Dr. Charles Drew Elementary School is a small K-5 elementary school committed to balanced literacy and a strong social emotional climate in the development of our students in preparation for college and career readiness in order to be responsible, active participants in the world. We have a tradition of integrating arts and mindfulness into the academic curriculum and providing school-wide music and arts programs, which contribute to our students’ academic success. Dr. Charles Drew overall standardized test scores reflect growth in academic achievement. As a staff, we strive to close the achievement gap for all Hispanic/Latino, African American, Special Education and Socioeconomically Disadvantaged Students. We aspire to address the needs of all of our students by encouraging creativity, cooperation and independent learning, and reinforce an atmosphere of friendship and mutual support through clearly articulated expectations. Some key strategies that the school community is implementing to meet its academic, social/emotional and school climate goals include: thoughtful shifts in instruction and integration of technology towards achievement of the Common Core State Standards in Language Arts and Math, and toward meeting the standards-based claims for Language Arts and Mathematics in the new Smarter Balanced Assessments; further development of differentiated learning strategies utilizing Balanced Approach to Literacy and Readers Workshop as well as district designed Math curriculum for students performing at, above and below grade level; school-wide implementation of Tier 2 and Tier 3 interventions under the academic and behavior Response to Intervention system. As a Bayview/Hunter’s Point School, we understand that our students’ success ultimately depends on the shared responsibility of families, staff, and scholars. All stakeholders will demonstrate an ongoing commitment: - To establish and maintain an environment of kindness and mutual respect. Students will become independent problem solvers through making positive choices and practicing conflict resolution. - To hold all students to their highest level of social development and academic achievement. - To differentiate instruction and engage each scholar through culturally responsive teaching of the Common Core State Standards. Our goal is to prepare our scholars to attend any middle school in the district and be able to problem solve, think critically and take pride in their culture, themselves, and others. Drew is the home of some very dedicated and caring teachers who are adjusting their teaching practices to meet the needs of the students they serve. Teachers are participating in a variety of Professional Developments: Comprehensive Literacy, Science Investigation, Mathematical practices and the understanding of culturally relevant strategies to address the needs of the scholars we serve. The students are vibrant, creative, energetic, responsive learners. Although Drew is a vibrant community with a dedicated staff, and eager scholars, we are continuously trying to close the achievement gap. We feel we are moving in the right direction by addressing our children’s learning styles, perfecting our instructional practices and continuously working with our families to provide consistency and continuous growth. Dr. Charles R. Drew believes that every student can achieve their highest potential through differentiated instruction that begins with their strengths and pushes them in their areas of need. As a school, we will do this by implementing balanced literacy and workshop style instruction K–5, creating an inclusive school with a combination of co-teaching, inclusion, utilizing the environment to support our instruction, and providing enrichment opportunities to tap into students’ passions and spark their creative spirits.
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 Budgeting and Central Services 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. This document is designed to build on your plan from last year and makes changes where necessary.

**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 2016-2017 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).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of **Transform Learning, Transform Lives**, 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.

<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 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
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

- All 2017-2018 Title I funds should be 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
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/dep/roa/aa/oa/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

**Contents**

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D & F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NC College Data (high school only)** provides college attendance trends for high school graduates

**English Learner Report 2016-17**

(AMAO Trends and performance school-wide and pathway)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

**Contents**

- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td></td>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

**Contents**

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions,
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

**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 to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- 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>80% of PK/TK students will meet the Mid year developmental range for (Rhyme Awareness We will support fluency skills while we focus on comprehension skills beginning in PK-5; through open ended questions, writing responses to lit, books talks, and more. 70% of all students will meet or exceed standard as evidenced by F&amp;P, RI by EOY.</td>
<td>PK/TK Teaching explicitly state and use nursery rhymes or rhyming words to highlight phonological awareness. Teachers make connections to home language and use visual aids. Teachers use language modeling and books to &quot;act out a story&quot; selecting students to take lead parts. Para Professional will be assigned to TK and K and 1st grade classrooms to provide ongoing support, conduct small group instruction, and to support student learning. In addition to shifts from previous version: Push in support and &quot;in time&quot; &quot;elbow&quot; coaching provided for all classroom teachers. Each &quot;coach&quot; will support 2 grade levels, in the classroom, on a daily basis. Coaches will model and provide feedback in real time. We will purchase a similar program &quot;I Read&quot; for our primary grades in order to monitor progress and adjust teaching accordingly. Using CALS with an emphasis the Gradual Release model of direct instruction. PK-12 will incorporate listening centers and a research based word study program such as SPPS. School Volunteers will be in classrooms to support push in model, on a weekly basis, for 1-2 hours. Students will read to volunteers and volunteer will model appropriate reading strategies to students as well.</td>
</tr>
</tbody>
</table>

Based on Spring Scores, we can see a discrepancy between F&P Scores and our Reading Inventory Scores. When students take the test independently - with grade level text - their comprehension scores show a dip. Grades 3-5 15.7% proficient on Reading Inventory

Insert Brigance and other pertinent data for PreK

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic Rti Facilitator, please articulate how that staff will be utilized in pursuit of those goals?
<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.1% K-2 Proficiency on F&amp;P 58.5% 3-5 Proficiency on F&amp;P 27% Proficiency for SBAC ELA scores BOY F&amp;P Scores 2016-17 Kinder 36.9% Meet Benchmark or above 1st 71.9% Meet Benchmark or above 2nd 27.3% Meet Benchmark or above 3rd 61.3% Meet Benchmark or above 4th 47.6% Meet Benchmark or above 5th 66.6% Meet Benchmark or above A cycle of new teachers who are not skilled at differentiating instruction in a way that provides target support at student level AND exposes students to the rigor of grade level text/content. New teachers are not skilled at using the F&amp;P results to create appropriate groups and aligned guiding reading foci.</td>
<td>Increase teacher retention and build teacher capacity to differentiate lessons. TK/PK: Increase awareness of rhyming words and letter sounds. K-5 Insert appropriate Word Study goal based on available data 1-2 years growth for each student performing below grade level as evidenced by F&amp;P levels. Students who have exceeded, met, and nearly met the standard on ELA SBAC will be our target group. 20% Proficiency by SBAC standards</td>
<td>Each grade level team has an assigned point person from the Drew Literacy Team to support teachers to plan differentiated lessons before, during and after school, provide small group instruction, model teaching and data analysis cycles Coaches will support teachers to plan differentiated lessons before, during, and after school. Extended hours provided as needed. Collaboration with i3 and BTSA coaching to support and retain teachers. Collaboration with Pupil Services for ongoing support emphasized in K-1 classes: Trainings, PDs, Modeling and Observations with Feedback. Ongoing analysis of student work to create re-engagement lessons. Increased level of partnership with HEARTS consultancy model. Point person on site every other Wednesday to observe and consult with teachers as well as provide relevant PDs based on observations. Differentiated Lesson plan activities, small group instruction, and homework based on assessments. Each Tier 2 student will received at least 12 sessions of Guided Reading/LLI each day. To validate the F&amp;P scores C&amp;I will provide training for new teachers, and actually assess students in K/1 classes as needed. C&amp;I to provide PDs to teachers with particular emphasis on increasing content knowledge for our teachers. ARTIF to provide push in support in classrooms: co-teaching, guided reading groups with LLI kits, and model lessons. Volunteers in classrooms to support push in model on a weekly basis for 1-2 years growth for each student performing below grade level as evidenced by F&amp;P levels. Students who have exceeded, met, and nearly met the standard on ELA SBAC will be our target group. 20% Proficiency by SBAC standards Based on success over the past 2 years, we will extend our blended learning model to include more classrooms. Our blended learning model involves combining Internet and digital media with traditional classroom methods that allow for more student control over time, place, path, or pace. Paraprofessionals will support K and 1 classrooms with foundational skills in Integrated ELA and Math. Differentiated lesson plan activities, small group instruction, and instruction based on formative assessments. Each Tier 2 student will receive guided reading/LLI daily Humanities will provide training for new teachers, and assess students in K-1 classes as needed. Humanities will provide PD to teachers with emphasis on increasing content knowledge for our teachers. This will be done by Lit Coach/ Specialists. ARTIF will provide push in support to classrooms, coaching to teachers, guided reading groups with LLI kit, and model lessons in classrooms. To increase reliability of F&amp;P tests, PD and support to teachers for schoolwide calibration is needed.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% students Proficient in ELA by SBAC Standards. Literacy Team will use data to specify the names of targeted students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Consistent and focused interventions needed to accelerate learning. 97% of 3rd graders not meeting SBAC proficiency 100% of 4th graders not meeting SBAC proficiency 76% of 5th graders not meeting SBAC proficiency. Strengthening of Tier 1 Supports in the classroom is the first priority. Our focal group is all 3rd-5th graders who exceeded, met, and nearly met the Proficiency standard on the SBAC.

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**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC 3rd Grade - 3% proficient 4th Grade - 4% proficient 5th Grade - 12% proficient AA Proficiency on SBAC - 9%</td>
<td>PK/TK To support mathematical discourse when using manipulatives, students will use math tools such as “number lines” and “ten frames.” 20% Students proficient by SBAC standards in Grades 3-5. For K-2, 60% of students will be proficient on Summative Tasks.</td>
<td>PK/TK Teachers address Mathematical Practice. Use appropriate tools strategically. Lessons will include 21st Century Skills: communication, collaboration, critical thinking, and creativity. Each grade level will utilize their cart of chromebooks. Students will be given opportunities for individualized instruction using online resources such as Google Classroom, Khan Academy, and teacher-created videos. Teachers will use more open-ended math problems such as MARS and SVMI Tasks. Daily Lesson plans will incorporate 8 Mathematical Practices. All teachers will use SFUSD Math Units to engage, teach, assess, and re-engage the students. Teachers will use the 3 Read Protocol to address Literacy Needs during Math instructional time. Coaches will support teachers to plan differentiated lessons before, during, and after school. Extended hours provided as needed.</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 academic program? If you have a centrally allocated Academic RTI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics - Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focal Group: AA Students 97% Gr 3 not proficient SBAC Math 96% GR 4 not proficient SBAC Math 88% Gr 5 not proficient SBAC Math 9% Proficiency for AA students in grades 3-5 for Math</td>
<td>TK/PK Students will expand their understanding of number relationships and operations in their everyday environment. 1-2 years growth for each student performing below grade level. 20% Proficiency for Math by SBAC scores</td>
<td>TK/PK Teachers will address the following areas: Mathematical Practice. Use appropriate tools strategically. Lessons will include 21st Century Skills: communication, collaboration, critical thinking, and creativity. Each grade level will utilize their cart of chromebooks. Students will be given opportunities for individualized instruction using online resources such as Google Classroom, Khan Academy, and teacher-created videos. Teachers will use more open-ended math problems such as MARS and SVMI Tasks. Daily Lesson plans will incorporate 8 Mathematical Practices. All teachers will use SFUSD Math Units to engage, teach, assess, and re-engage the students. Teachers will use the 3 Read Protocol to address Literacy Needs during Math instructional time. Coaches will support teachers to plan differentiated lessons before, during, and after school. Extended hours provided as needed.</td>
</tr>
</tbody>
</table>
Based on success over the past 2 years, we will extend our blended learning model to include more classrooms. Our blended learning model involves combining Internet and digital media with traditional classroom methods that allow for more student control over time, place, path, or pace. Para-professionals will support K and 1 classrooms with foundational skills in ELA and Math. TK/PK Teachers create ROCl targeted instructional groups by developmental levels, plan differentiated learning opportunities, and use scaffolding strategies. Teachers will create and deliver RE-Engagement Lessons based on assessments. Repeated opportunities for fact practice will supplement math lessons. Small group instruction provided to students based on their needs. Strengthen Tier 1 Supports: Guided Lesson Planning, Teacher Model Lessons in the classroom, Monthly Math PDs Volunteers in classrooms to support push in model on a weekly basis for 1-2 hours.

**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?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WASC Ch.2</strong></td>
<td>TK/PK Students will begin their understanding of number relationships and operations in their everyday environment. 100% Focal Students performing at or above grade level by end of Trimester 2. 20% Proficiency on SBAC Math.</td>
<td>TK/PK Teachers utilize anchor texts, visual aids, games and project based learning to support fluency and instructional routines. Small, skills based group instruction giving daily through coordinated efforts of Coaches, Teachers, SPED personnel, and after school program when applicable. Coaches will support teachers to plan differentiated lessons before, during, and after school. Extended hours provided as needed. We will complete a cycle of inquiry every 6 weeks (for grades 3-5), for both Math and Reading. Teachers will use data to strategically group and lead small group instruction, create learning plans for focal students, and to guide topics for mini lessons in RW and WW and math lessons.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<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><strong>WASC Ch.2</strong></td>
<td>Measure of Success: Increase overall CELDT score by one level for each EL student. Performance Goal: Use CRTL Strategies. TK/PK: Increase progress to 80% of students meeting or exceeding expectations for Understanding and Response to English Literacy Activities.</td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>

14 EL students tested in grades K-5. In grades 3-5, 5 ELs students were tested total 40% met AMAO1 (gained at least 1 proficiency level) SBAC Math and ELA Scores: 0% Proficiency for ELs.
Though the VTS (Visual Thinking Strategies) program, teachers will provide students thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers. Strategies across the content areas: anchor charts, turn and talk, shared interactive writing, and open ended questioning from teachers. Utilize district provided ELA Curriculum, Treasures, on a daily basis.

Instructional Shifts: Academic Conversations, Planning Time, Training for teachers, PD with specific focus on ELLs TK/PK teachers use anchoring language and props for read alouds; turn and talk for language development, provide opportunities for shared/interactive writing, and ask open ended questions to encourage students to make predictions and connections.

### 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>TK/PK 80% or more of students will meet or exceed expectations for relationships and social interactions with peers.</td>
<td>TK/PK Teachers facilitate opportunities for students to engage in cooperative play. Teachers set up indoor/outdoor activities for students to interact with each other collaboratively. Teachers will collect observational evidence to document students levels of sustained cooperative play.</td>
</tr>
</tbody>
</table>

### College and Career Readiness

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

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

**Middle Schools Indicators:** AVID, High School Readiness, College visits, college and career plans

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>College readiness / success is the driving force behind all of our school-wide actions. Creating an environment where students can push themselves and learn from their mistakes is essential to fostering a growth mindset.</td>
<td>K-Readiness workshops for parents Field Trips to colleges/universities Partnership w college volunteers Foster a growth mindset among parents, teachers, and staff to develop our students' potential. Consistent classroom practices (weaved across the content areas) that significantly increase students' perseverance in completing school assignments that leads to higher academic performance and achievement.</td>
<td>Continue to support the Primary teachers in strong instructional literacy practices. Support intermediate students in reading groups (RTI), more exposure to grade level material for upper grades and explicitly teaching comprehension strategies. Administration participates in year long PLC with Growth Mindset focus: sharing best practices, resources, and increasing school-wide awareness. Parent Workshops provided to support parents' efforts to foster a growth mindset at home. Ongoing PD/support to teachers to support positive academic mindsets and help student build effective learning strategies.</td>
</tr>
</tbody>
</table>

### Elementary Schools

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

4th and 5th grade teachers will increase their vertical alignment and plan more together. Teachers will continue to observe one another’s instructional practices and adjust to support relevance and rigor. Students are better prepared for success in Middle School and beyond. All classrooms will take at least 1 Field Trip to tour a local 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 Byk, 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?

As a site, we will support staff and student learning on a continual basis. We will publicize and encourage attendance at District Provided PD opportunities. Our Site based PDs will be based on student/teacher needs with the primary focus on English Language Arts skills. In order to reach our Science, Social Studies, and Math goals, our students need to have strong Literacy skills.

<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>
<tbody>
<tr>
<td>All classrooms will introduce PAX Good Behavior Game Kemels within first month of school. Classes will play the PAX Game after 6-8 weeks of the beginning of school. Push in Support provided for teachers to deliver Second Step lessons. Full time nurse and School Social work will divide up classrooms to offer support. Growth Mindset PLC Partnership with BAT Team / Pupil Services PBIS UCSF Hearts: Trauma-Informed Training Comprehensive Approach to Lit: focus on Mini Lesson and Guided Reading Paraprofessional PD to support classrooms ELD Strategies Lu daily in the classroom 2nd Step Mindfulness PAX Good Behavior Game Teachers are committed to reviewing student work and looking at student data to design lessons that build on students’ strengths to address areas of student need.</td>
<td>Through Prop A, sub release days, and early dismissal days we will maximize planning support for our teachers in both ELA and mathematics. The Literacy Coach and IRF organize and facilitate planning support for our teachers. On a bi-monthly basis our teachers engage in Grade level meetings. During this time teachers plan lessons that are aligned to the PD. Our Literacy Team will provide coaching support for our classroom teachers and plan appropriate PDs based on needs of teachers.</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI) 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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Data</strong></td>
</tr>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>School Climate</td>
</tr>
</tbody>
</table>

**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 What is the strategy &amp; how will you know you were successful?</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 want to continue to have parents attending more school-wide events. Volunteer in the classrooms and take an even more active part in their child’s education.</td>
<td>Connect Growth Mindset studies and activities to Parent Workshops. Dad’s group to support and highlight the increasing number of male caregivers in community. Parent Workshops that use “Great Schools” website. Site is a great tool to assist parents support their kids more effectively. For example, the website guides parents to ask more open ended questions to support reading comprehension strategies at home. Visible by an increase in parent attendance during parent workshops, curriculum nights, and be part of the PAP.</td>
</tr>
</tbody>
</table>

80-90% parent participation on events that allow students to perform, such as Halloween Parade, African American History Program. 60-70% families participated in Parent Teacher Conferences in both the Fall and the Spring.
## 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:** $1,650

In support of our Full Inclusion Model, we will use the additional designated funds to support students with disabilities. We will fund common planning times for SPED Teachers/Parans and GenEd Teachers/Parans to communicate and plan together. We will provide supplies and resources that will support their academic success: supplies/materials for SPED Room that support multi-sensory approach to learning. We also want to support the SPED teacher with resources to ensure we are in compliance while testing for SPED students is happening.

**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:** 5,418

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

In order to strengthen the home school connection, we will hold parent workshops, with training and support for families of English language learners. We will provide materials to take home, and create make-n-take resources.

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

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

**Allocation:** $0

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

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

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

**Allocation:** 45,000

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

As we increase the reach of our blended learning model, we need to increase classroom technology and support. (chromebooks and cart for Kindergarten classes, classroom printers and ink cartridges for student reports, new Xerox machine) All TK, K, and 1st grade classrooms will receive daily para support during Math and ELA instruction. The Paraprofessional will support small group instruction and provide Tier 2 support as needed.

**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:** 546,786

**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?**

Balanced Literacy Model requires a classroom environment that is inviting, engaging, and allows for constant student interaction. The classroom environment is meant to be an extension of the learning and provide access to all students. We will purchase furniture, shelving, and other tools to better equip our learning environments to support the Balanced Literacy Approach. As we increase the reach of our blended learning model, we need to increase classroom technology and support. (chromebooks and cart for Kindergarten classes, classroom printers and ink cartridges for student reports, new Xerox machine)

**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 = $60,587**

(31500)

How do you plan to use these funds?

To support our students, in the Balanced Literacy Approach in the Blended Learning Model we need to purchase current licensing fees for programs such as iRead and MyON, etc. Each PK-5th Student will leave Family Literacy night with 2 new books, Family Math/Science Night will provide manipulatives and materials to create their own projects. Through the VTS (Visual Thinking Strategies) program, teachers will provide all students, especially EL students, thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers. Instructional supplies = 19,507 Family Night books = 20,000 MyOn License= 9,000 I Read =12,000

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 = $551

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.

Involvement of Parents Parent Involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. To ensure that parents and the community have the opportunity to support the educational process through participation in decision making and volunteer activities, we encourage parent participation by: • Holding an annual Back to School meeting each fall to inform parents of school wide program requirements and their rights • Offering a flexible number of meetings, which also includes opportunities for parents to meet to participate in the decisions relating to the education of their children through: o Parents as Partners (PAP) meetings every month o School Site Council meetings every month o School Site Summit annually o Parents are welcome to schedule an appointment at any time throughout the year (teacher, principal, IRF, LSP, parent liaison, etc) • Providing parents with timely information about school programs, including academic information regarding curriculum and assessment, through: o Back to School Night o Family Literacy Night, Family Science Night o School Site Council Meetings o Parent Room (Room 116) with Family Resource Activities and Binder available o Parent Liaison with open office hours o Parent Handbook sent home every Fall o Monthly Newsletter Parent Workshops will provide opportunities for families to engage in activities that will support student learning: access and training for online programs that support Drew’s blended learning program.

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

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

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

Impact & Innovation Awards =

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 =

(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)
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)
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></td>
<td>1.0 Julisa Hicks</td>
<td>1.0 Health Lessons to students and family workshops. Push in support for Second Step: Social Emotional Curriculum</td>
<td></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></td>
<td></td>
<td>Dexter Washington</td>
<td>Jerold Robinson</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</td>
<td>1.0 Tamara Reyes</td>
<td>1.0 Tricia Holloway</td>
<td></td>
</tr>
</tbody>
</table>

Other: Other: Other: Other:

**Two to three high leverage strategies that will be accomplished:**

Assistant Principal will support with developing and monitoring instructional focus, particularly math. IRF will support with instructional coaching and PD planning specifically around Equity. Literacy Coach will support with instructional coaching and literacy PD planning. Literacy Intervention teacher will help to build teacher capacity by providing specialized teacher trainings/coaching/PD. Academic RTI will target students behind grade level requiring Tier II services. Nurse will support with physical health of students Social Worker will support with mental health of students and our overall climate efforts as well as facilitate our weekly Care Team mtgs and school Elementary Advisor will support mentoring program and attendance/family engagement efforts. Family Liaison will continue to promote and outreach family engagement. School librarian will enrich and extend literacy experiences and computer science lessons PK-5.
### 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 24, 2017.
- 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: 10/16/2017
- 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: 10/16/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marian Currell</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Jemece Cogan</td>
<td>Parent, SSC Chair</td>
<td></td>
</tr>
<tr>
<td>Deanna Kelly</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Shamilah Ivory</td>
<td>Community Partner</td>
<td></td>
</tr>
<tr>
<td>Sharon Rodrigues</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Alice Kowalsky</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Patsy Miles</td>
<td>Guardian</td>
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</tr>
<tr>
<td>Wendy Butler</td>
<td>Parent Advocate-Staff</td>
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</tr>
<tr>
<td>Elvis Bean</td>
<td>Guardian</td>
<td></td>
</tr>
<tr>
<td>Kim Brown</td>
<td>Teacher</td>
<td></td>
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</tbody>
</table>