students will reach mastery ELA SBAC: Kinder-5th grades: 41% meeting or exceeding standards 6th to 8th grades: 43% meeting or exceeding standards</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
As a Spanish immersion school, BVHM shows much promise in its Spanish language achievement. In Kindergarten through 2nd grade there has been significant growth in the Fountas and Pinnell assessments. The percentage of 2nd graders reaching benchmark levels increased from 59% to 66% since the beginning of the year. 1st graders grew from 42% to 49% over the same time and Kinder students grew from 2% to 47% since September. Fountas and Pinnell English assessments also evidenced similar growth. The end-of-year assessment showed 17% of 1st graders at benchmark levels compared to 35% of the same students at the mid-year 2nd grade assessment. Of this cohort, English learners grew from 5% to 21%; Latinos from 15% to 24% and Students with IEPs from 0% to 8%. Students at BVHM demonstrated upward progress on district interim assessments (IAB) for English language arts. From Fall to Spring, there was a schoolwide increase of students demonstrating mastery from 54% to 60%. Results from the SBAC in English Language Arts demonstrate that 36% of our K-5 students are meeting or exceeding standards, while 38% of our middle school students are. These figures give BVHM a current threshold of level 8 on the School Quality Improvement Index.

Create a home reading program, whereby all students have books to read at their independent reading level at home. Implement reading logs for home and school so teachers can have another tool to monitor and assess the reading habits of students and number of books read. Create coaching cycles for all teachers to benefit from the expertise of the coaches and interventionists. Prioritize literacy instruction within the weekly teacher schedule. This may mean the reduction of enrichment classes that are currently offered. Literacy coaches will facilitate grade level planning each week focusing on reflective practices and collaboration. Literacy Coaches will provide instructional coaching with an emphasis on strategies and tools that support diverse learners and subgroups. Teachers plan units of study aligned to the SFUSD Core Curriculum and spirals. Units are revised based on students’ need and analysis of data. A Balanced Literacy methodology is used to support students literacy instruction with an emphasis on guided reading, reading workshop, writing workshop, shared reading, close reading, word study and interactive, instructional read aloud. Members of site LEAD team will conduct Instructional Rounds to monitor the implementation of the Core Curriculum. All students are engaged in a wide variety of text including informational and literature. Students will read from multiple genres including: biography, historical fiction, informational, social issues, mysteries, and realistic fiction. Daily independent reading time will allow students to read independently and in partnerships. Teachers in grades K-5 and middle school ELA teachers will teach writing workshop daily: Teachers plan writing units based on Lucy Calkins Writing Units of Study. Word study in English and Spanish is implemented using Words their Way.

### 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>
<tbody>
<tr>
<td>The RTI Facilitator and additional reading interventionists worked with 59 Kindergarten and 1st grade students. Of those students, 58% made accelerated reading growth. All K-2 implemented daily guided reading after receiving training and support from Literacy Coaches and reading interventionists. Teachers in grades 3-5 and middle school ELA teachers have received intentional planning support to implement small group literacy instruction.</td>
<td>Intervention targets for 2016-2017: Kindergarten and 1st grade students receiving intervention will see a 5% increase in making accelerated growth. All other students not reading at benchmark will make 1.5 years of reading growth over the course of the year.</td>
<td>Teachers plan mini-lessons and small group instruction based on data analysis and students needs Guided reading, interactive writing, shared writing small group and conferencing is provided to students requiring intervention in reading and writing. Literacy Coaches support teachers in planning strategic small group instruction based on the analysis of reading and writing data. Teachers provide students with exemplars, charts and visual tools that support independence. Class size across the school is set at 22 students. RTI Facilitator and reading interventionist use Fountas and Pinnell’s LL1 curriculum in a pullout format. Several 1st grade students also have access to reading recovery.</td>
</tr>
</tbody>
</table>

**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?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</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>
English Fountas & Pinnell reading benchmarks: Latino students in 2nd grade saw significant progress since last year by moving from 15% to 24% at benchmark. 3rd graders moved from 33% to 35% at benchmark. 4th graders remained at 27%, and 5th graders went from 34% to 10% at benchmark. English learners in 2nd grade saw significant progress since last year by moving from 5% to 21% at benchmark. 3rd graders moved from 28% to 38% at benchmark, 4th graders went from 55% to 31%, and 5th graders went from 13% to 15% at benchmark. Students with Special Needs from 1st to 2nd grades went from 0% to 8% at benchmark. In 4th grade there was also significant progress with 10% moving to benchmark. 33% of 8th grade students with IEPs are also meeting benchmark levels. The Spring IAB had an average of 59% correct, yet all subgroups performed below this average: Latino: 55% English learner: 49% Students with IEPs: 40% Last years SBAC demonstrated the following levels of meeting or exceeding standards (grades 3-8): Latino: 24% English learners: 10% Students with IEPs: 2%

Students who are currently at grade level will make at least one year of growth in reading as measured by the Fountas and Pinnell assessments. Schoolwide, 70% of our English Learners and 50% of our Sped students reading below grade level will make one and half years of growth (In English 3rd-8th and in Spanish K-2) in reading.

Considering their large numbers at BVHM, English learners are the major focal group of the school. Beyond daily ELD instruction, integrated ELD using research-based strategies, including, A) an emphasis on meaning making, use of language, and how English works b) Meaningful interaction with others (collaborative discussions) & texts (language), and C) Intellectually rich tasks content/language.

### 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?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-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. WASC Ch.2</td>
<td>Grade 3-8 SBAC target for '16-'17: Schoolwide, BVHM students will increase percentage of students meeting or exceeding standards to 35%.</td>
<td>Teachers will continue to implement SFUSD’s Math Units of Study. Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. Classroom teachers will use a workshop lesson structure and implement strategies such as, Math Talks, the Three Read Protocol, visual supports (sentence frames, anchor charts), and constructive conversations to support students’ math comprehension. In addition, we have class-size reduction in all middle school grades with no class larger than 22 students.</td>
</tr>
</tbody>
</table>

Results from the SBAC in math demonstrate that 30% of our 3rd-8th grade students are meeting or exceeding standards, and 30% of our middle school students are as well. These figures give BVHM a current threshold of level 8 on the School Quality Improvement Index. Qualitative data from lesson study sessions points to students’ limited vocabulary to explain themselves. Students say they understand but can’t explain. Teachers also found it challenging to partner students because more proficient student does more of the work. Students seem to establish a mindset of who is “good at math” and who is not. Supporting students with IEPs in the general education setting is challenging as needs vary so greatly.

### 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?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-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>SBAC results for Latino students shows 19% meeting or exceeding standards; 7% of English learners; and 2% of students with IEPs The fall 2015 IAB shows a similar trends relative to higher performing white students. Compared to 74% of white students meeting or exceeding standards, 39% of students with IEPs, 41% of English learners and 53% of Latinos met or exceeded standards.</td>
<td>This year’s SBAC will evidence a 5% increase in performance. 24% of Latinos, 12% of English learners and 7% of students with IEPs will meet or exceed standards on the ‘15-16 SBAC for math.</td>
<td>Provide identified students with specific programs to develop student identified needs (Khan Academy or proven program). Carefully monitor student progress and provide feedback to students and their families. Continue with math lesson study with a focus on student subgroups rather than student performance bands. We need to unpack academic math language so it’s comprehensible to English learners. Use tools like calculators or multiplication charts.</td>
</tr>
</tbody>
</table>

### 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>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>7% of English learners met or exceeded standards on the '14-'15 SBAC for math. The fall 2015 math IAB evidenced 41% of English learners meeting or exceeding standards.</td>
<td>The '15-'16 SBAC will bring English learners to 12% meeting or exceeding standards. Continue collaboration with district math coach and lesson study process for professional development. Support EL students that do not have foundational skills with tools like calculators or multiplication charts. Unpack academic math vocabulary so it’s comprehensible to English learners. Continually monitor and assess students to provide differentiation of the curriculum.</td>
</tr>
</tbody>
</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: Newcomer, Developing, LETLs, recently reclassified)

In a narrative, describe what your analysis of the data says about your school.

**CELDT**: Based on our CELDT data, our ELs in the stage of Developing are improving in the areas of speaking and listening. We are noticing that our LETLs are struggling to make progress in reading and writing. AMAO #1 and #2: 50% of our students are meeting AMAO #1 and 28% of students with 5 years or less in public schools are meeting AMAO #2, which meets State targets. At the same time, 35% of our LETLs are meeting AMAO #2, which is not meeting State targets.

**Performance Goals**: 1. Students will make at least one-year growth in CELDT. 2. Students will make at least one and a half year growth in F&P. 3. According to our SQII index, we will increase our elementary reclassification rate by 3% of English learners (to reach level 2 of SQII).

**Interventions**: • Explicit English instruction during Designated ELD • Students will be grouped based on proficiency level, during Designated ELD • Provide Integrated ELD throughout the school day and across subjects • Small group instruction across subjects • Reading intervention • Expand domain-specific and high utility vocabulary through instruction, reading and interaction

**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>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</td>
<td></td>
<td></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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/ goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Our targets include: 100% of 8th graders attending the 3-day trip to Stanford and UC Santa Cruz. Increase the number of students with a K2C account by 5% over the current year. Increase the High School Readiness SQII Index to level 8 from 44% (increase of 2%-5%).</td>
<td></td>
</tr>
</tbody>
</table>
At BVHM we believe that college is a right of all students. To that end, we engage in the many activities to support a college-bound school climate. We invite the staff at K2C to attend major schoolwide events in order to discuss the importance of saving for college. Our middle school students attend events and San Francisco State University and UC Berkeley and have opportunities to engage with current college students. In 8th grade, students also attend a 3-day field trip to Stanford and UC Santa Cruz. We set expectations early and create awareness by inviting members of our community to speak about their college and career paths.

Currently, Vision 2015 Shift #3 Re-Imagined space and time is of great interest to the BVHM community. To be precise, we are holding an open forum for and before and after school LEAD AGENCY that can collaborate with us to increase school-day and after school academic expectations. In addition, Shift #6 will require the teachers and staff to focus on RE developing a “youth development” lens for our students. Students will engage in dialogue with one another to develop greater appreciation of one another’s language and cultural backgrounds. We will use Proactive Circles and designed curriculum to facilitate this. Finally, we need to case manage those middle school students that are chronically absent and design incentives for them to attend school.

Elementary Schools

What is your plan for promoting college and career readiness?

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?

Site-based whole school professional development is offered 3 times a month on early-release Thursdays. In addition, all teachers meet in weekly grade-level or department meetings facilitated by one of our instructional coaches. Our two main leadership groups are the Instructional Leadership Team (ILT) and Behavior Response to Intervention (BRTI) teams.

School-Wide Action Step(s) | How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
--- | ---
Professional learning at BVHM occurs in a myriad of ways: Teacher collaboration through Reflective Practices and Collaboration time (RPAC): K-5 grade level teams and middle school content areas meet weekly with instructional coaches to plan, reflect on student work and collaborate on next steps. Collaborative learning includes the planning of ELA spirals and the calibration and scoring of performance tasks. Instructional Leadership Team-led Instructional Core Professional Development sessions: Ongoing learning cycles that are focused on the high-leverage strategies that are determined by the teachers and staff. Currently, that focus has centered on guided reading and small-group instruction and that focus will be continuing into the coming year.

Behavior Response to Intervention Restorative Practices professional development sessions (BRTI): During the past year, the teachers and staff had been engaged in the Restorative Practice continuum. Next year, there will be continued work in this area and we will be also implementing a social-emotional learning curriculum (SEL). Teacher Instructional coaching: The literacy coach, the RTI and Instructional Reform Facilitators will coach teachers in cycles that range from the delivery of SEL curriculum, small group instruction and reading workshop. The coaches attended professional development sessions with Oakland-based Elena Aguilar. Middle School Math lesson study: The RTI Facilitator and middle school math coach will lead lesson study groups to plan lessons, monitor student engagement learning and identify next steps to improving instruction. Administrative lesson observations: Pre-selected teachers will collaborate with administrators to identify areas of intended instructional growth and will participate in certificated evaluation cycles. LEAD instructional rounds: Several times per year the LEAD team will conduct instructional rounds that are focused on our high-leverage instructional strategies or elements of what we call our “Effective Student Support System.” This system consists of Tier I classroom management strategies (including clearly articulated behavior expectations, consequences, and ways to acknowledge positive behaviors), in addition to Tier II and Tier III strategies.

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**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

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### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th></th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>100% of all students with IEPs are provided with necessary accommodations to provide them with access to the core curriculum.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students with disabilities represent 18% of our students. Except for the 24 students that are in Special Day Classes, the remaining 82 students are in general education classes all day. BVHM is a full Spanish immersion school so the predominantly Spanish speaking Latino students receive instruction in their native language, which provides them with greater access to the core curriculum.

RSP and SDC teachers plan alongside General Education teachers in weekly grade level meetings. RSP teachers co-teach and use a push in model whenever possible. RSP teachers collaborate with General Education teachers daily to plan modifications and accommodations for identified students with IEPs. Teachers’ lesson plans reflect the incorporation of accommodations to provide students with IEPs with greater access to the curriculum. Increased audio-visual support, in addition to variances in time to complete tasks. Increase site based PD to address students on autism spectrum. Incorporate student social skill development in ALL classrooms.

**Student Engagement/Attendance**

| 25 (4%) of our students have missed 10 days of school or more and these students are largely Latino. | Reduce the number of chronically absent K-8 students to >20. | Provide greater Tier III case management, by leveraging the Peer Resources Program. Weekly SAP team meetings facilitated by Social Worker. |

**School Climate**

| There have been a large number of student referrals, especially in middle school, for infractions, which could otherwise be handled inside the classroom. There are 3-5 middle school male students that have accumulated a vast percentage of these referrals for not being prepared in class, distracting others or leaving class without permission. In addition, there have been 5 suspensions given to students for bullying or aggression. | We aim to reduce the number of student referrals by half. Additionally, we will reduce suspensions to >5. | Continue the development of “Effective Student Behavior Supports” (i.e. expectations, clear consequences, positive affirmations, and Restorative Circles to teach desired behaviors). Introduce Social Emotional Learning Curriculum to allow for aligned school vision regarding expected social skills development. Differentiate between classroom and administratively managed student behaviors. |

**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**

| Narrative describing Parent-School-Community culture | Targets | Strategies & Impact
| Who you are reaching/missing (And how you know…) | What is the strategy & how will you know you were successful? |
| Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…) | Increase attendance of monthly PTA “Somos Uno” by 10% for the coming year, including 5% of immigrant Latino families. 50% of K-5 teachers will use text-tree apps to create ongoing dialogue with families. 25% of K-5 teachers will create bilingual monthly newsletters to share with families. 50% of families will be able to articulate our philosophy regarding the use of Restorative Practices to teach behavior expectations and redirect unwanted and harmful student behaviors. |
Historical context: BVHM has a history of strong parent involvement, especially teaching the arts and collaborating in the classrooms with teachers. At the same time, the majority of Spanish-speaking, Latino families do not seem to have the same access to these opportunities. The school Family Liaison often meets with our Spanish speaking families separate from English speaking families and supports them with personal and domestic needs. The PTA has gone to great lengths to try to bridge the cultural and linguistic gaps at the school and went through a process to rename the group to “Somos Uno.” Our recent community school parent survey indicates that our families are largely in support of the school and they feel like it is a second home. At the same time, there is general discussion regarding the need to provide ongoing parent education and facilitate opportunities for immigrant Latino parents to participate in classrooms like monolingual English or U.S. born Spanish-bilingual parents. Parents also shared via the survey that they would like to have more information regarding what happens in the classroom (i.e. events, what is being taught, etc.) Parents are increasingly asking to understand our philosophy regarding Restorative Practices and envision offering monthly parent workshops featuring the continuum of Restorative Practices. Parents want to support this new vision for redirecting unwanted student behaviors and are looking for concrete strategies to support the larger school vision. We are very optimistic about this next step in our collaboration and know that we will see great changes in 2016-2017.

The shift to Restorative Practices at BVHM represents a shift in thinking about behavior expectations and consequences. We will be “successful” when 100% of parents understand this approach and see consequences as opportunities for students to engage in a reset of the negative behavior, rather than a set of punitive experiences that do little to teach students what we expect of them. For 2016-2017, we are aiming to engage 50% of the families and will continually increase this figure over time. We will use surveys at the end of each proposed workshop and will develop the following workshop based on given feedback. Ultimately, our push toward Restorative Practices will allow us to further develop community with our families, staff and students, keeping student needs at the center of our work.
## 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** = 5,300

The entirety of these funds will be used by Special Education teachers to provide students with IEPs with the necessary equipment to access the core curriculum and address individualized IEP goals.

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** = 107,179

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

These funds are allocated for one middle school reading intervention teacher, whose main goal is to ensure the reclassification of long-term English learners. In addition, 5k will be contracted to our LEAD AGENCY to ensure a seamless transition from school-day to after school programs. The remaining 5k will be used to purchase supplies to support EL students reading and math achievement.

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?**

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** = 15,000

**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?**

A .1fte will be added to our school nurse to support the medical case management of English learner students, in addition to serving as a point of contact for the families of ELs around health. In addition, we will support the academic and social emotional development of English learners with a contract to our lead agency, Jamestown.

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** = 523,800

**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?**

TiIG funds are critical to our success as a Community School. We fund four positions, including 1.5 Counselors, a Computer Technology Specialist and middle school Spanish language arts teacher. We also use the funds to provide a Spanish speaking clerk and partially fund psychological services with OT TP of San Francisco to provide 20 of our neediest Tier III students with case management and on-site therapy.

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)
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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>114,801</th>
<th>31500</th>
</tr>
</thead>
</table>

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

Title I funds are used to fund a Kinder-2nd grade early intervention reading teacher for English learner students. In addition, they sponsor a .75 instructional aide that supports our teachers with technological support, which supports the district’s goal of providing ALL students with access to technology and computer science. Beyond that, there are 15k of Title I dollars designated to support the academic achievement of all students in the purchase of needed materials and supplies. 13k is now allocated in extended hours for certificated staff to provide before and after school tutoring. Finally, 1K has been allotted to bind reading logs for all students so that teachers and parents can track their students’ reading each day.

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: 1,114**

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

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

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

Impact & Innovation Awards = 25,000

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

For 2016-2017, the entirety of the Innovation grant will be contracted to our LEAD AGENCY, Jamestown Community Center to support a seamless transition of school-day and after school programs to support our targeted long-term English learners. Key after school staff will support the academic and social emotional development of long-term English learners.

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

- Instructional Guidance (LCAP Priorities: Implementation Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
### Principal’s Innovation Fund: **100,000**  
(For Middle Schools and PK-8 Schools as applicable)

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

These funds are aligned to developing staff capacity in literacy and part of SFUSD’s Vision 2025, whereby we collaborate with our community partners to create a seamless day and night of programming.

**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 = (as applicable 16-17)

**Identify Sub-group & specific actions**

**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 = **132,977**

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

QEIA funds will fund a .8 Reading Recovery teacher and .5 Nurse. These funds reflect the two areas of priority for our school: academic achievement and school climate/social emotional learning. In addition, there have been funds allocated for furniture to ensure the students in our extended day program have adequate work spaces. Finally, carryover funds have been allocated for professional development and supplies to facilitate it during the Before School Institutes in August.

**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) =

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

This budget is currently in development. However, there are two positions that will be co-funded: Peer Resources—.15fte. and Performing Arts—.15fte.

**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)
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>Role</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>.5</td>
</tr>
<tr>
<td>Social Worker</td>
<td>1.0</td>
</tr>
<tr>
<td>Nurse</td>
<td>.5</td>
</tr>
<tr>
<td>Family Liaison</td>
<td>1.0</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
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<td>CHOW</td>
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<tr>
<td>Elementary Advisor</td>
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<td>T10</td>
<td>2.0</td>
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<tr>
<td>IRF</td>
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<tr>
<td>Literacy Coach</td>
<td>1.0</td>
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<tr>
<td>Academic Rtl Facilitator</td>
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</tr>
<tr>
<td>Hard To Staff</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Social Worker–facilitated leadership of our Culture and Climate team Instructional Reform Facilitator–facilitated leadership of our Instructional Leadership Team
SECTION V: 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 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:

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list) PTA
- 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.
- 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.
  2. One meeting to present plan upon its completion before March 25, 2016.
- 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: 3/7/2016
- 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.
- 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.
- This school plan was adopted by the SSC on: 3/21/2016
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>Richard Zapien</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Linda Oppelt-Pérez</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Mari Emma Pleitez</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Dinorah Salazar</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Anabel Ibañez</td>
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<td>Mónica Salas</td>
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<td>Efrain Barrera</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Tim Sheiner</td>
<td>Parent</td>
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<td>Lucero García</td>
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<tr>
<td>Olga Sánchez</td>
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<tr>
<td>María de los Angeles Michaus</td>
<td>Parent</td>
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<tr>
<td>Jason Thompson</td>
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