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

<table>
<thead>
<tr>
<th>School</th>
<th>Francisco Middle School</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Patrick West</td>
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SCHOOL VISION & CONTEXT

WHO WE ARE: Established in 1924, Francisco Middle School is located in the heart of the North Beach and Chinatown communities. Francisco has a rich and proud history of providing a comprehensive educational experience, including academics, athletics, and music for many generations of San Francisco youth. Although Asian students are the largest ethnic group at Francisco, we serve students from many areas of the City and many backgrounds and ethnicities, as well as youth new to the United States. Over 80% of our students speak a language other than English at home. Additionally, approximately 90% of our students are designated as Economically Disadvantaged Youth (EDY), qualifying for free or reduced meals. Each and every student at Francisco attends a daily Advisory class by grade level, in which our youth read for enjoyment as well as engage in community building. Finally, the North Beach-Chinatown Beacon Program provides an extensive array of programs for students, families, and the community.

AREAS OF SUCCESS: One of Francisco’s strengths is the dedication and drive of our faculty and staff members. In particular, over the last few years, teachers have endeavored to build “student talk,” or structured time for students to discuss, process, and reflect on content with their peers in all grades and content areas. Another of Francisco’s strengths is the myriad services that provide support to students and families. Because of the Beacon, School Social Worker, and other programs and support staff members, students who attend Francisco can get 1:1 counseling, attend a specialized support group, get academic tutoring, or just socialize with their peers in a safe and secure environment.

AREAS OF CHALLENGE: One of Francisco’s challenges is providing targeted instruction for students who are reading and writing below grade level, while also providing acceleration and enrichment for the students who need it. Another of Francisco’s challenges is providing service and support to our large Newcomer and Developing English Learner population. We have made great progress in reducing linguistic isolation, supporting student talk, and implementing Common Core and new ELD standards. However, new students are constantly arriving at Francisco, and it is a challenge to provide high level instruction to our current students and truly support students (some of whom are under-schooled in their home countries) who enroll throughout the year.

KEY STRATEGIES: We recognize that we are in an educational renaissance and we are embracing all of the instructional and curricular changes that are upon us and are taking advantage of this opportunity to develop and grow. Structurally speaking we have had a tremendous impact on achievement within our Mathematics 8 classes, largely due to the implementation of class size reduction. As a school community, we have decided to create smaller class sizes across all grade levels and content areas to increase instructional support from teacher to student. For this 2016-2018 Balanced Score Card, we are focusing our attention in the following areas to impact our students: implementation of Successful, Schoolwide, Structures & Strategies or The 4S’s, student talk and language acquisition for English Learners, Literacy Initiative and Reading / Writing strategies across the curriculum, Behavioral RTI (Response to Intervention) strategies, implementation of the Common Core standards in all subject areas and expanding implementation of Integrated ELD across all subject areas and grade levels to support EL students at every level. Francisco’s faculty and staff members are deeply committed to our students and families. Our vision is that every student who attends Francisco Middle School will graduate from 8th grade prepared for high school and equipped with the skills, capacities, and dispositions necessary for success in college, career, and life.
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>
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<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>
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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
All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

2. **School Site Council Roster**, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.

3. **Budget**

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- 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/dept/roa/aa0/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>
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<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>
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</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

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<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
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<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

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- 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>
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</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>
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<tr>
<td></td>
<td>College and Career Readiness</td>
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- 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>100% alignment of all RI, Writing Tasks and Summative assessments and grades. We are aiming for a 10.0% growth overall on SBAC performance and the same in grade levels. 6th IWA 44% 7th Milestone 76% 8th Milestone 75% (12% as these are the students who have been at Francisco for a longer duration,) CCSS drives the instruction, assessment and grading practices. All daily lessons and assessments are anchored in standards. Continue Literacy Initiative which includes daily sustained silent reading, literacy strategies across the curriculum, and literacy coaching. Specific work on writing and research/inquiry through ELA classes.</td>
<td>Establish among departmental team clear and consistent timeline of curriculum and scope and sequence by end of the September. Increase collaboration, team time for data review and analysis of student work and curricular planning from irregularly to monthly. Strengthen collaboration among team members through consistent and structured team time with support of instructional support staff. Incorporation of student data protocols like ATLAS and Tuning Protocol during teacher collaboration to provide instructional alignment and guidance. Continue to strengthen student engagement practices and build on literacy strategies across all subject areas. Increase frequency and number of teacher Instructional Rounds from 3 to 12/year. Implement continuous formative assessment practices to drive instruction. Continue to move toward Standards-Based Grading movement by 1) maintain 50 is the new 0. 2) develop rubrics across Humanities department and clearly communicate expectations with students and 3) implement schoolwide structures that allow students to retake assessments, to demonstrate mastery, without penalty. Increase relevance of student learning through the use of Standards based grading: A= advanced B= proficient C=approaching D/F= not met Explore the possibility of administering tests in native languages.</td>
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic Rl 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>
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<tbody>
<tr>
<td>Significant growth in reading levels in students participating in the Literacy Program. Average 1.7 years growth within 18 weeks of intervention. 58 students were served in the fall semester between 10 weeks to 1 year. As of January 10th, 2017, 24 students exited the program.</td>
<td>Use RI assessment to monitor students needing Tier 2 support. With intervention the progress monitoring for student movement is supported by formative assessment - Running Records and F&amp;P, as well as assessments from Leveled Literacy Intervention (LLI). Goal: Continue to strengthen Literacy Initiative school wide. Goal: All students graduate from FMS reading at or above grade level.</td>
<td>Continued emphasis on school wide literacy strategies, Pre, During and Post-Reading Activities and other reading across the curriculum strategies. Build on literacy strategies implemented across all subject areas, school wide and consistent focus on D.E.A.R. 5x/week. Continue Literacy Intervention Program with a focus of increasing by 6-7 F&amp;P levels with in a year.</td>
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**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>
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<tr>
<td>3.1% of AA students at or above proficiency on SBAC. 50% with A’s or B’s. 14% of SpEd students at or above proficiency on SBAC. 66% with A’s or B’s 27% of EL students at or above proficiency on SBAC. 69.8% A’s or B’s</td>
<td>Increase AA proficiency to 13.1% at or above proficiency with an goal for school average of 76% with A and B Increase to 24 % of SpEd students at or above proficiency on SBAC. 76% with A’s or B’s 37% of EL students at or above proficiency on SBAC,76% A’s or B’s Alignment with CCSS. All instruction and every assignment given will align with Standards. CCSS drives the assessment, instruction and grading practices. Teachers anchor daily lessons and assessments in standards. Teachers will articulate student outcomes and goals of each lesson prior to execution of lesson to increase student agency. Identify all focal students at beginning of school year for ILP work.</td>
<td>Equity in grading / Standards-based Grading practices. CCSS drive all instruction and assessment. Continue to build on literacy strategies implemented across all subject areas. On-going peer observations (Instructional Rounds), school site visits to foster transparent and collaborative instructional practices. Continue to move toward Standards-Based Grading movement by 1) maintain 50 is the new 0, 2) develop rubrics across Humanities department and clearly communicate expectations with students and 3) implement schoolwide structures that allow students to retake assessments, to demonstrate mastery, without penalty.</td>
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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>
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<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>Increase proficiency on SBAC by 10%. Continue to align CCSS and instruction and assessment with grading. Develop Standards-based grading systems across Math department. Continue to ensure that all SBAC platforms and materials are in alignment and properly supporting students in accessing the test.</td>
<td>Establish among departmental team clear and consistent timeline of curriculum and scope and sequence. Increase collaboration, team time for data review and analysis of student, curricular planning. Strengthen collaboration among team members through instructional rounds and consistent team time. Increase review of and analysis of student work to inform instruction. Also, continue to strengthen student engagement practices and continue to build on literacy strategies across all subject areas. Implement continuous formative assessment practices to drive instruction. Develop rubrics within Math department and clearly communicate expectations with students while making shift to Standards-based Grading. Increase relevance of student learning through the use of Standards based grading: A= advanced B= proficient C=approaching D/F= not met Explore the possibility of administering tests in native languages. Schoolwide structures that allow students to take assessments, to demonstrate mastery, without penalty.</td>
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</table>

**Academic Tier Two** - What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?
### Analysis of Results for Mathematics-Intervention

| There is a lack of formalized Tier Two interventions for Mathematics. Informal interventions exist, such as Khan Academy, lunch time and after school tutoring through JCYC and individual teachers. There needs to be more formalized and consistent implementation of Tier Two interventions. | Implement Mathematics interventions class to support students in need of foundational skills. Model program after Literacy Initiative where students are exited at grade level. Formalize after school Beacon + JCYC Programs so that more students are being served. | Develop Standards-based grading as department team establish rubrics and grading system department wide. Schoolwide structures that allow students to retake assessments, to demonstrate mastery, without penalty. Coordinate with Beacon to establish Mathematics intervention program after school. Add other enrichment support, such academic RTI course for students lacking foundational skills. Incorporate 80% instruction and 20% intervention / extension. And add technological programs, such as Kahn Academy and 1XL program as supplemental supports used at home and after school program. |

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

### Analysis of results for Mathematics-Focal Group

| 3.4% African American students at or above proficiency on SBAC. 35.7% A or Bs 14% of SpEd students at or above proficiency on SBAC. 68% with A’s or B’s 27% of ELL students at or above proficiency on SBAC. 68.5% A’s or B’s Again there are inconsistencies between grading and summative assessment for all subgroups. Furthermore, this indicates that some of our students are not able to demonstrate mastery although many of the grades do not reflect this. | Our AAs were at 0% in 2015 and increased by 3.4% in 2016. Our target in 2017 is to increase by 4%. Our EL students decreased by 1% from 2015 to 2016. In 2017 our goal is to increase by 10%. Our SpEd population increased by 8.9%. Our goal for 2017 is to increase by 10%. Identify all focal students at beginning of school year for ILP work. | Develop math intervention class for all SIFE (and possibly CELDT 1 level) students who require additional support in Mathematics. Develop Standards-based grading as departmental team / establish rubrics and grading system department wide. Counselors and teachers develop timeline and implement ILPs (individualized learning plans) for all focal students. |

### English Language Development (ELD)

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

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

### Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, Limited English Learns, recently reclassified)

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

| Improve attendance of Latino newcomers (8th gr) More support services for Chinese and Arabic students Continue EL para position—maybe expand Continue to keep low class sizes in Emerging level Make sure that GE classes have room for mid-year movement | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? |

| Improve attendance of Latino newcomers (8th gr) More support services for Chinese and Arabic students Continue EL para position—maybe expand Continue to keep low class sizes in Emerging level Make sure that GE classes have room for mid-year movement | Improve attendance of Latino newcomers (8th gr) More support services for Chinese and Arabic students Continue EL para position—maybe expand Continue to keep low class sizes in Emerging level Make sure that GE classes have room for mid-year movement | Improve attendance of Latino newcomers (8th gr) More support services for Chinese and Arabic students Continue EL para position—maybe expand Continue to keep low class sizes in Emerging level Make sure that GE classes have room for mid-year movement |
186 ELs took SBAC = 8.3% of total Ss 1.6% decrease of ELs who went up a Level in SBAC 185 ELs took R1 7.7% decrease in R1 Scores from Window 1 to 1 Increase (3%) in chronic absenteeism for ELs For this school year—seen in 8th gr Latinos (50% abs for court/medical; 50% abs for soc/emo!) Mostly emerging Ss Here less than 1 year Suspension rate for ELs has gone down by half. Re-classification going up 2016-2017 Reclassification Data: 30 total 17-6th gr 7-7th gr 6-8th gr 20-LTEL 9-DevEL 1-NC This is comparable to 2015-2016 Reclassification Data: 31 Total 10-6th gr 13-7th gr 8-8th gr 21-LTEL 10-DevEL 1-NC 47% of ELs at FMS for 3 yrs score below basic on SBAC/ 60% for those starting as Newcomers Almost 15% of EL newcomers are proficient by 8th grade! More newcomers reach proficiency than All ELs—Longterm ELs not moving as quickly 20% of FMS newcomers reached CELDT 4; SFUSD was 18% However, we also have more students still scoring at CELDT 1 55% of ELs went up one CELDT level-- SFUSD goal = 64.5% 99/181 met AMAO 1 13/182 (7%) in less than 5 yrs Cohort reached English Proficient level (26.7%) 30/67 (45%) in 5 yrs or more cohort reached English Proficient level. Didn’t meet AMAO 2 target (54.7%) 6th grade AMAO (non-SPED): 4/52 (8%) in Less than 5 yrs Cohort reached English Proficient level (26.7%) 14/32 (44%) in 5 yrs or more cohort reached English Proficient level. Didn’t meet AMAO 2 target (54.7%) 7th grade AMAO (non-SPED): 5/64 (8%) in Less than 5 yrs Cohort reached English Proficient level (26.7%) 6/12 (50%) in 5 yrs or more cohort reached English Proficient level. Didn’t meet AMAO 2 target (54.7%) 8th grade AMAO (non-SPED): 0/51 (0%) in Less than 5 yrs Cohort reached English Proficient level (26.7%) 0/1 (0%) in 5 yrs or more cohort reached English Proficient level. Didn’t meet AMAO 2 target (54.7%) SPED ELs: 7/8 are LTEL/1/8 met AMAO 1 2 in Sigal, alternate test Possibly due to disability not language.

Spanish-speaking staff/therapist in Wellness or Counseling. Increase intensity with LTELs (transitional to follow English 3D) Begin lunch support group for Latinos early. Increase more lunch/ after school tutorial. Continued rotational use of RS. Scheduling implications: 1) Ensure that math & science mixes of ELs (esp. NC & DevELs) do not go over 40% per class. When EL % is too high, lacks sufficient language models in content classes. It would be ideal if we could achieve 1/3 newcomer, 1/3 developing EL, and 1/3 English fluent students. That means we need to find a way to fit ELs into more sections of math at different times of the day so they are not limited to just one period of math per grade. 2) Increase number of language rich classrooms to help build and develop language—math and general academic language. 3) Offer more differentiated intervention as a school, esp. for SIFE students who might be at K-3 math level. Consult support like Nick Bartel Collaborate with math TSA for more elementary math materials that we can use to help students who need “remedial” math Increase knowledge & training for teachers, family, and students regarding new CELDT (ELPAC)

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

College and Career Readiness

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

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

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

<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>WASC Ch.2</td>
<td>Create a whole student, an organized middle school student. Bolster literacy skills through the school-wide Literacy Initiative. Increase activities around college/career activities to expose students to different options (in addition to having Career Day, maybe coordinating a college fair or a career fair where colleges and companies could table).</td>
<td>Implement AVID strategies across the curriculum to reach more students (than just those in AVID classes). Rich diversity of electives for student choice and depth. Continued funds for supplies (binder, dividers, field trips, etc.,) Support for college field trips Expand college and career experiences/explorations to more classes/subject areas.</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?

Continue to focus professional development and team time on support of school wide structure and strategies, Racial Equity series, Literacy Initiative and Social-Emotional Learning. In addition, we will strengthen our collaborative efforts and peer observation through increased and more structured/intentional Common Planning Time, Department/Grade Level meetings and the implementation of Instructional Rounds.

<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>Literacy Initiative - focus on school wide strategies and individual student coaching.</td>
<td>Literacy Instructional Specialist 1.0 PIF</td>
</tr>
<tr>
<td>On-going PD plan (classroom management, Read/Writing across the curriculum, Student Talk.)</td>
<td>Instructional Reform Facilitator 1.0 WSF / Site Budget</td>
</tr>
<tr>
<td>Structured team time (PD, department, grade, CPT).</td>
<td>Instructional Reform Facilitator 1.0 WSF / Site Budget</td>
</tr>
<tr>
<td>CCSS instructional planning, implementation, data analysis.</td>
<td>Instructional Reform Facilitator 1.0 WSF / Site Budget</td>
</tr>
<tr>
<td>Schoolwide book club to read, Culturally Responsive Teaching and The Brain in order to continue racial equity discussion and its impact on student learning.</td>
<td>Prop A for extended hours</td>
</tr>
<tr>
<td>Support Culture Climate Committee in efforts to strengthen social emotional skills and learning.</td>
<td>Safe and Supportive Schools Coach -- District</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 (RTI²) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Data</td>
</tr>
<tr>
<td>Students with</td>
</tr>
</tbody>
</table>
Disabilities/ Promotion of Inclusive Practices  
Increase from 2015 by 4.4% of suspensions for SpEd students. Decrease in suspensions among AA subgroup.
Increase and support co-teaching efforts to increase inclusive practices. Continue to provide and support SpEd teachers coaching on student engagement and behavior management strategies. Students with disabilities reduced to no more than 5%, level 8. AA students reduced to no more than 5%, level 8.
Positive behavior intervention matrices explicitly taught and reinforced with students and posted throughout the school. SpEd teachers and 6th grade GE team receive training on PAX and PBIS lessons. On-going support provided for strong and consistent implementation. Increased reinforcement through school wide incentive program.

Student Engagement/ Attendance  
Our AA and SpEd students have the highest rates of chronic absenteeism at 22.8% and 17.6% respectively.
Decrease the number of students absent and increase overall sense of belonging. Improve student engagement across all classrooms so that students are interested in coming to class.
Continue to build staff understanding of racial equity through PD. Strengthen student engagement / management strategies overall.

School Climate  
66% of our students feel support for academic learning, 65% say discipline is fair, 63% feel safe.
Increase students who feel discipline is fair and feeling of safety at school.
Increase fair and consistent expectations discipline policies school wide implementation of the positive behavior matrix. Student expectations will be explicitly taught and positively reinforced.

**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](https://www.sfusd.org/families-and-communities/family-engagement/parents/parent-school-community-partnerships/family-engagement).

**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>
</table>
| **Narrative describing Parent-School-Community culture**  
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...) |  
Timely, relevant, and accessible communication between parents, school staff (including family liaison, teachers, support staff and administration). Streamline internal systems for translation and interpretation, with the end goal of having information that is accessible to youth and families on a timely manner. Increase communication about and knowledge of parent and community events. Continue Francisco Cafe and offer other time options for parents (lunch, after school, Saturdays). |  
What is the strategy & how will you know you were successful? |
| Parent and caregivers have provided feedback through regular meetings and surveys that Francisco is a safe school community with caring and hardworking teachers, good technology resources and lab activities and are generally supportive of students academically and socio-emotionally through work in classrooms and wellness services. In 2016-17 school year, Francisco staff has directed more resources better communicating with families by hosting meetings at different times and in different formats, including racial/ethnic affinity group meetings for families. Ongoing challenges that the school needs to work on, based on both staff assessment and family feedback include: additional and timely translation/interpretation for whole-school and individual communication with parents and caregivers; and strengthening relationship between the school’s Parent Liaison and staff. |  

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Strategies: Continue to use a variety of communication tools (School Loop, Monthly Newsletter, flyers for events) to communicate with all families about events in multiple languages. Teachers increase "real time" communication through School Loop and on input/feedback on grades before end of marking periods. Continue with bi-monthly morning Francisco Family Café meetings with parents to provide additional avenue to communicate directly with parents; looking into offering other Family Café at other times that are more accessible for parents. Continue with yearly racial/ethnic affinity dinners (African American, Latino, Arab) for targeted outreach and to welcome historically underrepresentedness involved groups in parent meetings. Hold annual multicultural event and additional parent/family events to bring together all of FMS community. Create internal protocol that specifies resources, recommended timelines for timely translation/interpretation. Impact: Increase in attendance in family meetings and activities, particularly for significant subpopulations (African American, Latino, Arab) Increase in return of parent surveys; increase in positive responses within parent surveys Increase knowledge of parent and community activities to school staff, particularly classroom teachers.
## SECTION IV: School Budget & Resource Priorities

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

#### Special Education Weighted Student Formula (WSF-SpEd)
**Allocation:** $3,950

$968.63 will be used to pay for four substitute teacher salaries to give Special Education teachers release time for collaboration with General Education teachers and to observe best practices at other school sites. $858.01 will be used for 20 hours of certificated extended hours for professional development and teacher collaboration between Special Education and General Education teachers that are a part of our co-teaching model. $2,123.36 will be used to purchase instructional supplies and materials that are adapted and modified to support the academic growth of Special Education students in SDC and General Education classes.

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:** $93,666

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

$27,209 is used to pay .28 salary for a FTE Curriculum Technology Integration Specialist to facilitate interactive and collaborate technology, directly supporting EL students and their English language acquisition. $53,177 is used to pay for two paraprofessional positions specifically for the EL program to support language development in ELD classrooms. The EL paraprofessionals help students in small groups as well as give one-to-one assistance to EL students in content/academic classes. The remainder of the funds ($13,280) will be used for substitute teacher salaries and certificated hourly payment to support teacher collaboration and professional development as well as to purchase instructional supplies to support English Language Learners and to make an investment in Chromebooks to bridge the technology gap among our English Language Learners.

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:** $30,000

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?

$29,153 will be used for 0.30 FTE for a Curriculum Technology Integration Specialist to facilitate integrative and collaborative technology, directly supporting our English Language Learners as well as our Special Education and Low-income students. The remaining $847 will be used to support communication efforts with our families of English Language Learners and Low-income students.

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:** $90,289

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

$48,588 will be used for .5 FTE EL classroom teacher and $40,815 .40 FTE for a Curriculum Technology Integration Specialist to facilitate integrative and collaborative technology, directly support our EL students and their English Language acquisition. The remaining $885 will be used to support communication efforts with our families of English Language Learners and Low-income students.

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 = $144,154 
(31500)

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

1.0 FTE ($97,177.00) is used for an additional counseling position to provide support and services to EL and low income students and families. 35 FTE ($34,109.00) is used for an additional teaching position to teach 8th grade Math and provide foundational support for our SIFE students who have below grade level math skills. The remainder of the funds ($12,868.00) will be used for substitute teacher salary and certificated hourly payments for teacher collaboration and professional development as well as to purchase instructional supplies to support struggling readers and Chromebooks to bridge the technology gap among our Special Education students.

**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)

### 1/10 Title I Parent Set Aside = $1,442

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.

To solicit and encourage increased parental involvement in various aspects of the school community. We will continue regular PTO, SSC and ELAC meetings, affinity group dinners, and Francisco Family Cafes.

### 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 = $132,209 
(For Middle Schools and PK-8 Schools as applicable)

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

1.0 FTE Literacy Intervention Specialist. Funds will also be used to purchase instructional materials and curriculum that support the Literacy Intervention program. Additionally, funds will be used to purchase 90 Chromebook computers, 2 carts and 1 carrier to be used both in general and special education Humanities classrooms to support Literacy instruction. Funds will also be used to pay for substitutes for teacher release time and to pay teachers extended hours for collaboration and professional development around Literacy instruction.

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

### 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>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>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>.5</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>1.8</td>
<td>.535</td>
<td>.4</td>
<td>.2</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

To support our students’ social emotional growth, our IRF (site-funded) and social worker will work closely to develop, strengthen and implement our behavioral RTI strategies as part of our 4S’s across the school site. Our full time Librarian is integral in our Literacy Initiative, Advisory and D.E.A.R. program that support our Literacy and Reading/Writing across the curriculum programs.
### 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:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td></td>
</tr>
<tr>
<td>✔️ English Learner Advisory Committee (ELAC)</td>
<td></td>
</tr>
<tr>
<td>Community Advisory Committee for Special Education Programs</td>
<td></td>
</tr>
<tr>
<td>☐ Other (list)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
<td>✔️</td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
<td></td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 24, 2017.</td>
<td></td>
</tr>
<tr>
<td>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: 10/12/2017</td>
<td>✔️</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
</tr>
<tr>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
<td>✔️</td>
</tr>
<tr>
<td>This school plan was adopted by the SSC on: 10/12/2017</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Angela Zhou</td>
<td>Parent</td>
</tr>
<tr>
<td>Hilda Ibarra</td>
<td>Parent</td>
</tr>
<tr>
<td>Alison Collins</td>
<td>Parent</td>
</tr>
<tr>
<td>Crystal Knight</td>
<td>Parent - alternate</td>
</tr>
<tr>
<td>Jian Hao Lu</td>
<td>Parent - alternate</td>
</tr>
<tr>
<td>Patrick West</td>
<td>Principal</td>
</tr>
<tr>
<td>John Kuang</td>
<td>Teacher / Chairman</td>
</tr>
<tr>
<td>Evgeniya Monova</td>
<td>Teacher</td>
</tr>
<tr>
<td>Cathy Personius</td>
<td>Teacher</td>
</tr>
<tr>
<td>Aeron Noe</td>
<td>Teacher</td>
</tr>
<tr>
<td>Joanne Yu</td>
<td>Parent Liaison</td>
</tr>
<tr>
<td>Antonio Vazquez</td>
<td>Student</td>
</tr>
<tr>
<td>TBD</td>
<td>Student</td>
</tr>
<tr>
<td>TBD</td>
<td>Student</td>
</tr>
<tr>
<td>TBD</td>
<td>Student - alternate</td>
</tr>
<tr>
<td>TBD</td>
<td>Student - alternate</td>
</tr>
</tbody>
</table>