



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

School	Galileo High School
Principal	Michael J. Reimer

SCHOOL VISION & CONTEXT

As one of the oldest public high schools in San Francisco, Galileo Academy of Science and Technology High School has a rich tradition of providing rigorous academics and extra-curricular opportunities to students. Set in a historic building in the Marina district, Galileo maintains high expectations and standards for all students. With a particular focus on science and technology, the school offers students six specialized academy and pathway choices beginning in 10th grade. The staff and community work collaboratively to ensure that students are provided with rigorous and meaningful learning experiences in their classrooms, in extra-curricular activities and in number of special school-wide events. Our vision is to develop students who will grow academically, emotionally, and personally in a safe and supportive school setting that emphasizes the development of a well-rounded education. Students will be inspired to become resilient, curious, globally minded and socially conscious in a 21st century world. Our mission is to provide equal access to all education programs and ensure success for all students. Key priorities for the 2016-2017 school year include: a) the continued development and implementation of the Common Core curriculum (English, mathematics and science); b) the integration of technology in classrooms and development of 21st Century Skills for staff and students; c) a focus on narrowing the achievement gap for targeted groups of students; d) the continued development and implementation of a Response to Intervention (RTI) Framework (behavioral and academic), Restorative Practices (RP) and a Positive Behavioral Intervention (PBIS) system to support students and promote a positive school climate; e) strengthening our outreach and support to our parent groups: the Parent Teacher Student Association (PTSA) and the English Language Advisory Committee (ELAC).

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

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

SECTION I: Overview and Key Components**SECTION II: School Data Profile****SECTION III: School-Wide Analysis and Plan**

1. ***Strategies in Action: Instructional Core/Engaging & Challenging Curriculum***
 - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
 - Mathematics Core Curriculum
 - English Language Development (ELD)
 - Other Subject Areas (Secondary Schools, optional for Elementary)
 - College & Career Readiness
2. ***Strategies in Schools:***
 - Leadership, Instructional Guidance & Professional Development
 - Student-Centered Learning Climate
 - Students with Disabilities
 - School Engagement
 - School Climate
3. ***Parent-School-Community Ties***
 - Family Engagement
 - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities**SECTION V: Recommendations and Assurances****Supplemental Reference Documents**

- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budget Guide

SECTION I: Overview and Key Components

Overview

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

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

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

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

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 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.

What Has Changed?	Why Has it Changed?
<i>The School Data Profile section has been added</i>	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.
<i>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</i>	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.)

Key Requirements

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

These requirements include:

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

BSC Development Checklist

To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the [2016-18 School Site Folder](#) found on the "School Balanced Score Card" page by **March 25, 2016**.

1. Balanced Score Card/ Single Plan for School Achievement

- All 2016-2018 School-Wide Action Steps, aligned to the District's priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

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

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

3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

4. Title I Parent Involvement Policy*

- All Title I schools have an SSC-approved *Parent Involvement Policy (PIP)* and *Home-School Compact* in their upload package

*The 2016-18 BSC template also incorporates your *School Site Council Roster*, *SSC Signature & Assurances page*, and *Title I Parent Involvement Policy* into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.

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 (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

Report Title (Description)	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task
CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELD 	Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels
SQII 2014-15 (SQII Performance, definitions, thresholds and targets)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets
Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness School Profile** (Performance on college readiness indicators)	<ul style="list-style-type: none"> College and Career Readiness 	3-year trend data on SAT, ACT, AP and EAP with number tested and average scores

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to **Illuminate Focal Report List** to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

***Focal Group:** *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? WASC Ch.5
Generally speaking, the results from the Spring 2016 SBAC assessments paint the school's work with students in a favorable light. Although the SBAC tests are reserved for 11th grade students exclusively, the student test score results provide a window through which our team can view our practice. Specifically, the percentage of Galileo students who either Met or Exceeded the Standard held roughly steady (in a year over year comparison) at 74% (compared to a district-wide average of 67%)	While the school-wide English SBAC results were strong overall, the team continues to analyze their data with a lens towards continual improvement. Closer analysis of this data reveals discrepancies between student groups. Our long-term goal remains working towards a 100% proficiency success rate for all students.	Closer analysis of this data reveals wide discrepancies between different student groups on campus. Efforts to improve our overall school-wide success rate of 74% on this assessment will hinge, to a large extent, on our ability to ensure success for these historically under-served students.
The English department is continuing to work on implementing the CCSS spirals into all grade-level courses. The Department Head and a small team of teachers continued their participation in the district-sponsored CCSS teacher leader professional development sessions during the year. Further development and refinement of instructional materials and techniques takes place within the weekly Common Planning Time (CPT) teacher meetings.	Continued study and refinement around the implementation of the Common Core curriculum is required.	As the teachers work to analyze their data and develop specific department goals, the team will continue to work towards the implementation pedagogical shifts, as described in Strategies in Action.
Results from the mid-year IAB English assessment (2015-2016 SY) revealed that 49% were meeting or exceeding standard (v. a district average of 36.6%). Additionally, the mid-year English acceleration rate for the students was 0.8 SD above the district average.	Increasing the overall school-wide IAB proficiency rate, and maintaining an acceleration rate above the district number, remain as targets for our team.	Our school team will continue to use both formative and summative assessment results to continue to tweak and refine our instructional strategies and approaches

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?

Analysis of Results for Language Arts-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Analysis reveals continued help and support is required to assist a number of student groups, including; Hispanic/Latino (66% proficiency rate), African American (39% proficiency rate), English Learners (15% proficiency rate), and Special Education (32% proficiency rate) students.	Ensuring that these student groups have access to additional supports is paramount to the development of their English skills. Specifically our team will work to bring these groups' average SBAC scores in line with the the school-wide average (currently 74%).	To help achieve this target, this coming year the English team is working to implement three goals, including: developing students' higher order thinking skills; improving students' access to material; and providing improved opportunities for students to develop their writing skills (in various styles).

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

Analysis of results for Language Arts-Focal Group	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Analysis reveals continued help and support for Hispanic/Latino (66% proficiency rate) and African American (39% proficiency rate) students is required.	Ensuring that these two focal groups continue to develop their English skills is essential. Specifically our team will work to bring these two groups' average SBAC score to meet the school-wide average (currently 74%).	Professional development and training with staff around implicit bias and culturally relevant pedagogical approaches have begun and will continue to be implemented. Additionally, the site has hired a new AA/L Success Counselor to track interventions and do additional out-reach support for focal students and their families.

Mathematics Core Curriculum

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

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals?
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		WASC Ch.5
Results from the Spring 2016 SBAC assessments revealed that Galileo's Mathematics scores also compared favorably to the district average. Analysis of the student test scores showed that 62% of Galileo students Met or Exceeded the Standard, compared to a district-wide average of 52%.	Our mathematics team was pleased with the 2016 SBAC results. However, the team continues to analyze their data with a lens towards continual improvement. Similar to the English scores, a closer analysis of the mathematics test score data reveals discrepancies between different student groups on campus (particularly for our AA and L students) . Our long-term goal remains working towards a 100% proficiency success rate for all students.	Continued work within the department around de-tracking and increasing student access to heterogeneous and rigorous mathematics courses has been prioritized again this school year. Additionally, the mathematics team continues to work at refining and implementing the Common Core curriculum (and connected supports and activities) in three core classes. Finally, the group has continued to study and implement the major tenets behind Complex Instruction, and is working to pilot an Accelerated Algebra II class (to serve those students who are interested in taking AP mathematics classes by senior year).
Results from the mid-year IAB mathematics assessment (2015-2016 SY) revealed that 41% were meeting or exceeding standard (vs. a district average of 28.3%). Additionally, the mid-year mathematics acceleration rate for the students was 0.15 SD above the district average.	Increasing the overall school-wide IAB proficiency rate, and maintaining an acceleration rate above the district number, remain as targets for our team.	Our school team will continue to use both formative and summative assessment results to continue to tweak and refine our instructional strategies and approaches

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	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
In the Spring 2016 assessments, analysis reveals improving scores for a number of student groups, including; Hispanic/Latino (+16% proficiency rate), African American (+17% proficiency rate), English Learners (+3% proficiency rate), and Special Education (+12% proficiency rate) students.	Ensuring that these student groups have access to additional supports is paramount to the development of their mathematics skills. Specifically our team will work to bring these groups' average SBAC scores in line with the the school-wide average (currently 62%).	To maintain our growth, this year the mathematics team worked to develop and implement three new goals, including: the continued development of students' Growth Mindset in classes; extensions of the common core curricula and Complex Instruction materials; and finally, efforts to strengthen and support the department's Advanced Placement offerings.

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 WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5
Analysis reveals continued help and support for Hispanic/Latino (26% proficiency rate) and African American (17% proficiency rate) students is required.	Ensuring that these two focal groups continue to develop their mathematics skills is essential. Specifically our team will work to bring these two groups' average SBAC score to meet the school-wide average (currently 62%).	Professional development and training with staff around implicit bias and culturally relevant pedagogical approaches have begun and will continue. Site staff will also participate in Equity in Mathematics workshops. Finally, the site has hired a new AA/L Success Counselor to track interventions and do additional out-reach support for focal students and their families.

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, LTELs, recently reclassified)	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5
In a narrative, describe what your analysis of the data says about your school. WASC Ch.2		

In the 2015-2016 SY, the site again missed all three EL targets: AMAO #1 (-10.6%); AMAO #2(1) (-7.4%); and AMAO #2(2) (-13.1%). While the site maintained a slightly higher EL re-designation rate than the CORE Comparison Group (20.5% v. 20.2%), the site had a -20.0% decrease in the rate.

The site's EL objectives include achieving all three of our AMAO targets.

Our site continues to consider best practices and has worked to implement our Lau Plan that was revised in the 15-16 SY. Additionally, our 16-17 SY master schedule was developed to support EL classes (specifically targeting our LTELs via support offerings). These revisions included the recommendations and guidance from the district's Multilingual Department, and have been factored in to include: additional efforts to support teachers around the implementation of heterogeneous student grouping models, the development of differentiated materials and instructional strategies, and continued district EL coaching and support. While mid-year performance results from the IAB assessments in English and Mathematics in the 15-16 SY showed higher than average rates of progress for ELs (IAB-ELA 29.5% and IAB-Math 61.6%), additional work remains in terms of achieving our site's AMAO and reclassification targets. Finally, our site plans to monitor the progress carefully during the 16-17 SY, with the upcoming IAB assessments (16-17 SY) providing us with the next opportunity to evaluate our strategies and techniques.

Other Subject Areas (Secondary Schools, optional for Elementary)

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

In addition to our core academic programs, Galileo is proud to offer students the choice of 6 different academy/pathway programs. Beginning in 11th grade students can select from one of the following academies/pathways as their electives: Computer Science, Hospitality & Tourism, Biotechnology, Health, Media Arts and Environmental Science. These specialized, science and technology-based elective programs offer students the opportunity to participate with industry leading companies and research institutions (Genetech, St. Francis Memorial Hospital, California Pacific Medical Center, UCSF, City College of San Francisco and San Francisco State University), and obtain college credit.

Continued development of our site's academy and pathways model is planned. While students enjoy a wide variety of elective options to choose from at the site, our target is to reach 25% of the student population in the academy and pathway programs. Adjustments and additional supports to help ensure robust demand in all programs (Hospitality & Tourism) are planned for long-term viability.

Additional study of successful academy and pathway models are planned for the 16-17 SY. Also, increased coordination efforts, internal alignment and additional investments will help to support the different course offerings. Expansion and continued refinement of existing relationships and partnerships are planned in several of the pathways (Sudo Computer Summer program, CCSF partnership with Health academy, and additional funding for our site's Biotechnology program via the CCPT grant). Finally, in the 16-17 SY, the site will pick up the full funding of the Pathway Coordinator position (previously funded in cooperation with a donation from community partner).

Our World Languages Department is proud to offer students language options in Chinese (Cantonese & Mandarin), French and Spanish.

Maintaining a set of strong, viable language programs is important to our school community. Future growth in this department is planned in part by exploring international student exchanges with students from other countries.

Focusing on situational and functional fluency in language classes will be emphasized. In addition to developing students' second language skills, teachers will work to continue to build students' culture awareness and international sensitivity via a variety of field trips. Finally, long-term plans include establishing a sister school relationship with a Mandarin speaking school in China and developing a student exchange.

A mid-year survey (15-16 SY) of staff members probed teachers' technology use in classes and preferences. Results of the survey, combined with anecdotal evidence collected via a variety of classroom observations over the course of the year, revealed that most staff members were at level one or two on the SAMR model.

Goals for the 16-17 SY include moving staff members to tiers 2-3.

The continued acquisition of additional technology (and related supplies), combined with additional investment in a new CTIS position (Computer Technology Integration Specialist CTIS), and continued training and support sessions for our staff members, will help develop skills in both our teachers and students. In addition to providing training and support for our students and teachers, the new CTIS will provide technical assistance and support to our Girls Who Code club.

The shift to the Next Generation Science Standards (NGSS) represents an important opportunity for our staff and students. While still being developed at the national and local levels, we anticipate that, upon its completion, it will present new opportunities for our students to learn science concepts in a 21st century manner.

In preparation for the NGSS shifts, our science team will continue to develop and implement pilot units and lessons in cooperation with district curriculum experts and other educators. Full implementation of the NGSSS is currently scheduled for the 2017-2018 SY.

While the curriculum is still under development, our team anticipates that students will need to: demonstrate proficiency in the scientific (and inquiry) process; demonstrate the ability to read and evaluate (including related data) from a variety of different sources; and show proficiency in a series of lab-based, performance assessments. Because of the language rich approach behind the new curriculum, our team is looking at avenues to best support all learners (particularly SPED and EL students).

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
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While graduation rates for all students at the site remained relatively high, a decrease (-4.2%) in a year-over-year comparison (Spring 2014 - Spring 2015) was noted. However, the site's over all rate still bested the district rate by almost 2% (86.7% vs. 84.9%) in the latest data available.

Collectively our team is working towards a goal of ensuring that 100% of our students graduate and are successfully registered for a post-secondary (2 or 4 year) program by the end of their final year.

Our counseling office will continue to prepare our students for college readiness by monitoring the On-Track Data and advising them on the appropriate academic requirements. Our College & Career Counselor will continue to provide outreach to our students and families and provide the necessary resources to successfully gain college admission. The College Ambassador program for students, coordinated and led by our site's Family Liaison Counselor, helps to support the school team to provide a number of college presentations (awareness, application process and FAFSA) to parents at a number of special evening meetings and during our regular, monthly PTSA meetings. The grade level counselors work together throughout the year to ensure that students' Individualized Academic Plans are up-to-date and our AVID coordinator works to support students who require additional assistance.

The overall number of students taking Advanced Placement courses at the site remained high (922 total exams in Spring 2016). Additionally, the percentage of students receiving a score of 3 or higher on the exams increased almost 9% (49.7% v. 58.6%) during the Spring 2016 round of assessments. However, the site is still working to catch the district average rate of 68.9%.

Increasing the school-wide access to these rigorous courses for historically under-served students remains as a key objective for the school site. In Spring 2016, 0 AA students and 63 Latino students completed the AP exams.

Additional outreach efforts to particular student groups are planned during this year's course registration period. Also - the addition of a new AA/L Success Counselor will help to support these efforts in the 16-17 SY. Finally, additional funds have been allocated for this coming school year to support teacher AP trainings and workshops.

The drop out rate for all students at the site was 7.0% (14-15 SY) - a slight increase (0.8%) from the previous year. While the rate for AA students increased slightly to 13.6% (+2.5%) points this past year, at the same time the site witnessed a 0.7% decrease in the rate for Latino students (15.2% v. 14.5%)

Our long term objective is to continue to reduce the overall drop out rate for the school, and in particular, cut the rates in half for both the African American (to 6.8%) and Latino (to 7.3%) student groups.

Additional training to support students will be coordinated and implemented in our Pupil Services Department (in conjunction with our new AA/L Success Counselor and new Attendance Liaison person).

The most recent data from the California Department of Education (CDE) reveals that in the 14-15 SY, 68% of our female students graduated UC ready, while 65% of males graduated at the same level of readiness.

Ensuring that all students, regardless of gender, are graduating UC/CSU ready remains as an important objective for our school site.

Additional focus and study of the particular challenges faced by different student groups (including stereotype threat) are planned. Additional resources in the Counseling Department will help to provide additional tracking, advising and support to students.

A study of the latest data available from the University of California (UC) colleges in the fall of 2015, reveals large numbers of Galileo students applying at, and being accepted to, the UC schools. For the Fall of 2015, 202 seniors applied to one of the UC schools (2nd highest in the city). Of that group, 111 students received acceptance letters (... highest in city).

Ensuring that all students are graduating with their A-G requirements and are UC/CSU eligible remains as an important objective for our school site.

Our grade level counselors, along with our College Counselor, work throughout the year to track student data and ensure that students are on track to grade with the appropriate requirements. Additionally, the College Counselor and Family Liaison coordinator help to provide and coordinate a number of special presentations (in-class and in after-school meetings) to seniors and their family members. Finally, additional support and assistance in getting students ready for the college application experience are supported by our SummerFund volunteer.

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?

Working in conjunction with the site's leadership team and various internal stakeholder groups (Instructional Leadership Team, UBC, etc.), the site will work to develop a comprehensive Professional Development Plan for the 2016-2017 school year. While focused on primarily on the development of teachers' instructional strategies, sessions will also focus on the development of more equitable classrooms, the implementation of culturally relevant pedagogical approaches and the integration of technology. Professional development and Common Planning Time for teachers will be offered in Faculty, Instructional Leadership Team, Department Team, Cluster Groupings, and in dyads (co-teaching).

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)
In the Spring of 2016, stakeholders will be surveyed for a list of potential professional development topics. A draft professional development schedule will be developed, integrating those topics that align with the site's data and needs.	Coordinated and funded primarily via existing personnel (WSF, LI, SCG-LI and SCG-EL funds) in existing meeting times and structures.
During the 2015-2016 SY, the site participated in the Instructional Rounds (Fall and Spring) cycle of inquiry within the high school cohorts. The powerful set of observations and conversations that resulted inspired our team to implement a modified form of rounds internally with our own school team. The team is looking forward to participating in the Instructional Rounds process again in the 16-17 SY.	While large portions of the support for this work came from existing personnel (WSF, LI, SCG-LI and SCG-EL funds) some additional funding from WSF was used to acquire related supplies, materials and substitutes for the work. Looking ahead to the 16-17 SY, our site has made additional allocations (substitute release days) in our budget to ensure that this work can continue.
To help develop the site's Professional Capacity Systems (Teachers Collaboration, Instructional Coaching and Professional Development) our site will refine and implement a peer-observation protocol.	Primarily implemented in department teams, and led by department team leaders, this work will be supported primarily via existing personnel (WSF, LI, SCG-LI and SCG-EL) in various meeting and Common Planning Time during the regular school day.
The school will continue to refine and implement an Informal Observation Protocol to help guide and inform day-to-day practice and the implementation of school and district initiatives.	Primarily implemented in department teams, and led by department team leaders, this work will be supported primarily via existing personnel (WSF, LI, SCG-LI and SCG-EL) in various meeting and Common Planning Time during the regular school day.
In cooperation with the site's Leadership Team, the site will continue to refine and implement our equity based Goal Setting Protocol. In the 15-16 SY, the site worked to establish and integrate a total of 41 goals from 13 departments designed to increase student achievement and narrow the gap on various metrics for our students. For additional details, please see the attachment "Galileo Department Goals - 2015-2016". Finally, the school is in the process of collecting final department goals for the 16-17 SY.	Coordinated and funded primarily via existing personnel (WSF, LI, SCG-LI and SCG-EL funds) in existing meeting times and structures. Budgetary allocations to support work may come from department funds (WSF) or other restricted funding allocations (SCG-LI, Concentration, SCG-EL or SPED).

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

Reflecting on and improving a Student-Centered Learning Climate			
	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion			

of Inclusive Practices	Although the site has a well-established co-teaching model to support students in the least restricted environment, special education (SPED) students continue to under-perform. While 32% of SPED students reached the proficiency target on the Spring 2016 SBAC assessment, only 21% hit the mark on the mathematics assessment. It should be noted that these values may have been influenced by small student counts.	Our special education team is working towards bring both values in line with the overall school-wide averages.	Continuing to study and provide training and support to teachers around co-teaching have been implemented. Additionally, the SPED team conducts regular IEPs to ensure that students needs are being met, and that they are being successful in their particular placements. Finally, the implementation of an online web-based IEP scheduling calendar helps to ensure that the IEP teams are constituted properly, and held in a timely manner.
Student Engagement/ Attendance	While the site's overall attendance rate remained relatively high in the 2015-2016 SY, (90.5% for all students), it was slightly lower than the district average (92.9%) for high schools. Additionally, the site's Chronic Absenteeism rate was higher than the CORE Comparison Schools for a number of student groups (AA - 47.1% vs. 26.2%; L - 26.3% vs. 20.3%; and SPED - 36.6% vs. 25.3%)	Our targets for next year include improving our overall site attendance rate, and specifically, working to eliminate the difference between our site scores and the district averages for all of our student groups.	Additional help and support in the form of a new full time Attendance Liaison position will coordinate and lead pro-active and outreach efforts around attendance next year.
School Climate	Total school-wide suspensions decreased by 15% (68 v. 58) in the latest year-over-year (14-15 to 15-16 SY) comparison. While the surveys continue to be tweaked and adjusted slightly, results from the 2015-2016 SY Climate and Culture Surveys (provided to families, students and staff) revealed lower than average levels of satisfaction when compared to district averages in all four domains (Support for Academic Learning; Knowledge and Fairness of Rules; Safety; and Sense of Belonging).	With additional help and supports being planned for the 16-17 SY, the site is targeting a 50% reduction in the total number of suspensions.	Additional study of the impact of implicit bias and culturally relevant pedagogy combined with additional staffing investments designed to support focal students (AA/L Success Coordinator and the Attendance Liaison position) will help address the student needs. Additionally, continued development and implementation of the site's PBIS (Common Classroom Consequences) and tiered RtI system will help ensure that expectations are clearly communicated and that extra services are in place. Alternatives to suspensions to be incorporated next year include: full year implementation of the Peer Court system, alignment of the Peer Resources, ASB and BSU programs, and use of the district's Saturday School program.

Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school's key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with [SFUSD's Family Engagement Standards](#)

Family Engagement: Your school's family engagement strengths and challenges (And how you know...)

Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

Parent-School-Community Engagement

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...)	Targets	Strategies & Impact What is the strategy & how will you know you were successful?
The results of the Spring 2016 Family Satisfaction Survey indicated weaknesses for the school site (compared to the district average) in several key areas, including: Support for Academic Learning (-5%); Knowledge of Fairness of Discipline, Rules and Norms (-6%); Safety (-3%); and Sense of Belonging (-6%). However, it should be noted that improvements were made in two of the domains, while the other two held steady.	The site is looking to strengthen these metrics, with the target of meeting or exceeding the district high school average in all four key domains.	

Several new positions at the school are planned to help coordinate the portions of this work (AA/L Success Counselor and Attendance Liaison). Additionally, internal alignment with support providers (Futurama after-school program, the Success Counselor and our Assistant Athletic Director). Tutoring and supports will be coordinated and tracked in more strategic and intentional manner. Additionally, continued work around fully developing a PBIS system (with Common Classroom Consequences and an incentive system) and communicating it with staff, students and parents will be emphasized. Finally, our school team will continue to work at establishing and building relationships with our parents and community members via supporting the work and efforts of our Parent Liaison (continue to increase parent programming and communication), our PTSA, ELAC and GAA groups.

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 = 12,150

Additional supports and assistance for special education students and teachers will be provided in the form of: \$4000 to acquire additional classroom instructional and assessment supports; \$4000 to fund the purchase of additional classrooms adaptive technologies and supplies; and finally, \$4,150 to support additional training and professional development for special education teachers and staff members.

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 = 132,505

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

Just over 65% of this funding will be used to directly support EL students by providing additional staffing and services. Specifically, a 0.4 FTE (\$43,248) will be allocated for the EL Department Chair position. Additionally, another 0.2 FTE (\$18,986) will be used to help fund a Newcomer Counselor/Parent Liaison position (to provide translation services and increase family outreach and engagement efforts). Finally a 0.5 FTE (\$25,898) allocation will be used to secure an additional language support para-professional. Approximately 35% of this funding source will be used to support the acquisition of additional material supports for EL students, including: extended hours to fund additional tutoring and homework assistance for EL students (\$13,000); the acquisition of additional classroom instructional and technology supplies (\$12,000); additional field trip experiences for ELs (\$2,600), \$1,000 to fund on-going repairs and maintenance in the EL department, and finally, \$673 will be allocated to fund postage and other related services to parent mail-outs.

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 = 425,046

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

Approximately 90% of this funding will be used to: fund 4.2 FTE in the following areas: 2.8 FTE (\$265,798) to maintain low class sizes school-wide; support a 0.8 FTE (\$75,942) family engagement coordinator to increase family and community participation via improved communication and translation services in Mandarin, Cantonese and Spanish; provide a 0.6 FTE (\$36,728) para-professional to support low-income students' access to our pathway and academy programs; support the acquisition of additional technology (\$20,000), services (\$20,000), supplies (\$2000), and home out-reach efforts (\$2,578).

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 = 20,000

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?

Half of this allocation will be used to support school-wide, technology infrastructure upgrades for low-income students at the site. The other half these monies will be used to support the integration of technology and development of 21st century skills in various subject area departments.

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 = 454,130

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?

\$264,019 of this new funding source will be dedicated to the acquisition of additional services and supports for students, in the form of: 1.0 FTE African American/Latino Success Counselor; a 1.0 FTE Computer Technology Integration Specialist (to support staff's integration of 21st Century technologies for students and to support our site's Girls Who Code club); a 0.25 FTE increase to fund a English Learner para-professional position; and a 1.0 FTE Attendance Liaison position at the school. The remaining monies from this funding sources include: \$7,500 to fund additional substitutes to support staff professional development and training; \$25,000 in extended hours for teachers to provide additional enrichment, leadership development and tutoring activities; \$1,500 to fund increased para-professional staff participation; \$5,000 in for additional supplies and materials to support low-income students, \$20,000 to support staff members with additional training and professional development opportunities (PBIS, RtI, Restorative Practices, Advanced Placement workshops, etc.); \$80,000 to upgrade and purchase additional technology (lab computers) to increase access for low-income students; \$20,000 to support students' access to variety of field trip (including graduation) experiences throughout the school year; \$10,000 to support our site's WASC engagement and work; \$1328 to help support parent involvement activities and initiatives at the school; and finally, \$19,783 to increase home-school contacts and outreach (via postage and various printings and related mailings).

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 = 0 31500

How do you plan to use these funds?

N/A

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: 4,500

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.**

This funding will be used to help coordinate and organize the work of our school together with our parent communities. Tentatively this funding has been earmarked to support a variety of PTSA and ELAC related workshops and parent-student sessions (college awareness, FAFSA workshops, school-wide orientation activities, etc.), as well as funding additional outreach efforts to potential families (SFUSD Enrollment Fair and tour materials) throughout the school year. Finally - a copy of our site's Parent Involvement Policy and Home-School Compact has been uploaded to our site's Shared Folder in SharePoint.

Date your school's Parent Involvement Policy was reviewed by your School Site Council: 3/25/2016

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

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

Impact & Innovation Awards = 0

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

N/A

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

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

Principal's Innovation Fund: 0 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

N/A

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

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

Equity Grant = 0 (as applicable 16-17)

Identify Sub-group & specific actions

N/A

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

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

QEIA Carryover = 0

How do you plan to use these funds?

N/A

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) = 0

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

N/A

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"

Counselor:	Social Worker:	Nurse:	Family Liaison:
1.0		1.0	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1.0	1.0		6.0
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
0.5 Librarian	1.4 VAPA	0.2 Ethnic Studies	2.6 CTE

Two to three high leverage strategies that will be accomplished:

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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:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 25, 2016.
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/14/2016
<input type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/21/2016

School Site Council Roster and BSC/SPSA 2016-2017 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

Name	Role	Signature
Michael J. Reimer	Principal	
Doug Page	Teacher	
Kevin Fanning	Teacher	
Michelle Moffett	Teacher	
Vicky Ung	Teacher	
Bettie Grinnell	Other Staff	
Emily Chen	Parent	
Jim Fong	Parent	
Charles Nelson	Parent	
Yuyang Zhong	Student	
Kayla Lam	Student	
Brianna Lee	Student	