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

<table>
<thead>
<tr>
<th>School</th>
<th>Chavez, Cesar Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Catalina Rico</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

César Chávez is a community school, with a strong focus on literacy and numeracy, support for children and families with socio-emotional needs through a wellness team, CARE/SAP team, mental health collaborative and a family engagement support team. In addition, Chávez is one of the 4 cohort schools served by the Mission Promise Neighborhood (MPN) grant and as such has access to Mission district CBO wraparound services, such as a full time nurse, social worker, community school coordinator and family success coach, who link our families to CBOs in the Mission to address basic needs. Our students are predominantly Latino (87%), English Learners (82%), living in poverty (93%) and 20% of them qualify for special education services. Our school serves children in two pathways: English only and Spanish biliteracy. Our goal is develop children's native Spanish language as a key cultural lever and a springboard to strong biliteracy.

STRENGTHS - Instructional Leadership Team, members whom are learning to hold and engage grade level colleagues on our instructional focus grounded on hard data and collaborate to design and deliver PD to colleagues - instructional support team (IRF, Lit Coach, ARTIF) that help shape and define instructional approaches in the English and Spanish biliteracy pathways, and deploy them with certificated and paraprofessional staff - culturally responsive mental health collaborative whose reflective practice supports implementation of consultation model with teaching and support staff to meet the needs of special education and other high needs students and their families, continuing consultation model and development of trauma informed lens with teaching staff through PD, monthly wellness circles and 1:1 support

CHALLENGES - students and families living in abject poverty due to underemployment, unemployment, homelessness, domestic violence, lack of affordable/consistent physical or mental health care, lack of affordable housing and other stressors that create uneven home support for children's academic needs, absences and lack of connection and focus for these students while in school - teaching staff building skills and knowledge to differentiate and offer appropriate supports to ELLs

KEY STRATEGIES - INSTRUCTIONAL FOCUS: students supporting their ideas with examples through speaking and writing, teachers explicitly modeling, coaching intentional feedback and differentiated supports, which we will continue to support in our PD cycles and what we look for during weekly learning rounds which includes teachers. - SOCIO-EMOTIONAL FOCUS: Continued development of a more robust BRTI system of supports-schoolwide and coherent implementation of BRTI in classrooms.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

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

These requirements include:

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

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

<table>
<thead>
<tr>
<th>2. School Site Council Roster*, Signatures, Bylaws &amp; Agendas</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ 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.</td>
</tr>
<tr>
<td>✔ SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). <strong>Note:</strong> Signature from the principal and the SSC Chair are required, other members can sign but it is not required.</td>
</tr>
<tr>
<td>✔ SSC Bylaws</td>
</tr>
<tr>
<td>✔ 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ 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</td>
</tr>
<tr>
<td>✔ SIG Carryover Expenditures</td>
</tr>
<tr>
<td>✔ All 2016-2017 Title I funds should be accounted for in the BSC</td>
</tr>
<tr>
<td>✔ Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Title I Parent Involvement Policy*</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package</td>
</tr>
</tbody>
</table>

*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>Increase proficiency levels on IABs and SBAC Reading: 10% Math: 10%</td>
<td>- Student self evaluation of reading and math tasks, writing using rubrics - Teacher providing direct feedback and coaching - Peer to peer feedback - Small group strategic and differentiated instruction (guided reading, strategy groups, Tier 2 and 3 intervention supports that are fluid and accelerate learning) - frequent collaboration with teaching colleges, specialists (RSP, SLP, school psych, administrators) to develop a broader understanding and hone skills for students who struggle to learn</td>
</tr>
<tr>
<td>Data from spring 2015 (SBAC) to January 2016 (IABs) show all students improved as follows: Reading (IAB): 3 gr: 27% =&gt; 29% (+2) 4 gr: ? =&gt; 40% 5 gr: 41% =&gt; 64% (+23) F&amp;P (Spanish): All: 60% =&gt; 75% (+15) SPED: 17% =&gt; 35% (+18) F&amp;P (English): All: 36% =&gt; 50% (+14) SPED: 22% =&gt; 23% (+1) ELLs: 30% =&gt; 45% (+15) Data from our weekly instructional rounds shows increased opportunities for students to speak and write using academic language. Supports for ELs and practices that have been observed with increasing frequency include: · Visual supports such as anchor charts · Language frames (sometimes differentiated) · Turn and Talk · Academic Conversations · Teachers moves: coaching conversations, referring to visuals · Explicit language instruction · Beyond and About the Text prompting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PreKinder According to data provided by the DRDP our students were all below the district average in the domains of the DRDP during the first assessment window. By the second window our students had improved in all assessment areas and we were at above 70% meeting or exceeding expectations for all assessment areas except for English Language Development. We are a “Soy Bilingue” preK so this is appropriate and consistent. This year the teacher focused first semester on socio-emotional goals and 2nd semester on Academic goals.</td>
<td>We hope to increase our 1st semester DRDP results by 10 percent. In addition by the end of the 2016-2017 school year our goal is to have 85% of students meeting kindergarten readiness goals.</td>
<td>We are in year 2 of the implementation of a school-day PreK program. In terms of instructional shift we will backwards plan from kindergarten readiness goals for our project based learning and integrate DRDP improvement goals into our lesson plans beginning from the first month of school.</td>
</tr>
</tbody>
</table>

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?

<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>Teachers use small group instruction to pull students who are below grade level in - guided reading more frequently for tier 2 students - strategy groups for all students - Small group writing about reading - Pre and post assessments using rubrics to assess students ability to write about reading. Our students’ F and P levels increased from Fall to winter by 15 points in Spanish and overall 14 points in English. In terms of IABs our ELA scores as a school improved about 12% The ArTIF as well as two interventionists pull small groups of tier 2 and 3 students to implement the LLI series of lessons for reading intervention. Our Spanish interventionist works with small groups of students to improve their reading in Spanish. From the fall window to Spring window as a school we went from 36% meeting or exceeding standards in English to 50 %, as well as from 59.7 % meeting or exceeding in Spanish to 74.6%.</td>
<td>Our overall target is for 60% of our students to meet or exceed standards in Reading in English and 85% of our students to meet or exceed standards in Spanish. Our target goal for our ELA scores on the IAB will be to improve 10 percent per year. Our goal for the SBAC is to improve by 15 percentage points a year.</td>
<td>1) Academic RTI Facilitator - small group pull out and quarterly analysis of the data for Tier 2 and 3 interventions as well as consultation and collaboration with IRF and Lit Coach to develop PD focus that addresses areas of growth in differentiated instruction in general ed classrooms 2) Literacy Coach - small group instruction as well as focused coaching based on summative (IABs, unit tests) and formative (F&amp;P, tasks, reader response notebooks) assessments 3) Spanish Reading intervention - small group instruction 4) English reading Intervention - small group instruction 5) IRF, ARTIF and Lit Coach: Coaching for teachers on guided reading 6) Foment Formative and Summative Data analysis to track student growth with support from instructional support staff 7) PD to support reading response 8) Add streamlined process for GL SAPs that all teachers can follow (ie flow chart), Prioritize next steps, Ask teachers to bring an artifact of a promising practice to share in Fall 2016</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?

Analysis of results for Language Arts - Focal Group

**ENGLISH LEARNERS: BOY to MOY data shows:** F&P Eng: 30% => 45% (+15) Spanish: 58% => 74% SBAC Spring 2015: 17% in Reading CELDT results from 2014-15 to 2015-16 show that our students are making progress on AMAO 1: 46.6% => 59.3% AMAO 2: 9.7% => 14.1% (>5years) AMAO 2: 49.1% => 48.4% (>5years) Student R-FEP in 2014-15 was at 48% (district 50.7%) While we continue to make impressive gains in listening and speaking for the last 4 years, we are making less dramatic gains in our reading and writing domains on CELDT.

**AMAO 1:** maintain double digit growth (10% or better) **AMAO 2:** increase growth by 5% for ELLs under 5 years in school and 10% for ELLs in school 5 years or more. Increase performance of ELLs in F&P by 10% Focus on Kinder and 1st grade English Pathway - aim for 50% of 1st grade meeting standards by Window 2.

**Students with IEPs:** Data from BOY to MOY (IABs) show: Reading (IAB): 0% => 16% F&P (Spanish): 17% => 35% (+18) F&P (English): 22% => 23% (+1) SBAC: 9% in Reading

**Increase reading performance by at least 10% on F&P, IABs and SBAC**

In addition to the shifts and strategies listed in ELL section: Gen ed and special educators will be provided more frequent opportunities to collaborate on understanding the specific learning needs of their students with IEPs and the differentiated supports necessary to accelerate their learning growth. - Sharing and development of lesson plans b/n Gen ed and sped professionals to incorporate modifications/accomodations - rotating meetings with GLs - Special educators will to develop co-teaching experiences to model differentiation and modifications for SPED students in gen ed classrooms Gen ed teachers will consult more regularly with SPED staff to more effectively differentiate for students with IEPs.

Mathematics Core Curriculum
### 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.

**SBAC results show that school-wide, 12% of students in 3rd-5th grade met or exceeded standards, 7% of ELLs, and 3% of SPED.** Many students need to build more fluency and number sense. Students have varying degrees of understanding of the foundational math concepts (number sense, subitizing, base 10, proportionality) and fluency with math facts. Math: (IAB) 3 gr: 33% => 49% (+16) 5 gr: 31% => 36% (+5)

**PreKinder**

According to data provided by the DRDP our students were all below the district average in the domains of the DRDP during the first assessment window. By the second window our students had improved in all assessment areas and we were at above 70% meeting or exceeding expectations for all assessment areas except for English Language Development. We are a "Soy Bilingue" preK so this is appropriate and consistent. This year the teacher focused first semester on socio-emotional goals and 2nd semester on Academic goals. In addition for Math, our students did poorly on "spatial relationships" 0% meeting expectations in window 2. Two other low areas are in Inquiry through observation and Investigate and Document and communication of Inquiry.

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

- Increase our performance on IAB by 10% SBAC by 10%
- We hope to increase our 1st semester DRDP results by 10 percent. In addition by the end of the 2016-2017 school year our goal is to have 85% of students meeting kindergarten readiness goals. Increase Spatial Relationships by 20%, and have inquiry and documentation of inquiry improve 20%.

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

- Continue to focus on process over product in instructional approaches Collect tasks from the units to analyze to determine areas of strength and growth Use bank of questions from Illuminate to assess discrete standards UNIT OVERVIEW PLANNING: teachers Plan units and isolate key concepts in order to modify curriculum to address student needs - strategy groups - small group instruction - supports for ELLs (vocabulary and visual supports)

**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?

### 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 for Mathematics-Intervention

From spring 2015 to January 2016, we have seen an increase in math IABs of 16% in 3rd grade and 5% in 5th grade. This is an increase from SBAC results of over 10%. This is due to more differentiated small group instruction

**ENGLISH LEARNERS**: On SBAC, 13% of ELLs meet or exceeded standards. Data from BOY to MOY (IABs) show ELL students improved in window 1 but fell back again for window 2. MATH (IAB): 29% => 25% (-4)

**Maintain and continue to exceed double digit growth on summative and formative assessments**

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

(See also strategies for Language Arts) Continue to develop intentional, differentiated small group strategy/guided reading and coaching and feedback in these settings and 1:1 Add streamlined process for GL SAPs that all teachers can follow (ie flow chart), Prioritize next steps, Ask teachers to bring an artifact of a promising practice to share in Fall 2016

### 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

**ENGLISH LEARNERS**: On SBAC, 13% of ELLs meet or exceeded standards. Data from BOY to MOY (IABs) show ELL students improved in window 1 but fell back again for window 2. MATH (IAB): 29% => 25% (-4)

**Maintain and continue to exceed double digit growth on summative and formative assessments**

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

Continue to develop intentional, differentiated small group strategy/guided reading and coaching and feedback in these settings and 1:1 Supports for ELs and practices that have been observed with increasing frequency include: · Visual supports such as anchor charts · Language frames (sometimes differentiated) · Tum and Talk Academic Conversations · Teachers moves: coaching conversations, referring to visuals · Explicit vocabulary instruction · Frequent opportunities to develop their understanding of math concepts through academic conversations and in writing.
Students with IEPs On SBAC, only 3% of SPED students met or exceeded standards. Our IAB data shows that we are improving from BOY to MOY: 3% => 13% (+10)

Gen ed and special educators more frequent opportunities to collaborate on understanding the specific learning needs of their students with IEPs and the differentiated supports necessary to accelerate their learning growth. Special educators pilot co-teaching experiences to model differentiation and modifications for SPED students in gen ed classrooms (e.g., cluster students with IEPs in certain classrooms, shared GL regrouping) Gen ed teachers need to consult more regularly with SPED staff to more effectively differentiate for students with IEPs RSP teachers get support developing CCSS content knowledge RSP teachers develop an awareness of vertical articulation across GLs RSP teachers incorporate ELL strategies used in GE classrooms into pull out instruction (see above)

### 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 SR 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>CELDT results from 2014-15 to 2015-16 show that our students are making progress on AMAO 1: 46.6% =&gt; 59.3% AMAO 2: 9.7% =&gt; 14.1% (+5years) AMAO 2: 49.1% =&gt; 48.4% (+5years) Student R-FEP in 2014-15 was at 48% (district 50.7%) F&amp;P (window 1 =&gt; 2) English: 30% =&gt; 45% (+15) Spanish: 58.2% =&gt; 74.4% ELA IABs (Window 1 =&gt; 2) 28.2% =&gt; 38.5% Math IABs (Window 1 =&gt; 2) 28.6% =&gt; 25.3% (doesn’t include 4th gr) While we continue to make impressive gains in listening and speaking for the last 4 years, we are making less dramatic gains in our reading and writing domains on CELDT. NEWCOMERS: We currently do not have a system for addressing the survival English skills for students who come to us with languages other than Spanish. We are intentionally identifying FOCAL STUDENTS based on criteria that indicates they are likely to be RFEP or become an LTEL. Teachers collect formative assessments and ILT analyzes data to determine trends, to inform instruction and PD focus.</td>
<td>AMAO 1: maintain double digit growth (10% or better) AMAO 2: increase growth by 5% for ELLs under 5 years in school and 10% for ELLs in school 5 years or more. Increase performance of ELLs in F&amp;P by 10% Focus on Kinder and 1st grade English Pathway - aim for 50% of 1st grade meeting standards by Window 2</td>
<td>Tier 1 instruction needs to incorporate - language objectives in all lesson planning - more rigorous demand for reading response and writing - focused analysis in instructional planning of the demands of texts and development of appropriate supports to increase the rigor in comprehension (reading closely) - systematic integration of ELD standards into ELA spirals - systematic and intentional feedback/coaching in reading and writing in small group instruction, through self-evaluation, 1:1 conferencing - differentiated small group/guided instruction supports to address student needs ELD instruction needs to... - provide systematic approach to developing language forms and functions based on the levels of students - optimize language use (oral and written expression) during the daily 30 minute block with fidelity (students need to be engaged in language production for at least 75% of this block)</td>
</tr>
</tbody>
</table>

### 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. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</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
### What shifts will be required to achieve these goals?  
WASC Ch.5

| School needs a more systematic process for engaging students and families in a career and college going culture. A couple of 5th grade teachers have taken students to area colleges, some teachers, some staff have talked to their students about college life and their own experiences, some classrooms have tables and/or groups with university names. | Systematize our approaches to college and career going culture in every classroom. | As a school, we need to own that consistent conversations, processes and tangible artifacts and connection between what we learn in school and how this build a pathway for a college and career. |  
| Increase number of parents who participate in the K2C program. - Number of students with savings accounts: 397 - Number of active accounts receiving saving deposits from families: 23 | Increase number of parents who continue to contribute to accounts by 10% | More education through parent workshops, tabling during major school events (PTCs, BTSN) Encourage teachers to attend K2C workshops so they can support families to continue to save |  

### Elementary Schools

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

Begin to systematically incorporate explicit pathways that students and families can take to get to college and careers: Activities: 1) Staff share own experiences about college on a regular basis/displaying the attire/decals of the colleges they attended - college sweatshirt day - hang banners, decals or other visible college artifacts - invite former students and community members to present on their college and/or career choices 2) Career Day - ask students what they would like to do when they grow up and invite community members to talk about their respective careers while also linking it to classroom research standards/projects. 3) Link K2C savings accounts by holding field trips to banks and extend with informative workshops on savings and building credit. Work with MPN partners and financial literacy initiative to build concrete connections to savings accounts and debunking myths about savings. 4) develop relationships with area universities and colleges to have informational sessions and/or field trips for upper grades.

### 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?

Continue to PROVIDE TEACHERS PROFESSIONAL GROWTH OPPORTUNITIES to refine their practice through • QUARTERLY RELEASE TIME to understand the standards and develop an instructional sequence, using planning documents and shareable on Google drive, to refine each spiral, and to analyze focal student work in a systematic way. • TOOLS (Google drive, documents and planning resources) and RESOURCES (instructional coaching by IRF, Lit Coach, ARTIF) during weekly Grade Level Collaboration time • PROFESSIONAL DEVELOPMENT: - Differentiated and based on teacher choice to address distinct grade level span and/or student needs - Opportunities to practice and bring back evidence of student learning to analyze and adjust practice in follow PD sessions • LEARNING ROUNDS: Teacher regular participation in weekly learning rounds gives access to variety of classrooms across grade level spans with time to reflect and provide school wide feedback and next level of work, as well as predictions of student learning • PRINCIPAL FOCUS ON LANGUAGE ACQUISITION as a foundation of our instructional focus and professional development • EARLY IMPLEMENTERS: Selecting early implementers of designated and integrated ELD practices and providing intensive support and time for planning • DISTRICT MATH COACHING SUPPORT: Provide teachers release time to work with math coaches to strengthen math instruction.

Continue to focus and deepen STUDENT SUPPORTS so that ... • teachers plan lessons with language objectives in mind and explicitly engage students in focusing on the language necessary to provide access to content • classroom structures support student engagement, optimize time on task to engage in rigorous, observable learning • Students expand on their conversations through follow up questioning • Students regularly receive specific feedback from peers and teachers • Students use the routines, classroom resources and school wide expectations (turn and talk, expanding thinking, listening strategies, metacognition, reasoning) as they move up through the grades to access more rigorous and demanding content to become independent and self sufficient • Students can access their funds of knowledge (language, culture, experiences) and a growth mindset to continually access increasingly rigorous content.

### School-Wide Action Step(s)

<table>
<thead>
<tr>
<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>
<tbody>
<tr>
<td>1) IRF, Lit Coach, ARTIF, Principal and Assistant Principal support grade level planning by providing coaching/feedback/nudging</td>
</tr>
<tr>
<td>MTSS - centrally funded positions</td>
</tr>
<tr>
<td>2) District Coaching/PD - Math, ELD</td>
</tr>
</tbody>
</table>
MTSS - centrally funded positions in Humanities, MPD and Math and Science. Math and ELD TSAs have routinely worked with grade levels and/or provided support during grade level release days. We expect to tap this expertise again in 2016-18.

| 3) Teacher release time before each spiral | TIIG, Prop A, Title I |
| 4) Teacher release to observe colleagues, for Learning Rounds | TIIG, Title I, internal coverage, CORE pairings (if available) |

### Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>DHH students are mainstreamed into general education classrooms for VAPA classes and PE. DHH students who are Students with IEPs are fully included into general education classrooms and the vast majority are pulled out just 3% of their day for RSP support services</td>
<td>Continue to incorporate our DHH students into our gen ed classrooms, activities. Continue to fully include students with special needs into general education classrooms.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>Spring 2015 SQII indicates that we were at 12% of ALL students with chronic absences. By MOY, this pattern is the same, with Kinder 21% (16 students), 3rd grade at 15% (11) and 2nd grade at 11% (9). Student Socio-emotional Skills show our students have some strong skills ranging from 3.41 - 4.14 out 5. Our students able to manage their emotions (4.14) and are more socially aware (4.07), both above district averages. We have to work more on a growth mindset.</td>
<td>Improve Kinder attendance by cutting chronic to 10%</td>
</tr>
</tbody>
</table>
Parent-School-Community Engagement

**Narrative describing Parent-School-Community culture**
Who are you reaching/missing (And how you know…)?
Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)

**Targets**
What is the strategy & how will you know you were successful?

Spring 2015 SEL data reflects that families express positive feelings about school: climate of support for academic learning (96%), sense of belonging (89%), safety (93%), knowledge of & fairness of rules (89%). Families express less confidence in school program fit (61%), parent support for students (63%), and child behaviors (55%). Family workshops have been significantly reduced and primarily offered after 5PM, based on previous year data. While attendance is better, we are still missing a significant slice of families due to work schedules and single parenting as a major roadblock. Also, more families have moved out of area and it is not as convenient to come to school for meetings. However, we continue to get over 90% attendance at parent/teacher conferences. Surveys indicate families prefer text messaging; challenge is updating phone numbers as many families change phone numbers. Our target is to have 90% of our families choose Chavez.

1) Continuing to improve on Linking to learning by creating opportunities for parents to develop an understanding of their child’s academic progress and what they can do at home to support them through a more aligned ELAC plan and literacy-based parent academic workshops.
2) Matching student and community needs with appropriate resources. Enlisting partners in the outreach effort strategies with families to improve access and participation. - Based on parent survey data and 2015-16 workshop attendance data, ELAC, PTA, and MFP partners will continue to collaborate on building high leverage family nights on topics of high interest and high leverage for supporting our improvement plan. - Family Engagement/empowerment PLC is working on building stronger connection between staff and families through joint planning of evening family events. - Continue to foster existing community partnerships and seek additional CBs that offer free/affordable summer programming and after school services. Continue Monthly PreK and Kinder transition meetings. Reach out to families already in our community to enroll in our PreK program.

In an effort to partner more powerfully with families, we need to implement different ways to engage: 1) Principal incorporates the expectation that every teacher and support staff will participate in one Family Learning evening event annually (offer Prop A funds) 2) Consider occasional Principal chats, workshops at neighborhood venues closer to where families live and at different times of the day/evening => more families have access to supporting children succeed academically and socio-emotionally 3) Wellness Team offers a series of workshops on the socio-emotional needs and supports families can lend students at their ZPD (to address parents low confidence on supporting their children thrive academically and socially) This year 9 of the 16 students we have in PreK chose Chavez as their school for Kinder. Our target is to have 90% of our families chose Chavez.
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 = 5,350

Supports PD and peer release time to develop stronger practices to collaborate with gen ed teachers, within SPED team and across district DHH Conference for DHH SDC teachers Instructional supplies and tools for students w/IEPs

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 = 124,063

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?
...5 FTE Reading Intervention to continue to support the acceleration of of ELL reading achievement - two 4.5 hour bilingual paraprofessionals to support ELL instruction (small group/strategy support/center work) in Kinder bilingual and EO classrooms - instructional materials to support ELL language support and academic acceleration $7,300 - Instructional Supplies (supports work of ELAC) $2000 - Instructional Aides EC hours $600

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 = 45,000

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?
$14,000 will be used to support our Reading Partners, for pull out 1:1 reading support for Tier 2 students 25 FTE Bilingual Reading intervention teacher for pull out Tier 3 reading acceleration support $7,300 used for instructional materials (e.g., bilingual informational texts for use in small guided reading groups or for shared or interactive reading, social studies or science 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)

LCFF Concentration Grant (SCG-C) 07092
Allocation = 0

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?

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 = 445,500

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?
2 FTE classroom teachers in 4th and 5th grades to facilitate re-grouping for primary language instruction and reduce class size when regrouping for primary language; .6 FTE Curriculum tech Integration Specialist to provide direct instruction and coaching support to integrate technology into instruction; .75 FTE Reading Intervention teacher to accelerate reading growth for Tier 2 and 3 students and provide additional support inside classrooms (co-teaching, collaboration and consultation) .75 FTE Senior Clerk position to support Pre Kinder attendance, enrollment, as well as office operations K-5, including budget support (accounts payable, requisitions on GoFAST, Perci, Peoplesoft) for a staff of approximately 70; .25 FTE to increase centrally funded elementary advisor from 1.0 FTE - charged with support of attendance monitoring (SART, SARB process) as well as discipline and restorative practices for behavioral interventions; .25 FTE to increase family liaison from .5 centrally funded to .75 (if enrollment remains at 438) to support family engagement plan and support for empowering parents to support children academic and socioemotional growth $5,000 stipend for Instructional Leadership Team for extra hours and leadership support for our PLP; $10,000 for supplies (4313) - paper, supplies $19,000 for technology $8000 - copier supplies, rental/leases
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.

### Title I

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>109,093</td>
<td>How do you plan to use these funds?</td>
</tr>
<tr>
<td>31500</td>
<td>0.5 FTE Reading Intervention teacher to accelerate reading growth for Tier 2 and 3 students and provide additional support inside classrooms (co-teaching, collaboration and consultation); 1 - 4.5 hour bilingual paraprofessional to support in bilingual and English pathway Kinder and 1st grade classrooms; $11,000 for online instructional subscriptions: Learning A-Z (RazKids online leveled books in Spanish &amp; English) and Dreambox (online math practice program); $1200 for parent meetings (SSC, parent workshops) $600 paraprofessional EC hours for parent meetings (childcare) $11,000 for online instructional subscriptions: Learning A-Z (RazKids online leveled books in Spanish &amp; English) and Dreambox (online math practice program); $1200 for parent meetings (SSC, parent workshops) $600 paraprofessional EC hours for parent meetings (childcare) $11,000 for online instructional subscriptions: Learning A-Z (RazKids online leveled books in Spanish &amp; English) and Dreambox (online math practice program); $1200 for parent meetings (SSC, parent workshops) $600 paraprofessional EC hours for parent meetings (childcare) $11,000 for online instructional subscriptions: Learning A-Z (RazKids online leveled books in Spanish &amp; English) and Dreambox (online math practice program); $1200 for parent meetings (SSC, parent workshops) $600 paraprofessional EC hours for parent meetings (childcare) $11,000 for online instructional subscriptions: Learning A-Z (RazKids online leveled books in Spanish &amp; English) and Dreambox (online math practice program); $1200 for parent meetings (SSC, parent workshops) $600 paraprofessional EC hours for parent meetings (childcare) $11,000 for online instructional subscriptions: Learning A-Z (RazKids online leveled books in Spanish &amp; English) and Dreambox (online math practice program); $1200 for parent meetings (SSC, parent workshops)</td>
</tr>
</tbody>
</table>

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

### 1% Title I Parent Set Aside: 1,200

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.**

Set aside for parent resource room, materials for parent workshops and meetings

**Date** your school's Parent Involvement Policy was reviewed by your School Site Council: 3/23/2016

Select the Bryk Essential that most aligns to the use of these funds:
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### Impact & Innovation Awards = 0

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

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

### Principal's Innovation Fund: 0

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

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

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

### Equity Grant = 0

(as applicable 16-17)

Identify Sub-group & specific actions

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

### QEIA Carryover = 0

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

Select the Bryk Essential that most aligns to the use of these funds:
Other (PTA, external sources, School Quality Pairing/CoP work) = 15,000

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

CORE Pairings Grant (if this comes through this year): release for teachers to visit CORE partner school to observe practices, to develop stronger spirals, to visit successful school program within district and outside of it Purchase instructional materials that accelerate academic growth based on our identified areas of academic need

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1.0: SSW anchors the mental health collaborative, collaborates deeply with ARTIF and mental health consultant and develops sustainable systems for addressing the mental health and behavioral RtI model schoolwide.</td>
<td>1.0: works closely with SSW, mental health consultant, elementary advisor, CSC, and FL to develop culturally responsive health and wellness workshops for families, staff; coordinates health needs of students and communicates effectively with all relevant staff as to appropriate supports for maximizing learning despite health needs</td>
<td>.5: .5 Family Liaison coordinates family workshops (in consultation with CSC), family resource room usage protocols, and communication b/n parents and school staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>.75</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 FTE: IRF coordinates the professional learning plan in deep collaboration with instructional support staff (Lit Coach, ARTIF, intervention staff, central office personnel and administrators) and operationalizes said plan through a recursive process of data analysis, reflection, and revision throughout the school year. IRF builds and strengthens teacher leaders’ own capacity to facilitate grade level meetings through modeling during ILT work.</td>
<td>1.0: leads the literacy improvement efforts through a thorough analysis of student outcomes/data in the English and Spanish biliteracy pathways, observations and school-wide initiatives in deep collaboration with instructional support staff (Lit Coach, ARTIF, reading intervention staff and administrators) and operationalizes said plan through a recursive process of analysis, reflection, and revision throughout the school year.</td>
<td>1.0: develops a system for analyzing our tier 1 instruction and a plan for reducing Tier 2 and 3 over time (2-3 years); works in deep collaboration with instructional support staff (Lit Coach, ARTIF, intervention staff, central office personnel and administrators) and operationalizes said plan through a recursive process of data analysis, reflection, and revision throughout the school year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0: Community school Coordinator coordinates, nurtures and directs the work of key partnerships in relation to family engagement areas of focus (see above)</td>
<td>.2 PK Coach: supports the early childhood standards, academic, SEL and environmental factors for PK staff; collaborates with admins to strengthen DLL model and collaborates with mental health consultant to support healthy SEL development</td>
<td>Reading Intervention teachers (2): Monthly meetings b/n RSP, DHH teachers and content specialist to strengthen their delivery service models, case management skills and consultation skills with general education teachers</td>
<td>.2: Mental health consultant (MPN) supports PK-5 and wellness team strengthen SEL supports</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

IKEY STRATEGIES - INSTRUCTIONAL FOCUS: students supporting their ideas with examples through speaking and writing in our PD cycles and what we look for during weekly learning rounds which includes teachers. - SOCIO-EMOTIONAL FOCUS: social worker and mental health consultant pushing in to support high needs students, to support transitions and/or documented periods of struggle during the day, coupled with consultation with teachers and implementation of behavior plans - FAMILY ENGAGEMENT: Community Schools Coordinator working with CBOs to coordinate a more culturally and coherent set of protocols for engaging families and developing data tools to engage the teaching staff on addressing the communication gap between parents and teachers. CSC and FL develop annual plan to engage and empower families through partnerships with after school program with explicit collaboration with parent leadership groups to address specific themes in dinner meetings (reclassification, CCSS, P/T conferences)
**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:

<p>| ✓ | 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 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: 3/23/2016 |
| ✓ | 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: 3/23/2016 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalina Rico</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Carolyn Guerrero</td>
<td>Teacher/President</td>
<td></td>
</tr>
<tr>
<td>Efrain Barrera</td>
<td>Community School Coord/Secretary</td>
<td></td>
</tr>
<tr>
<td>Rebecca Sheehan-Stross</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Nina Ravizza</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jimmy Lopez</td>
<td>TSA (alternate)</td>
<td></td>
</tr>
<tr>
<td>Elvira Arriola</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Olga Maldonado</td>
<td>Parent/Vice President</td>
<td></td>
</tr>
<tr>
<td>Olga Reyes</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Carmen Ramos</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Aurora Mancinas Maturino</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>