2017-2018 Balanced Score Card:
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Everett Middle School</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Lena VanHaren</td>
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</tbody>
</table>

SCHOOL VISION & CONTEXT

Our Everett Middle School vision is to become an exemplary school where all students are empowered to change the world. The essential question we are asking ourselves is as follows: What would our school have to look like and sound like in order to produce the next generation of civil rights activists in SF? As we go about the work as a community of designing a school where this vision can be realized, we have adopted the tag #imagineotherwise. Thus far, we have begun good work towards this vision: for the past five years, we have been a school on the move. Over the course of these last five years, we've tripled our proficiency rates in Mathematics and doubled our proficiency rates in English Language arts. We have been the fastest growing middle school for five years in a row now. All learners benefit from our rigorous level of instruction, and our English Learners in particular benefit from double-blocks of English Language Development and Structured English Immersion classes. We continue to work to close the achievement gap between our English Learner students and our other students. We have reduced suspensions and referrals overall over the course of the last four years. Our key approaches to this work include the Response to Intervention framework with a specific focus on Restorative Practices, the Balanced Literacy approach in our English Language Arts classes, the use of Complex Instruction in mathematics, the creation of personalized learning pathways in our innovative Physical Education program, focusing on structured academic conversations across all content areas, and student voice, metacognition and reflection. We also stress the importance of character development in addition to academic mastery; as a school we've defined six character attributes that we teach and reinforce with our students: Grit, Love of Learning, Ownership, Teamwork, Integrity, and Social Intelligence. As a school, we aiming to the overcome the challenge of achievement discrepancies between our white students and our African American and Latino students; thus far we have not closed the gap but are making accelerated progress with our AA and Latino students.
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- [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>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD's Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

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

These requirements include:
- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Ongoing 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
SECTION II: School Data Profile

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

Follow this [link](https://district.sfusd.edu/dep/rpa/aao/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 subgroup 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

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<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>
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<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](https://district.sfusd.edu/dep/rpa/aao/DataDisk/default.aspx) 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>Our goal is to grow 1.67 years in literacy as a school overall, with a specific focus on English Learners.</td>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>

At midyear our school as a whole is on track to grow greater than one year’s worth in reading. Our school average growth at midyear is 8. Additionally, our SBAC ELA proficiency last year was 42% as a whole school. We are accelerating student growth but not as fast as we’d like to.

74% of students have A’s or B’s in ELA at Everett. Since we use Standards Based Grading, this means that just over a quarter of our students are not meeting standard in ELA.

**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>Our goal is to accelerate newcomer literacy and students should grow by at least 1.67 years. Our goal is to accelerate students’ with IEPs growth in the same way, although we are not yet on target.</td>
<td>We will continue to provide twice daily acceleration periods for students to access high quality small group reading intervention. We will continue to support our Non-Fiction Studies department to teach Science and Social Studies through a literacy lens. We will continue to provide Teachers College PD for teachers in the summer and have them bring back what they learn to their colleagues in the form of on-site PD. We will also continue to provide our newcomers with guided reading within their small ELD/ELA classes.</td>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>
Our Newcomer students are showing tremendous progress towards their goals. At midyear they had grown an average just about one year. This means that they are on track to exceed their accelerated growth goal of 1.67 years. Our students with IEPs on the other hand, only grew about .4 years in half a year, so we see that they are not on target to even make a year’s worth of growth in reading. We see that the newcomers are making growth so we are going to continue to offer them small group guided reading in their ELD and ELA classes. We will offer a more nuanced continuum of special education services next year, where students who need more support in co-taught classes will receive more regular small group instruction in the hopes that this positively impacts their reading growth.

**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 SII?

<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>Only 67% of our Latino students are receiving A’s or B’s in their ELA class. Since we use Standards Based Grading, this means that 1/3 of our Latino students are producing below or well below grade level work in their ELA class.</td>
<td>Our goal is that 100% of our Latino students meet standard (A or B) in ELA. For next year, we’d like to increase this percentage by 10% to 77%</td>
<td>We will keep expanding our acceleration program in partnership with our Beacon. We will continue to fund our acceleration coordinator. In addition, our ELD and ELA teachers will increase collaboration and improve upon the mainstreaming process from ELD to ELA.</td>
</tr>
</tbody>
</table>

### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/Performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Our goal is for our students to all accelerate in math and grow 2 years in 1 year.</td>
<td>We will continue to take advantage of the central office Complex Instruction PD in mathematics and ensure that teachers are growing by engaging in peer reciprocal observations and attending CI PD sessions. We will also continue to ask that our IRF focus on coaching mathematics and building the teacher leadership capacity in the mathematics department.</td>
</tr>
<tr>
<td>At midyear our school as a whole in math has grown .88 years according to a Number worlds assessment. 67% of our students have A’s or B’s in mathematics, which means that 67% of them are producing on or above grade level work in mathematics.</td>
<td>Our goal is for 100% of our students to reach grade level standards in math.</td>
<td>We will continue to take advantage of the central office Complex Instruction PD in mathematics and ensure that teachers are growing by engaging in peer reciprocal observations and attending CI PD sessions. We will also continue to ask that our IRF focus on coaching mathematics and building the teacher leadership capacity in the mathematics department.</td>
</tr>
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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>Exactly 50% of our African American and 58% of our Latino students received A’s or B’s in math at Everett. The other half are below standard or far below standard. This is in contrast to the 94% of white students who have A’s or B’s in mathematics.</td>
<td>Our goal is that 100% of our AA and Latino students reach proficiency on grade level standards as measured by receiving an A or a B in math. For next year, our goal is to increase A’s and B’s by 10% so the goal would be 60% for AA students and 68% A’s and B’s for Latino students.</td>
<td>We need to continue to expand our Number Worlds acceleration program and provide coaching and feedback to our math teachers who are teaching intervention groups; additionally we are going to focus our PD around creating small group intervention spaces within the core math classes. And, new this year, we will open a section of “sheltered math” in each grade level as a scaffolded intensive stepping stone for our newcomers to eventually move on to mainstream math.</td>
</tr>
</tbody>
</table>

see above
81% of our Latino students are below grade level in math, and 84% of our African American students are below grade level in math according to SBAC mathematics. These two groups have made progress over the year but not yet enough to be on par with the our school average.

Our ambitious acceleration goal in math is that each student grows at least 2 years in math in 1 year.

**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>WASC Ch.2</td>
<td>Our goal is that 100% of our AA and Latino students reach proficiency on grade level standards as measured by receiving an A or a B in math. For next year, our goal is to increase A's and B's by 10% so the goal would be 60% for AA students and 68% A's and B's for Latino students.</td>
<td>We need to continue to expand our Number Worlds acceleration program and provide coaching and feedback to our math teachers who are teaching intervention groups; additionally we are going to focus our PD around creating small group intervention spaces within the core math classes. And, new this year, we will open a section of “sheltered math” in each grade level as a scaffolded intensive stepping stone for our newcomers to eventually move on to mainstream math.</td>
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Our ambitious acceleration goal in math is that each student grows at least 2 years in math in 1 year.

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 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>WASC Ch.2</td>
<td>We want to accelerate our EL growth and double the numbers from this year. Our goal is 18% of students who've been here less than five years reclassify and 30% of our LTELs reclassify.</td>
<td>We are going to look at our master schedule and make some shifts to ensure that our EL students are getting maximum talk, write, read time. We will continue to prioritize our EL students for acceleration groups but those acceleration groups will happen during the day rather than after school so they can go longer than 27 minutes if needed.</td>
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</tbody>
</table>

32% of our EL students grew a CELDT level and only 19.4% of our Long Term ELs met CELDT proficiency. And only a handful of students who’ve been here less than 5 years reached proficiency. (8%)

**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>WASC Ch.2</td>
<td>Our goal is to continue to have 0% of students with special needs receive an F or a D in PE.</td>
<td>We will continue to offer retakes in PE as in other classes, to ensure the expectations for getting an A or B are clear, and that students are provided with multiple ways to prove mastery of a physical skill.</td>
</tr>
</tbody>
</table>

In PE, 0% of Students with IEPs received an F or a D in the first semester of school; this is in contrast to last year in the first semester of school where almost 50% of students with special needs received an F or a D.
**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>8th grade teachers hold high school and college oriented community circles 2 Fridays per month throughout the year.</td>
<td>100% of students will present to a family member or caring adult</td>
<td>Teachers send home notes for SLC’s to all students. For our students who are struggling we have our family engagement team help in scheduling the conference. All students who are receiving a D or F are targeted and families are reached to discuss academic standing of the student. This is a shift to put in resources to be sure all parents are informed about students academic progress.</td>
</tr>
<tr>
<td>College going culture creation includes teacher college walls, college month, A-G assembly, career day, and career and college surveys along with all 7th and 8th graders being enrolled in California Colleges.edu</td>
<td>Goal 1: Every homeroom provide college curriculum that the Gear up team provides for weekly implementation. Goal 2: All homeroom participate in career day Goal 3: All 8th graders attend college fair</td>
<td>Teachers need to commit the time to implement the activities and facilitate circles</td>
</tr>
<tr>
<td>College and career interest profiler completed on california.colleges.edu</td>
<td>7th and 8th grade students Goal 1: 7th grade students fill out career profiler Goal 2: 8th grade students fill out college profiler</td>
<td>Teachers in non fiction studies will have to allocate 60 minutes and facilitate circle to discuss and share</td>
</tr>
</tbody>
</table>

**Elementary Schools**

What is your plan for promoting college and career readiness?

**Strategies in Action: Schools**

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

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

**Leadership, Instructional Guidance & Professional Development**

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

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

As we move Everett towards our own internal vision 2018 and the district’s vision 2025, Professional Learning is at the front and center of our work. We are guided by our Everett Professional Learning vision as follows: Everett is a school in which professional learning is the centerpiece of our identity; as a teaching community we model the love of learning we aim to instill in our students and continually challenge ourselves to better meet their needs. We approach teaching as a fine and demanding craft; expertise is developed over the course of a career and the practice is never static or complete. Our definition of high-quality instruction is predicated upon equitable outcomes for students. We believe that all teachers desire and deserve to develop as professionals. We know that a world-class professional development program will compel our strongest teachers to stay. To this end, we structure our internal and external PD opportunities in ways that meet our needs and align with this vision. Here are the action steps below:

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

The teacher leaders are given a stipend using the PIF to engage in the extra hours of work. Our assistant principal over culture and climate works closely to support the CCRTI team and our literacy coach and IRF (central allocations) facilitate and support our ILT members and meetings.
Continue to build the capacity of the grade level and department lead teachers who sit on our Culture and Climate leadership team (CCRTI) and the Instructional Leadership Team (ILT) to lead PD for their colleagues, coach teachers in their departments and use data to inform the direction of their department as a whole.

**SPED-Gen Ed co-teaching professional development and partnership.**
Through site-funded release days and in collaboration with the district’s partnership with Stetson, our Gen Ed and SPED co-teaching partners each get 1 full release day per year to work in collaboration to plan their co-taught class, reflect on student data and improve their practice using the coaching and materials from our Stetson PD.

**Beginning, Middle and End of Year Staff Retreats**
We will continue our annual tradition of building community, looking at data, setting goals and priorities, reflecting and adjusting course at our three yearly retreats. The design thinking PD offered through the district will be utilized again to frame our June retreat. Our PIF pays for teacher extended hours to attend these optional but highly encouraged retreats.

**Continue to expand our knowledge and skill in the area of Restorative Practices.**
We will continue to send staff to the district Restorative Practices PDs, work with the BAT team to improve our practice and our AP and centrally funded social worker will provide RP PD to our staff, as well as working with our centrally funded counselor to provide RP training to staff. Our family liaison will also work with families to help them understand and invest in our restorative practices at Everett.

---

**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

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**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>We hope to continue the inclusion program that we currently have and improve our grades for students with IEPs (the number of students with IEPs with A, B, or C average should increase by 10%)</td>
<td>We will retain 100% of our SPED department next year and continue to support that team with professional development and coaching through Stetson, through collaboration release days, through supporting several SPED teachers to work towards their national board certification, etc.</td>
</tr>
<tr>
<td>13% of our school is identified as special education. Currently 100% of our students with IEPs are included for at least 1/4 of their day with general education, and the majority of our students with IEPs are included in general education for 100% of the day. We currently have 5 co-taught classes throughout the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>Our goal is to reduce suspensions and out of class time for our AA students by half.</td>
<td>We are increasing our partnership with 100% college prep, an organization that partners with our Beacon to provide mentoring to our young AA students and also hosts our BSU. We are focusing much of our teacher professional development on providing culturally responsive learning environments, and using restorative practices and affective language to keep relationships strong and repair harm in a restorative rather than punitive (which often means suspension) type of way.</td>
</tr>
<tr>
<td>7.8% of our students are chronically absent overall, and for our students with disabilities, this is the same number which is a positive. The huge area of concern has to do with our African American student attendance, 18% of our AA students were labeled chronically absent which is highly correlated to the high number of suspensions last year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>Our goal is to reduce suspensions and out of class time for our AA students by half.</td>
<td></td>
</tr>
<tr>
<td>11% of our students were suspended last year, but again, the disproportionality was that 4 times that number were African American students.</td>
<td></td>
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</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.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td>Tier 1 target: entire school community Tier 2 target: families of English Language Learners and African American families Tier 3: Families who are in crisis and have several barriers.</td>
<td>Tier one: All families receive communication for all school events via weekly newsletter, weekly on line chatter, on line calendar Tier two: families receive additional outreach to participate in programs, school events, and community referrals Tier three: Families are contacted twice a month with positive calls home, invitations to school events, and referrals to community programs Successful outcomes: Parent surveys goal 1: 90% of respondents respond that Everett is a welcoming place 80% will respond that they are familiar with the communication expectation 80% of respondents will say they feel “fully informed” about their child’s education Parent participation goal 2: Increase participation of African American and Latino families in school events and school leadership</td>
</tr>
</tbody>
</table>
We believe that the partnering of families and schools and community is an integral part to student success. We believe that all families do the best they know how to support their students and it is our responsibility as professionals in providing ongoing information and resources to help families on their journey towards student success. At Everett we have put together a family support team that accesses outside program that extend well beyond the classroom and into the community. Every service we provide is aligned to our vision at the school. Connecting families to the support they need to help their student be successful is our main goal. At Everett we have a Family Engagement team that includes a grade level representative teacher, a special ed representative, ELD representative, community partners, family liaison, and our community school coordinator. This committee helps to oversee our family engagement plan. At every weekly grade level meeting the Family Engagement is part of the agenda and has space to share family information with the grade level team. Each grade has a family engagement representative. We also encourage positive phone calls home and special invitations for the various events that the school sponsors. The family engagement team provides prizes for teachers who go above in communicating with families. We look at family engagement in three tiers. Our tier one services are offered to all families. These are the most general school requirements such as SSC, PTA, and Back to school night. For our tier two families we have a specific outreach plan that provides targeted outreach and support to ensure that families are connected to the school. Our tier 3 families we support and wrap them with the services they need to be successful. The Title I funds are used to provide funding for hard to reach parent populations. These funds cover our ELAC breakfast welcome where all parents of English Language Learners are invited to come learn about our school newcomer program and ELD program. These funds are also used for our African American family appreciation dinner where all African American families are invited to celebrate their students. As a community school we are committed to developing partnerships between families, school staff, business, and community partners. Each partnership is aligned to the needs of our students and families. Our goal is to be sure that families feel welcome, and know how they can be involved.
## 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.

<table>
<thead>
<tr>
<th>Special Education Weighted Student Formula (WSF-SPED) Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,850</td>
</tr>
</tbody>
</table>

This money is used to purchase supplies for our students with special needs, including technology to aid in communication, audiobooks to support students with visual process challenges, manipulatives, and other resources to support students with IEPs. Additionally, a portion of this money goes to fund the Exceptional Students Dinner to engage parents of students with IEPs. Finally, we set aside some SPED money for substitute days so that Gen Ed and SPED co-teaching partners can be released to plan out units together that are thought of through the lens of our students with 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

<table>
<thead>
<tr>
<th>Allocation</th>
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</thead>
<tbody>
<tr>
<td>$86,603</td>
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</tbody>
</table>

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

This money is used to fund .6 of our ELD teacher who works full time with our newcomer students to accelerate their academic language development in English. These classes are leveled by language level and students move from the newcomer pathway to the mainstream pathway quickly due to their intensive newcomer ELD classes. It is also used to fund a bilingual para who provides bilingual push-in support to newcomers, mostly in mathematics classes, as this is an area where our newcomers are included in the general education classes. Additionally, there is some money set aside to purchase books and instructional supplies that are directly targeted for EL students, particularly our newcomers.

### 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

<table>
<thead>
<tr>
<th>Allocation</th>
</tr>
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<tbody>
<tr>
<td>$0</td>
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</table>

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

<table>
<thead>
<tr>
<th>Allocation</th>
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</thead>
<tbody>
<tr>
<td>$27,000</td>
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</tbody>
</table>

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?

Part of this money goes towards funding supplies for students with IEPs and English Learner students. For example, our ELD teachers use color printers regularly to provide easy-to-read classroom visuals for students who are just beginning to learn English. Additionally, we pay for our regular EL family dinners out of this resource. Finally, this money goes towards paying for our student advisor, a position that works with students who are struggling with grades and/or attendance, consults them and their families and helps make plans to increase their success in school.

### 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 (TIIG) 07940

<table>
<thead>
<tr>
<th>Allocation</th>
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<tbody>
<tr>
<td>$572,710</td>
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</tbody>
</table>

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

TIIG pays for 5 full time teachers at Everett. In addition, it is used for instructional supplies that improve our student outcomes, such as our Leveled Literacy Intervention kits that provide intensive guided reading intervention for our students who are furthest behind in reading, largely our newcomer population as well as our students with IEPs. TIIG also will pay for our copy machines which are used to make copies of these reading lessons, as well as many other graphic organizers and materials that help scaffold learning for students with a variety of needs.

### 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 1 = $126,397 (3150)

How do you plan to use these funds?

This money pays for a student advisor who supports with student attendance, behavior and grades and communicates with the student and families to help improve academic and socio-emotional outcomes. There is also some set aside for instructional supplies, such as books and manipulatives to aid in student academic mastery. There is also money set aside in supplies for classroom supplies that all teachers will use to support students from low-income backgrounds.

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 = $1,263

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.

Everett Middle School Student-Staff-Parent Contract for 2015-2016 Student Commitment: As an Everett Middle School student, I am committed to:

- Having peaceful and respectful interactions with all Everett staff members, students, parents and visitors. Wearing the school uniform properly every day (black pants and a white collar shirt). Arriving to all classes on time with all necessary materials. Reading at least 20 minutes a day. Doing my best work on all assignments and asking for help when I need it. Leaving electronics, valuables and other prohibited items at home. Keeping the school environment neat, clean and litter-free. Updating my planner on a daily basis and sharing it with my parent/guardian. Student Signature: ____________________________
- Staff Commitment As an Everett Middle School staff member, I am committed to: Having peaceful and respectful interactions with all Everett staff members, students, parents and visitors. Planning and teaching engaging lessons. Arriving to school, classes, meetings and assigned duty on time. Consistently teaching, rewarding and holding students accountable to our school-wide policies, procedures and expectations. Keeping my classroom and school environment neat, clean and litter-free. Growing professionally in accordance with the California Standards for the Teaching Profession. Maintaining clear, consistent and timely communication with my colleagues and families. Ensuring that students are updating their planners on a daily basis. Staff Signature: ____________________________

Parent/Guardian Commitment: As the primary person responsible for the development of ____________, I will actively support the mission of the school by: Having peaceful and respectful interactions with all Everett staff members, students, parents and visitors. Making sure my child attends school every day, on time with all necessary materials. Ensuring my child wears the proper school uniform every day. Communicating with the school in writing or by phone every time my child needs to miss school. Participating in at least three school events and supporting the school community meetings to give input to school leadership. Making time to meet with the staff about my child’s academic progress and participating in school events. Ensuring my phone numbers and mailing address are up to date with Everett Middle School and San Francisco Unified School District. Consistently reviewing my child’s planner and using it to communicate with teachers. Parent/Guardian Signature: ____________________________ Date: ____________________________

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 = $5,000

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

We are creating a Data Dashboard using the Google platform. This is a one stop shop where teachers can get all their students’ academic and SEL data quickly and easily. Admin can quickly see how different classes are doing. Students can access their Data Dashboard for their Student Led Conferences to update their goals, talk about their progress and communicate effectively with families.

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 = $100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

This money is used 100% for building teacher leadership and capacity, as well as professional development for teachers. We pay our leadership team stipends (both ILT and our culture/climate leadership teams), we pay extended hours for staff to attend our beginning, mid and end of year retreats where we analyze data relative to the goals we set, reflect on our work with students, and build community, celebrate, and adjust course when things are not going right for kids. Also, we use this money to pay for teacher release days for SPED-Gen Ed teachers to collaborate for their co-taught classes using the Stetson model of co-teaching collaboration.
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></th>
<th>Social Worker</th>
<th>Nurse</th>
<th>Family Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>1.0</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW</td>
<td>Elementary Advisor</td>
<td>T10:</td>
</tr>
<tr>
<td>1.0</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>1.0</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

1. Build and sustain high quality teacher leadership teams: The IRF uses a significant portion of her time building these leadership teams, coaching the leaders, conducting walkthroughs and giving feedback. 2. Use Restorative Practices as a way to build and repair community when breaches occur. Our social worker and counselor both support teachers in conducting community building and restoring harm circles in the classrooms, as well as work with students in our wellness center to hold restorative conferences. 3. Creating a strong Discourse 2 Family Engagement Vision and Plan: Our Family Liaison is working on this currently and will carry out this vision in conjunction with the principal and school leadership next year.
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:
- 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: 10/26/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>gallagher, amanda</td>
<td>teacher/chair</td>
<td></td>
</tr>
<tr>
<td>van haren, lena</td>
<td>principal</td>
<td></td>
</tr>
<tr>
<td>lima, carol</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>nichols, laura</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>garza, cris</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>gallaher, paul</td>
<td>teacher/alternate</td>
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<tr>
<td>chappel, asija</td>
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<td></td>
</tr>
<tr>
<td>anilu debord</td>
<td>student</td>
<td></td>
</tr>
<tr>
<td>ivy dubiner</td>
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<td>parent/alternate</td>
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<td>parent/alternate</td>
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<tr>
<td></td>
<td>community member</td>
<td></td>
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<tr>
<td></td>
<td>community member/alternate</td>
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</table>