2016-2018 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Carmichael, Bessie (K-8) School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Tina K Lagdamen</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

Our Mission is to raise levels of academic achievement for EVERY Student. Our Vision: We will give our scholars the knowledge, skills, confidence through a lens of digital literacy to live a happy, meaningful and successful life. Our Beliefs/Values: We will: Work with families and communities to build relational trust Validate all members of our community Affirm the belief systems of all cultures & languages without judgement Build upon the strengths of our diversity Bridge the gaps created by systemic oppression. Create a trauma-sensitive learning environment where students are nurtured and held to high standards Our Strengths...WE CARE... Bessie Carmichael /Filipino Education Center (BCS/FEC) CARES...Our diverse and highly skilled cadre of educators understand that a rigorous & challenging education will prepare students for their future success in college and career in the 21st Century. This future success is achievable through the innovative and creative teaching of: problem-solving, critical thinking, collaborative skills. In addition, through our emphasis on Social Emotional Supports we strive for our students to develop the character & executive function skills of initiative, flexibility, gratitude, cooperation, kindness, perseverance, humility and patience so they can have meaningful and productive lives independent of the outcomes historically predicted by race, gender and socio-economic status.

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)
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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 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.

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.

<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.</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

*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.
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>By mid-year, we would like 80% of our Kindergarten students mastering 6 or more foundational skills of reading. Writing Across Content Areas Goals 2014-2015 school year data showed a need for structured writing instruction across all content areas, therefore Bessie Carmichael focused on writing across content areas for the 2015-2016 school year. We plan to continue our school wide focus for 2016-18. Goals set in place included an increase in IWA scores by 5%, SBAC writing performance task scores by 5%, and raising the SBAC math performance task by 5%. SQUII Goals ES-Overall 39% students will meet grade level standards in ELA as measured by SBAC. This is performance level 9. MS-Overall 47% middle school students will meet grade level standards in ELA as measured by SBAC. Th is performance level 9.</td>
<td>Using the SFUSD comprehensive approach to literacy, teachers will develop students’ skill and confidence in writing across all content areas with a focus on organization, claim, evidence, and citation. Teachers will engage in a ROCI cycle by using formative assessments, analyzing student work samples, and using vertical collaboration of writing instruction and writing rubrics. Release time, co-plan, co-teach, and modeling will help teachers implement SFUSD’s Comprehensive Approach to Literacy with fidelity. Technology Integration Plan By the end of the 2016-2017 School year ELA Department (6-8) will develop a formalized 3 year technology integration plan. Challenging Curriculum We will implement six key shifts from Common Core Curriculum ELA Reading from informational text Complex text Academic Vocabulary Text-Based assessment Writing from sources Literacy across the content areas Engaging Instruction ELA/ELD instruction is Comprehensive Approach to Literacy EED (PreK, TK) provides rich pre-literacy experience aligned with FR &amp; TK learning goals All classrooms are culturally &amp; linguistically responsive to students’ identities &amp; backgrounds.</td>
</tr>
</tbody>
</table>

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**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?
Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

We determined a shift was necessary in supporting students who were 2 grade levels or more below benchmark. We saw a pattern of students’ inability to reach benchmark without additional, targeted support outside of the classroom teacher. The Reading Acceleration Program (RAP) developed at Bessie Carmichael to serve focal students who are reading 2 years plus below grade level. Students were identified based on Fountas and Pinnell Benchmark Reading Assessments, SRI and teacher/Admin./IRF recommendation. Students received reading instruction through one cycle (10 weeks) with a pre diagnostic and post summative assessment to determine growth. Formative assessments were utilized throughout the cycle to modify and accelerate instruction. Students participating in RAP represent our focal demographic. 38% Spanish Speaking students and 19% African American students received reading acceleration in the fall and winter of 2016. 90% of all students moved more than 2 reading levels in 8 weeks of instruction. Approximately 50% students are ELs. After the 10 week cycle 33% of students were at or above grade level, 28% were approaching grade level (only one reading level below benchmark) and 38% were below grade level. Of the 38%, 6 students were 6 months or less below benchmark, 2 students were 1 year to 6 months below benchmark and 2 students were 1 to 2 years below benchmark. Students who did not reach reading expectations within the instructional cycle were referred to SAP. All students participating in RAP will move to “approaching benchmark” or “at/above benchmark” by the end of a 10 week cycle. All students will be able to use reading skills and strategies acquired independently in their classroom. Students will maintain accelerated reading rate.

In order to ensure mastery, there will be collaboration on students reading goals with the classroom teacher, reading teacher and family on a monthly basis. It is necessary to have a transition plan for the student once they have completed their reading acceleration cycle. New position will be created- Literacy Specialist to provide support for Tier 2 students and instructional coaching to classroom teachers. Create trauma sensitive approach to teaching reading and writing. At the MS level, mastery is also dependent on fluency, automaticity and academic vocabulary. These will be addressed through the use of AIMS-web and a vocabulary routine.

All students participating in RAP will move to “approaching benchmark” or “at/above benchmark” by the end of a 10 week cycle. All students will be able to use reading skills and strategies acquired independently in their classroom. Students will maintain accelerated reading rate.

In order to ensure mastery, there will be collaboration on students reading goals with the classroom teacher, reading teacher and family on a monthly basis. It is necessary to have a transition plan for the student once they have completed their reading acceleration cycle. New position will be created- Literacy Specialist to provide support for Tier 2 students and instructional coaching to classroom teachers. Create trauma sensitive approach to teaching reading and writing. At the MS level, mastery is also dependent on fluency, automaticity and academic vocabulary. These will be addressed through the use of AIMS-web and a vocabulary routine.

According to our 2015-16 SBAC Gr.3-5 ELA over 61% of our students are not proficient.

**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**

According to 2014-15 SQII, only 23 % of our H/L students are meeting/exceeding standards in ES. MS on 13% meeting/exceeding standards.

Bessie’s target goals include closing the achievement gap by 5% of each of our demographic subgroups, raising our SQII Index Level to 6 for elementary school, and to Level 4 for our middle school students.

In addition to the core tier two academic interventions, Bessie will implement school wide student success team meetings for each student in the 2016-2017 school year in order to identify and support academic needs. Furthermore, we will staff an additional social worker, and a literacy specialist—who will support student learning goals. Staff will continue receiving ongoing professional development on culturally and linguistically responsive instruction. Bessie staff will receive professional developments around trauma informed practices, with an understanding that these strategies will support academic interventions for our students who struggle the most. Accelerated Teacher Guided Reading Groups Family / School Treatment Plan with SAP team Tutoring.

**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.

Bessie teachers, social workers, and administration will participate in school wide student success team meetings in order to identify and support students’ needs in mathematics. Additionally, Bessie allocated funding to 0.5 FTE Math Acceleration teacher who will engage in co-teach and after school tutoring to support students who are not meeting benchmark. Our teachers will implement culturally and linguistically responsive intervention strategies, and deepen their knowledge of trauma informed practices to support their math instruction. Our literacy specialist will support teachers and students in reading and writing about math to improve performance task scores.

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

Overall, our goals around math are to increase proficiency with math performance tasks, and ability to write about math, as evidenced through teacher created assessments, observation, and mask milestone tasks. SQUII Goals ES- Overall 37% of our students will meet grade level standards in Math as measured by SBAC. This is level performance 9. MS-Overall, 29% of MS students will meet grade level standards in Math as measured by SBAC. This is performance level 8.

What instructional shifts will be required to achieve these goals?

Bessie Carmichael teachers will need time to learn & with CCSS Math (Pedagogical Content Knowledge-PCK), in order to deepen their understanding of Common Core. They need to analyze milestone tasks and backwards map their SFUSD binders. Teacher will be engaged in ongoing professional developments led by our math content specialist and math teacher leaders focusing on supporting students’ ability to problem solve using the Common Core, and deepening student understanding using academic discourse through the use of Daily Number Talks & Complex Instruction. We will use the SFUSD Math Core Curriculum and Common Core Math Standards . Technology Integration Plan By the end of the 2016-2017 School year Math Department will develop a formalized 3 year technology integration plan.

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

Overall, our goals around math are to increase proficiency with math performance tasks, and ability to write about math, as evidenced through teacher created assessments, observation, and mask milestone tasks. SQUII Goals ES- Overall 37% of our students will meet grade level standards in Math as measured by SBAC. This is level performance 9. MS-Overall, 29% of MS students will meet grade level standards in Math as measured by SBAC. This is performance level 8.

What interventions are required to ensure all students reach mastery?

Bessie teachers, social workers, and administration will participate in school wide student success team meetings in order to identify and support students’ needs in mathematics. Additionally, Bessie allocated funding to 0.5 FTE Math Acceleration teacher who will engage in co-teach and after school tutoring to support students who are not meeting benchmark. Our teachers will implement culturally and linguistically responsive intervention strategies, and deepen their knowledge of trauma informed practices to support their math instruction. Our literacy specialist will support teachers and students in reading and writing about math to improve performance task scores.

**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 Mathematics-Focal Group**

K-5 According to SQUII, 17% of H/L meeting/exceeding standards 6-8 Middle School 15% H/L (MS) meeting/exceeding standards. Students with special needs 8% of MS meeting/exceeding K-8 Overall our special education students scored the lowest at 24% near, at or above standard on the mid-year math IAB. African Americans had a score of 26.9% near, at or above standard, and our English learners scored 37.3% near, at, or above standard.

Bessie’s overall goals include closing the achievement gap for our Mathematics-Focal Group. ES- 28% of our Latino/Hispanic students will met grade level standards as measured by SBAC & performance level 7 on SQUII. MS- 22% of our Latino/Hispanic students will meet grade level standards as measured by SBAC and performance level 6 on SQUII.
Bessie teachers, social workers, and administration will participate in school wide student success team meetings in order to identify and support students’ needs in mathematics. Additionally, Bessie allocated funding to 0.5 FTE Math Acceleration teacher who will engage in co-teach and after school tutoring to support students who are not meeting benchmark. Our teachers will implement culturally and linguistically responsive intervention strategies, and deepen their knowledge of trauma informed practices to support their math instruction. Our literacy specialist will support teachers and students in reading and writing about math to improve performance task scores.

**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)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)</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>In a narrative, describe what your analysis of the data says about your school.</td>
<td>Our target goals include closing the achievement gap by 5% for our ELs. 1. Parent Liaison with administration will implement: Bulletin Board with ELs/ELAC information Provide families with classroom schedules so parents know when ELD is taught. 2. ILT will ensure consistent reading logs Pre-8, and share expectations with families.</td>
<td>In addition to the core ELD interventions required to address the achievement gaps, Bessie Carmichael will need to continue to have equity-centered conversations about how our school and individual identities intersect with our practice. We also need to practice culturally responsive teaching strategies from our professional development series provided by Dr. Sharroky Hollie. Bessie needs to build parent empowerment around proficiency and next steps. Our language protocols need to be reinforced. Our teachers will build in reflection time and make protocols cognitively more demanding. The use of academic conversations and timely feedback at proficiency level will be built into 30 minutes of English language development daily. Students will be grouped by proficiency level. Administration will observe English language instruction. Literacy Specialist will consistently engage with after school providers in order to align targeted foundational skills students in after school tutoring will need.</td>
</tr>
</tbody>
</table>

31.4% of our Long Term English Learners (ELs) and 53.3% of Newcomers met CELDT criteria at the beginning of year. Middle of the year data shows that 50% percent of our ELs met or exceeded the F&P. Our English learners are also at or above district average for the math task at 39.7%. AMAO on CELDT displays that 63.1% of our ELs gained at least 1 proficiency level, and ELs less than 5 years met 40% English proficient. We met our 2015-2016 AMAO CELDT target for AMAO growth on CELDT proficiency and level. **According to a survey of 21 parents by ELAC, 67% have heard of ELAC and 52% do not know services available to English Learners.**

**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>Imaginization Eventually we hope to have a school that all teachers integrating technology meaningfully into their curriculum and content areas. This will create a school where students are more highly engaged and responsible for directing their own learning.</td>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>
Two Year Technology Plan Phase 1: Middle School

After looking at how teachers are using technology in their classrooms, about 50% are using technology in a meaningful way. While the other half are interested but unsure of how to use technology in the classroom. Right now with the latest Ipad cart, we are a 2:3 ratio of devices to students, that’s AWESOME! But they are not being used as much as they could. MS Elective/ELD Program Enrichment wheel incorporating ELD taught through lens of various subjects. This year those subjects include: computer science, nutrition, poetry slam, eco-action, ethnic studies, and social justice art. This wheel allows all EL students more than their required 30 minutes of specialized instruction in reading, writing, listening and speaking; exposure to academic vocabulary and engaging curriculum while insuring full school participation in enriching curriculum that would otherwise be unavailable due to our small school status. In addition, the wheel allows teachers to build community with every student in the school.

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</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(using indicators suggested above)</td>
<td>Level 8</td>
<td>Continued mastery of and fidelity to PBIS, restorative practice and RtI programs as we continue to significantly reduce suspensions and more importantly, the incidents leading to suspension. At least 80% of families in MS and students will have basic understanding of graduation requirements before leaving Grade 8 (Academic Counselor-MS)</td>
</tr>
</tbody>
</table>

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Elementary Schools

What is your plan for promoting college and career readiness?

We will partner with CBO to increase enrollmnt of students participating in K to College.

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?
How will you resource this?

Reduce chronic absence rate by 5%.

Targets

Strategies & Interventions

Student surveys

School Climate:
Student Engagement/Attendance:
inclusion and increased expectations for students with disabilities.

- 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.

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>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
</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

Theory of Action If Administration Team: 1. Creates an environment of shared leadership and collaboration focused on improving learning, then shared responsibility and accountability will create urgency for change and support continuous progress in students learning: ACADEMIC RIGOR. Continually support the development of teachers’ expertise (pedagogical content knowledge and effective instructional strategies) then teaching will strengthen and all students will learn in deeper and meaningful ways.

ENGAGEMENT 3. Develops a school climate and culture where every student and his/her family is validated and affirmed, then families will join as partners in meeting the academic and social needs of our students. COMMUNITY Leadership 1. Instructional Leadership Ensure impactful & rigorous Teaching & Learning—in every classroom, every day, every teacher, every student Conduct Daily classroom walk thru to monitor full implementation CCSS, & provide timely feedback Provide opportunities for Professional Learning; e.g. Vertical Articulation of reading, writing & math standards, Lesson Study, Inclusive Practices, classroom visits Model after Response to Instruction & Intervention (RTI2) model, implement effective system to identify focal students & provide tiered level of Leadership Teams, ELA & Math Teacher Leadership Teams Regularly monitor & support; IEPs, SST, Attendance, SAP, RTI Teams 2. Professional Capacity Systems Plan consistent coaching cycles for teachers & Instructional Reform Facilitator (IRF) Monthly Grade Level Collaboration Plan faculty meetings to support school’s instructional goals. Provide opportunities & resources for teachers to attend workshops & conferences (NTCM, CABLE, Brain Learning, Reader’s/Writer’s Workshops) Site Budget, Prop. Title 1 will fund direct services: Sub Release Days - teachers/staff will engage in continuous collaboration to ensure: a) cohesive, viable & coherent curriculum that is aligned to SFUSD Core Curriculum, b) instructional materials support curriculum, and c) all students are mastering grade-level standards. Extended Hours - teachers will use extended hours for professional development to implement Comprehensive Approach to Literacy, Common Core ELA & Math, New ELD Standards, New Generation of Science Standards (NGSS) and Technology integration. Professional Development - conferences, travel, books Instructional Materials - books will be purchased for classroom libraries, guided reading books, math manipulatives, APPs for IPADS Field trips - monies will pay for workshops, transportation to extend learning outside of school How we use MTSS centrally funded positions: Assistant Principal: with two separate campuses (one mile apart), this allocation increases administrative capacity to provide instructional guidance, broader management oversight over systems & structures aimed at continuous improvement (i.e. professional development, coaching & collaboration, student & family engagement, and alignment of community resources towards BSC goals). Instructional Reform Facilitator (IRF) promotes continuous improvement focus on Bessie’s goals, provides coaching, professional development, data driven coaching cycles, supports grade level collaboration. Family Liaison - provides targeted support to historically underserved families. Student Advisor - provides focused support to focal students’ engagement and school readiness, improve our absenteeism rate which is higher than the District average. Social Worker -
Our Mid-year attendance report indicates we have reduced our overall chronic absenteeism rate from 2014-15 of 26% to 17%. BASIS data tells us the following chronic absence rates: K-32% (26 students) Grade 1-24% (16 students) Grade 2-12% (8 students) Grade 4-14% (9 students) Grade 5-16% (10 students)

We also studied data from BASIS and found Latino/Hispanic and African American students are the two most chronically absent sub-groups.

RtI Team will implement PBIS & focus on teaching: SR2, 3B’s & Executive Function Skills: Implement & Build capacity Trauma Sensitive School - Trauma Informed Practices Attendance Task Force meet bi-weekly? SST-Full day dedicated to Chronic Absent Families Family Workshop for Kindergarten Families -First Week School Outreach - SOMACC, CBO

School Climate
(Source: Family Survey, 2015 CORE)
1. Climate of support for academic learning-89% favorable. Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as encouragement and constructive feedback.
2. Knowledge and Fairness of discipline, rules, and norms-84% favorable. Families felt the school clearly communicated rules and expectations about student & adult behavior, especially regarding physical violence, verbal abuse or harassment, and teasing; clear, and consistent enforcement and norms for adult intervention.
3. Sense of belonging -84% favorable. Students & parents report feeling welcome at the school. A positive sense of being accepted, valued, and included by others (teachers & peers).

Improve parents feeling of belonging by 10% as measured by school climate survey

Partner with Community Based Organization to offer parenting classes. Develop a comprehensive School, Family, & Community Partnership Plan

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…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>We have consistent chore group of parent leaders who participate in Parent Teacher Organization, School Site Council and English Learner Advisory Committee. Based on parent survey (ELAC) there is need for more parent workshops on how to help their children with homework and inform parents of services for English Learners. We have strong partnership with CBO-SOMA Youth Collaborative, Pinterest, Salesforce We have a number of school events that draw substantial participation by a broad range of family groups, including: Family Fun Day, Flores De Mayo, and various holiday celebrations to name a few. We have success in this increasing our overall family involvement and parent participation. There is a primary group of ELL parents who are heavily involved with ELAC and other decision-making bodies. As a whole we are committed to engaging the larger African American family and community to increase overall satisfaction with the Bessie Carmichael experience amongst all family members.</td>
<td>We need to increase engagement with our African American and Latino/Hispanic families. Increase percentage of AA and Latino/Hispanic parents. Increase percentage of ELL &amp; AA family membership with PTO by 10% or more. We will continue to communicate and survey families to better understand their needs in order to further engage their involvement.</td>
</tr>
</tbody>
</table>

Parents need to be engaged and feel valued in their involvement. Engage parents and increase family participation in school programs and activities. We will communicate with parents through school events, parent meetings, and parent workshops. We will also increase the number of parent leaders who participate in Parent Teacher Organization, School Site Council, and English Learner Advisory Committee. We will increase parent involvement in school events and programs, such as Family Fun Day and Flores De Mayo. We will also increase the number of parents who are involved with ELAC and other decision-making bodies.
Bilingual parent liaison (Spanish Speaking) continue to build relational trust with Hispanic/Latino families. Provide Spanish Translations at school events and meetings. Our SSC and PTO will have equity-centered discussions throughout the year to ensure that students and families are represented by the representative parent leadership, and we will continue to host family events that draw a diverse crowd of family participation reflective of our subgroup percentages. Bessie wants to ensure that all members of the community feel included in the school culture and climate. Our core strategy is ensuring differentiated support and points of contact for our families who may need greater assistance navigating community resources and the public school system due to cultural barriers. We will do this through hosting regular monthly ELAC meetings, Principal’s Coffee Chats, SSC, CBO Monthly Breakfast and facilitating workshops on topics of interest to parents. We will measure our success by consistent attendance at these events and qualitative data from parent surveys. CBO Breakfast
**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 = $3,050*

As we continue to build our SPED program & build capacity around Inclusive practices school wide, $3,050 will be allocated for materials & technology (e.g Raz Kids) to meet the needs of all our SPED in K-8. $3050 will provide direct services to SpED students TK-8 for materials and technology.(RAZ KIDS)

**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 = $89,193*

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

$89,183 will fund: 0.25 FTE Accelerated Teacher will provide specialized & targeted intervention supports to English Learners (based on formative and summative assessments). 0.70 FTE- partial payment for Middle School Bilingual Counselor(Tagalog/Pilipino). This will increase school-to-home communication and family engagement for our English Learner communities.

**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?*

**LCFF Concentration Grant (SCG-C) 07092**
*Allocation = $35,000*

*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?*

20000= (17032.50 + 6699.50) Accelerated Teacher: provides ELs, low income, Foster Youth targeted intervention to accelerate learning in ELA 9268 Professional Capacity - Substitute days 2000 Supplemental instructional supplies support classroom instruction

**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 = $223,300*

*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?*

The fund will pay for: This fund will be used to pay for Literacy Specialist who will support students reading two or less years below grade-level. It will also be used to pay for certificated staff to provide extended learning time for students struggling academically. Such learning time can be more individualized and more targeted. It can provide English learners and low-income students with more time to use academic language. It also provides them with the opportunity to accelerate their learning beyond one year's growth. $12,334 - this funding will be used to pay for substitutes so that teachers can be released for data analysis, professional development, grade-level planning, and F&P assessments,correct IAB Math Task, IAB ELA Writing Tasks (3-8).

**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>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>155,711</td>
<td>31500</td>
</tr>
</tbody>
</table>

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

Direct services - Title I class-size reduction in Grade 4, student advisor 6-8. 0.125 FTE ELA Specialist- Intervention Teacher

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: 1,557

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.**
Impact & Innovation Awards

**Adoption**
The administrators, the Family Liaison, and the parents worked to understand the importance of parent involvement in the learning process of our students here at Bessie Carmichael School/Filipino Education Center by actively participating in the following:

1. An annual meeting to inform parents of the schoolwide program requirements and their rights.
2. Back-to-School Night meeting, in which parents are informed of the schoolwide program and parent rights.
3. Attend a flexible number of meetings. a. Schedule an appointment with the teachers, principal and/or counselor at any time throughout the year.
4. Provide opportunities for all parents to participate, including parents with limited English proficiency, parents of students with disabilities, and newcomer families.
5. Calendar of activities for the upcoming month is sent home with students. Each week, a calendar of activities for the upcoming week is sent home with students.
6. Provides parents with opportunities for regular meetings to participate in decisions relating to the education of their children.
7. Monthly School Site Council meetings are public and parents are invited to attend.
8. Parents are encouraged to become involved in the joint development and review of the Balanced Scorecard through participation in School Site Council meetings.
9. The school builds capacity and increase parent/community involvement in the planning and implementation of school programs and activities to improve student academic achievement and school performance through their participation in the School Site Council (SSC), Parent Teacher Organization (PTO), Family Learning, English Language Learner Advisory Committee (ELAC) special school events and classroom volunteers.
10. Parent feedback will continue to be incorporated through local needs assessments, surveys, annual evaluations and discussions at meetings. Parents are invited to participate in school/community events such as: monthly awards assemblies, fund-raising events, Parent/Teacher conferences, Back to School Night, field trips, graduation ceremonies, and other special events. a. Two-way communication between parents and the school is vital to the success of students.
11. Parents are informed of important school wide events, meetings and schedules. Letters, phone calls, progress reports and informal and formal conferences are held concerning students’ behavior, student progress and classroom standards, test scores, work samples, and instructional goals.
12. The administrators, staff and parents work effectively toward achieving our long-range goals.

### Shared Responsibilities for High Student Academic Achievement

**Bessie Carmichael School/Filipino Education Center**

1. **Teachers** explain the curriculum to parents at Back-to-School Night.
2. Report Cards are sent home three times a year.
3. **Parents** are invited to schedule an appointment with the teachers, principal and/or counselor at any time throughout the year.
4. **Supporting Growth for Family Involvement**
5. **Bessie Carmichael School/Filipino Education Center** engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

   1. Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
   2. Parents are sent a report of their student’s CST results in the mail. During classroom presentation at Back-to-School Night, and at parent conferences, teachers explain the academic content standards, assessments, and how parents can assist and monitor their students’ progress in each class.
   3. Data analysis of student assessments and achievement is presented to and reviewed by the School Site Council.
   4. Provides materials and training to help parents work with their children to improve their children’s achievement. a. Newsletters, including suggestions for parents to work with their children to improve their grades, attendance, and performance on assessments, are sent home in the mail. b. Administration and teachers are available and welcome the opportunity to meet with parents upon request.
   3. Help the staff to understand, with the assistance of Family Liaison, the value of parent contributions and how to work with parents as equal partners. a. The staff values all parent contributions and works with parents as equal partners. 4. Coordinates and integrates parental involvement with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their children.
   5. Parent Room. PTO - Parent/Teacher Organization. ELAC.
   6. Provides to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. a. All information related to school and parent programs is provided in English and Spanish.
   7. Provides support for parental involvement activities requested by parents. c. Administration and teachers are available and welcome the opportunity to meet with parents upon request. d. All parent requests for reasonable support are submitted to the principal for consultation and consideration.
   8. Bessie Carmichael School/Filipino Education Center provides information for parents regarding parenting classes offered through school support staff, teachers, other local agencies, and community-based organizations.
   9. SSC, ELAC and PTO meetings will update and train parents during council meetings regarding such topics as the school budget, academic standards, test results, the importance of school attendance, and standards-based education.
   10. Program goals and evaluations are discussed at SSC meetings. An annual evaluation of the content and effectiveness of the parental involvement policy is achieved during School Site Council and community forums.

### Purpose

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring the following:

- Parents are informed of important school wide events, meetings and schedules.
- Letters, phone calls, progress reports and informal and formal conferences are held concerning students’ behavior, student progress and classroom standards, test scores, work samples, and instructional goals.
- The administrators, staff and parents work effectively toward achieving our long-range goals.

### Impact & Innovation Awards

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

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)

**Your school’s Parent Involvement Policy was reviewed by your School Site Council:**

Date: 3/21/2016

Signature of Administrator: __________________________ Date: __________________________
<table>
<thead>
<tr>
<th><strong>Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</strong></th>
</tr>
</thead>
</table>

**Principal’s Innovation Fund:** (For Middle Schools and PK-8 Schools as applicable)

*How do you plan to use these funds?*

**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 =**

*How do you plan to use these funds?*

**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?*

**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>Central Supports &amp; Resources</th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter &quot;.75&quot;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Counselor:</strong></td>
<td><strong>Social Worker:</strong></td>
<td><strong>Nurse:</strong></td>
<td><strong>Family Liaison:</strong></td>
</tr>
<tr>
<td>1.0</td>
<td></td>
<td>0.5</td>
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</tr>
<tr>
<td><strong>Wellness Coordinator:</strong></td>
<td><strong>CHOW:</strong></td>
<td><strong>Elementary Advisor:</strong></td>
<td><strong>T10:</strong></td>
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<td><strong>IRF:</strong></td>
<td><strong>Literacy Coach:</strong></td>
<td><strong>Academic Rtl Facilitator:</strong></td>
<td><strong>Hard To Staff:</strong></td>
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<tr>
<td>1.0</td>
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<td><strong>Other:</strong></td>
<td><strong>Other:</strong></td>
</tr>
<tr>
<td>1.0 Assistant Principal (ES)</td>
<td>0.20 EED Coaching</td>
<td>0.20 EED Mental Health</td>
<td>0.20 EED Family Support Specialist</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:
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)
- 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: 9/19/2016
- 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: 9/19/2016
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>Battle, Keith</td>
<td>Parent/Chair</td>
<td></td>
</tr>
<tr>
<td>Malik, Samina</td>
<td>Parent/Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Masagca, Mary Ann</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>De la Cruz, Starcia</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Consolacion, Charm</td>
<td>Community Galing Bata</td>
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<td>Haigwood, Grecia</td>
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<td>Washington, Murdies</td>
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<td>Lagdamen, Tina</td>
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<tr>
<td>Halili, Joseph</td>
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