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

<table>
<thead>
<tr>
<th>School</th>
<th>Giannini, A.P. Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Tai-Sun Schoeman</td>
</tr>
</tbody>
</table>

### SCHOOL VISION & CONTEXT

A.P.G. Vision —— Our students will be critical thinkers, globally conscious, and lifelong learners. They will be successful practitioners of their chosen careers and life callings. They will be impactful members of their communities who have the tools to work for justice for all. A.P.G. Core Values ——— We are dedicated to creating a community and promoting a culture that is Student Centered, Collaborative, Globally Conscious, Social Justice, Authentic Learning and Growth Mindset focused, Compassionate, Character oriented and Community driven. School context —— Located in the SF Sunset district, A.P. Giannini M.S., under the namesake of the founder of Bank of America, has maintained a tradition of excellence for over 50 years. The school has a culturally diverse student body of over 1,200 and uses a wide variety of programs to meet student needs. A.P. Giannini expects to advance the intellectual, social, emotional and physical development of all its students through a core curriculum of English, math, science, history, PE and arts in a safe and supportive environment. Staff will recognize the skill levels, learning styles, and cultural uniqueness of all students and uses technology, hands-on activities and inter-disciplinary instruction to enhance teaching and learning—subsequently developing literacy and making learning personally meaningful to all students. In alignment with the District’s goals as outlined in the Balanced Scorecard, A.P. Giannini’s goal is to decrease the predictive power of demographics. The school’s Balanced Scorecard goals include: equity, social justice, joyful learning, and service to the community. We are currently developing three key areas of focus for the 2017-2018 school year: Capacity—We are committed to building the level of collective and individual teacher efficacy and professionalism in the areas of pedagogy, curricular planning and implementation of Common Core principles and higher thinking skills. We plan to carry it out with a rigorous menu of professional development, individual coaching, leadership development and the supporting of staff with resources and opportunities for learning Collaboration—We are committed to fostering Professional Learning Communities in each curricular area and in interdisciplinary partnerships to emphasize cross-cutting concepts, thematic unit planning and co-teaching opportunities Community— We are committed to strengthening our partnerships with families and community members and promoting a safe, restorative and inclusive environment at AP Giannini.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

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

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
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, QEI, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

### 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/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

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

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

### Contents

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

### English Learner Report 2016-17

(AMAO Trends and performance school-wide and pathway)

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

### Contents

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

### CORE SQLI Reports for 15-16

(SQLI Performance, definitions and thresholds)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
</tr>
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<tbody>
<tr>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

### Contents

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

### NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>* SBAC - School-wide Meets/Exceeds Standard - 76% * SBAC -6th Grade Level Meets/Exceeds Standard -83% * SBAC -7th Grade Level Meets/Exceeds Standard -72% * SBAC -8th Grade Level Meets/Exceeds Standard -82%</td>
<td>* SBAC - School-wide Meets/Exceeds Standard - 79% * SBAC -6th Grade Level Meets/Exceeds Standard - * SBAC -7th Grade Level Meets/Exceeds Standard -75% * SBAC -8th Grade Level Meets/Exceeds Standard -85%</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
After reviewing the SFUSD ELA Core Curriculum Implementation Rubric, we identified that most teachers at our site are in the following stages of implementation:

Collaborative Curriculum Maps aligned to SFUSD ELA - are at the Integrated level of implementation Unit & Lesson Plans aligned to CCSS Instructional Shifts - are at the Integrated level Analysis of Work - are at the Beginning level In 2017-18, we will focus our efforts on one Core Curriculum Implementation Goal: We will focus on Analysis of student work and progress monitoring that will move from the beginning level to the integrated level on the rubric In 2017-18, we will focus our efforts on one CAL Implementation Goal: We will focus on collaboration and creation of common assessments and will move from the beginning level to the integrated level on the rubric

* School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice
* CPT - Vertical and Horizontal alignment of Scope and Sequence for ELA units of study (Teachers College) w/ ROCI
* Continue Cross Content CPT with S.S. Dept. with a focus on Writing
* Use of Writing Pathways (TC) K-8 writing progressions, student checklists and rubrics to align assessment across the ELA Dept. and expand the use in S.S. and Science Content areas.
* Continue to use Standards Based/Outcome Based grading aligned to the Writing Pathways progressions, rubrics etc. in ELA. Expand the use into S.S. as a way to support reading and writing across the content areas.
* Continue with Balanced literacy professional development (Teachers College RW Project) for all grade levels ELA/S.S. (provide teacher coaching, training, class room libraries, etc.). Expand the PD to Science, Math- Writing and Reading across the curriculum.
* School wide implementation - with fidelity - of tier 1 academic RTI: Full implementation of RTI academic intervention, (i.e., strategic small groupings, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach.

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA Writing Task</th>
<th>Meets/Exceeds Standard</th>
<th>AA</th>
<th>ELL</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>IWA 6th Gr.</td>
<td>(44%) *School-wide Meets/Exceeds Standard</td>
<td>(15.4%)</td>
<td>(6.7%)</td>
<td>(22.2%)</td>
</tr>
<tr>
<td>17-18</td>
<td>IWA 6th Gr.</td>
<td>(Target Growth of 3% in all categories)</td>
<td>(18.4%)</td>
<td>(9.7%)</td>
<td>(25.2%)</td>
</tr>
</tbody>
</table>
*School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice
*Use of Writing Pathways (TC) K-8 writing progressions, student checklists and rubrics to diagnose student levels and provide targeted small group or individual instruction (Strategy Groups, 1 to 1 Conferring).
*Use of Readers and Writers Workshop (TC) K-8 reading progressions, student checklists, rubrics and running records to diagnose student levels and provide targeted small group or individual instruction (Strategy Groups, Guided Reading, 1 to 1 Conferring).
*Continue to use Standards Based/Outcome Based grading aligned to the Writing Pathways progressions, rubrics etc. in E.L.A. Expand the use into S.S. as a way to support reading and writing across the content areas.
*Full implementation of RTI academic intervention, (i.e., strategic small groupings, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach. *Continue with Balanced literacy professional development for all grade levels (provide teacher coaching, training, class room libraries, etc.).

<table>
<thead>
<tr>
<th>SRI- School-wide Meets/Exceeds Standard - 72%</th>
<th>SRI -6th Grade Level Meets/Exceeds Standard - 70%</th>
<th>SRI -7th Grade Level Meets/Exceeds Standard - 65%</th>
<th>SRI -8th Grade Level Meets/Exceeds Standard - 80%</th>
</tr>
</thead>
</table>

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**Academic Tier Two**:
What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RTI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts - Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI % Not Meeting or Exceeding Standard -32%</td>
<td>RI % Not Meeting or Exceeding Standard -25%</td>
<td>*Use of Readers and Writers Workshop (TC) K-8 reading progressions, student checklists, rubrics and running records (F&amp;P) to diagnose student levels and provide targeted small group or individual instruction (Strategy Groups, Guided Reading, 1 to 1 Conferring)</td>
</tr>
<tr>
<td>% Ds &amp; Fs -2.5%</td>
<td>% Ds &amp; Fs -1%</td>
<td>*Individual conferences with students *SAP &amp; SST meetings organized by grade level teams *Targeted small group or individual instruction (Strategy groups, Guided Reading, 1 to 1 Conferring in reading and writing.) *School wide implementation - with fidelity - of tier 1 academic RTI;</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts - Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SBAC - % proficient: AA-48.1%, Latino-45.8%</td>
<td>*SBAC - % proficient: AA-48.1%, Latino-45.8%</td>
<td>*SBAC - % proficient: AA-48.1%, Latino-45.8%</td>
</tr>
<tr>
<td>EL - 21.6% SpED 15.6%</td>
<td>EL - 21.6% SpED 15.6%</td>
<td>EL - 21.6% SpED 15.6%</td>
</tr>
</tbody>
</table>
Decrease number of students on DIF list by 10%
Increase 6th grade IWA Average holistic score by 1.0 points. * Increase SBAC - % proficient by
3% AA-51.1% Latino-48.8.2% EL - 24.6% SpED
18.6%

*IWA: average score 3.0 EL-2.2 SpEd 2.1 AA-2.5 Latino-2.7 ALL increased 1-5 points from 2013-14 results; ALL above SFUSD 6th grade IWA scores

*IWA: average score EL-2.7 SpEd 2.5 AA-3 Latino-3

*Use of Writing Pathways (TC) K-8 writing progressions, student checklists and rubrics to diagnose student levels and provide targeted small group or individual instruction (Strategy Groups, 1 to 1 Conferencing). *Full implementation of RTI academic intervention, (i.e., strategic small groupings, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach. *Continue with Balanced literacy professional development for all grade levels (provide teacher coaching, training, class room libraries, etc.).

*SRI % Not met or exceeded standard EL-98% (many mod/severe students) SpEd-85% AA-44% Latino-56%

*SRI % Not met or exceeded standard EL-75% (many mod/severe students) SpEd-75% AA-30% Latino-40%

*Use of Readers and Writers Workshop (TC) K-8 reading progressions, student checklists, rubrics and running records to diagnose student levels and provide targeted small group or individual instruction (Strategy Groups, Guided Reading, 1 to 1 Conferencing). *Expand the Classroom/School Library to include a larger selection of books that are culturally relevant to our focal student population. *Targeted ELD Instruction to support reading (Use of ELDELA aligned standards to design small group interventions). *Full implementation of RTI academic intervention, (i.e., strategic small groupings, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach. *Continue with Balanced literacy professional development for all grade levels (provide teacher coaching, training, class room libraries, etc.).

Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <strong>WASC Ch.2</strong></td>
<td><a href="#">Mathematics Core Curriculum</a></td>
<td><a href="#">What instructional shifts will be required to achieve these goals?</a></td>
</tr>
</tbody>
</table>

*SBAC—School-wide Meets/Exceeds Standard (70%) *SBAC—6th grade Meets/Exceeds Standard (%) *SBAC—7th grade Meets/Exceeds Standard (62%) *SBAC—8th grade Meets/Exceeds Standard (78%)

*SBAC—School-wide Meets/Exceeds Standard (73%) *SBAC—6th grade Meets/Exceeds Standard (%) *SBAC—7th grade Meets/Exceeds Standard (65%) *SBAC—8th grade Meets/Exceeds Standard (81%)
*School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice
*CPT – Vertical and Horizontal alignment of Scope and Sequence for Math units of study w/ ROCI
*School wide implementation - with fidelity - of tier 1 academic RTI; Continued CPT to build structure and focus on implementing Math CC strategies (small group, Complex instruction, standards based grading); *Begin a process to pilot the use of Standards Based/Outcome Based grading aligned to the CCSS for Math

IAB – School-wide Meets/Exceeds Standard (65%) *IAB – 6th grade Near, At or Above Standard (86.5%) *IAB – 7th grade Near, At or Above Standard (85.7%) *IAB – 8th grade Near, At or Above Standard (84.5%)

*School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice
*CPT – Vertical and Horizontal alignment of Scope and Sequence for Math units of study w/ ROCI
*School wide implementation - with fidelity - of tier 1 academic RTI; Continued CPT to build structure and focus on implementing Math CC strategies (small group, Complex instruction, standards based grading); *Begin a process to pilot the use of Standards Based/Outcome Based grading aligned to the CCSS for Math *Continue P.D. w/ S.F. State (exposure to pedagogical shifts needed to teach CCSS Curriculum provided by district)

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics- Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SBAC % proficient 15-16: EL-17.6% AA-25.5% Latino-29.3% SpEd 85.6%</td>
<td>*Increase SBAC proficient % by 3% 16-17: EL-20.6% AA-28.5% Latino-88.6% SpEd 75.6%</td>
<td>*Full implementation of RTI academic intervention. Continued CPT to build structure and focus on implementing Math CC strategies (small group, Complex instruction, standards based grading); provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach. *Targeted small group instruction or one to one support</td>
</tr>
</tbody>
</table>

| % D & Fs for mathematics-4.7% | *Decrease % D & Fs for mathematics-2% | *Individual conferences with students *SAP & SST meetings organized by grade level teams *School wide implementation - with fidelity - of tier 1 academic RTI; *Targeted small group instruction or one to one support |

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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?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group WASC Ch.2</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? WASC Ch.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SBAC % proficient 15-16: EL-17.6% AA-25.5% Latino-29.3% SpEd 85.6%</td>
<td>*Increase SBAC proficient % by 3% 16-17: EL-20.6% AA-28.5% Latino-88.6% SpEd 75.6%</td>
<td>*Full implementation of RTI academic intervention. Continued CPT to build structure and focus on implementing Math CC strategies (small group, Complex instruction, standards based grading); provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach. *Targeted small group instruction or one to one support</td>
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</tbody>
</table>

| % D & Fs for mathematics- EL-14% AA-13% Latino-17.4% SpEd-6.5% | *Decrease % D & Fs for mathematics 10% - EL-4% AA-3% Latino-7.4% SpEd-3.5% | *Full implementation of RTI academic intervention. Continued CPT to build structure and focus on implementing Math CC strategies (small group, Complex instruction, standards based grading); provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach. *Targeted small group instruction or one to one support |
**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELS, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>* # AMAO 1 beg. of 2015-16 was 78; # AMAO 1 = 56.1 met target AMAO 2 beg. of 15-16 (5 years or less) 14 in cohort 57.1% attain Eng. Prof. Level AMAO 2 beg. of 15-16 (5 years or more) 64 in cohort 46.9% Attain Eng. Prof. Level</td>
<td>Meet AMAO 1 Target CELDT Meet AMAO 2 Target CELDT</td>
<td>*Provide ELD support for students below CELDT level intermediate; provide RTI academic tier 2 monitoring support for priority students. *Work w/ Consultant to provide ELD/SDAIE Professional Development to differentiate instruction for ELs</td>
</tr>
<tr>
<td><strong>SBAC Language Fluency: EL-not proficient ELA-82.4% Redesignated ELA proficient-72% not proficient-28%</strong></td>
<td>Increase proficiency rate by 10% for EL students</td>
<td>*Provide ELD support for students below CELDT level intermediate; provide RTI academic tier 2 progress monitoring support for priority students.</td>
</tr>
<tr>
<td><strong>SRI % Not met or exceeded standard EL-98% (many mod/severe students)</strong></td>
<td>Decrease % of EL students not meeting or exceeding standard on SRI assessment to 77%</td>
<td>*Use of Readers and Writers Workshop (TC) K-8 reading progressions, student checklists, rubrics and running records to diagnose student levels and provide targeted small group or individual instruction (Strategy Groups, Guided Reading, 1 to 1 Conferring). *Expand the Classroom/School Library to include a larger selection of books that are culturally relevant to our EL student population. *Targeted ELD Instruction to support reading (Use of ELD/ELA aligned standards to design small group interventions).</td>
</tr>
</tbody>
</table>

**Other Subject Areas (Secondary Schools, optional for Elementary)**

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. <strong>WASC Ch.2</strong></td>
<td><strong>CST Science Percent Proficient (2014-15) -80.9%</strong></td>
<td>*School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice *CPT-- Vertical and Horizontal alignment of Scope and Sequence for Science units of study with the continued focus on cross-cutting concepts (NGSS Roll Out 17-18 school year). *Begin Cross Content CPT/PD with ELA/S.S. Dept. with a focus on reading and writing instruction designed for expository text, argumentation and research protocols. *Use of Writing Pathways (TC) K-8 writing progressions, student checklists and rubrics to align assessment for writing and expand the use into S.S. and Science Content areas. *Provide regular department level PD during CPT or outside of CPT. *Increase project-based inquiry, experimentation, lab-based assessments and application in the outdoor classroom.</td>
</tr>
<tr>
<td><em>PE Fitness Test Meeting 5 or More Standards-67.3%</em></td>
<td><strong>CST Science Percent Proficient (2014-15) -85%</strong></td>
<td><strong>PE Fitness Test Meeting 5 or More Standards-75%</strong></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><em>High School Readiness Rate--81% AA-- 50% Latino-- 71% EL-- 60% SPED-- 72.8%</em></td>
<td><em>High School Readiness Rate--85% AA-- &gt;60% Latino-- &gt;75% EL-- &gt;70% Sped-- &gt;76%</em></td>
<td>*Increased fidelity in monitoring and evaluation of Academic and Behavioral RTI Tier 2 Intervention Strategies. *Increased SST participation and conferencing for students with additional needs during grade level meetings. Individual encouragement conferences for all 8th graders with Ds and Fs. *GUILD (Giannini Unified Instructional Leadership and Development) working with student leaders - CAC and student council to provide leadership opportunities. *P.D. and Strategies that will promote High School readiness for students - Lesson Study, Writing Pathways, Reader’s and Writer’s Workshop, horizontal and vertical alignment of Math Units of Study PD w/SFSCU</td>
</tr>
</tbody>
</table>

* Addition of Career Day and Expos for College and Career Readiness

* AVID College Visits-2

* AVID College Visits-4

* Increase student work in classrooms/hallways

*College visibility indicators in AP Giannini hallways

Arrangement of college banners, murals and designs featuring the college careers of AP Giannini teachers and professionals

*Coordination of the AVID site team, counselors, and teachers in the generation of college data and the delegation of students and teachers in cooperating to design and mount the college awareness projects

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?**

*Common Planning Time is every Wednesday from 8:30 am–9:30 am. The structure is designated as: 1st thru 3rd Wednesdays (Department groups with an emphasis on curricular planning, rubric development, sharing student work, and lesson study protocols) 4th Wednesdays (Grade level meetings focused on RTI Intervention assignments via SIM, SST preparation, and professional development activities based on Tier 2 RTI for academic and behavioral intervention) *Whole Staff Professional Development Sessions are held on the 2nd and 4th Tuesdays of the month from 8:10 am–9 am. Inclusion strategies for accommodations and modifications, google platforms, and differentiation via small group instruction in large heterogeneous classrooms will be the content for these meetings. Major focus on *School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice Teacher’s College Sponsored Staff Professional Development (6-9 days a year) ELA and Social Studies teachers are allotted sub days for a lab class, coaching model that demonstrates the units of study in action by having a guest facilitator and exemplar teacher plan lessons, model them in the classroom and debrief for extension work afterwards. Teachers are observed in sequence and allowed to reflect on their implementation phases and problems of practice. *ELD professional development (8-10 days a year) Outside provider *Outside provider to help bring vision to actualization (connected to ELD, Focal Student support structures) *GUILD (Giannini University of Instructional Leadership and Development) This team meets monthly and will study school data and use design thinking process, peer observations, student feedback to guide structures at the school that will help students meet the Student Learning Objectives that support the 8th grade graduate profile. This group will oversee pilots in standards-based grading and equity practices. They will observe a critical friends protocol and engage in lesson study with a small affinity group of their choosing. Lesson Study will look at academic and growth mindset research areas. *Math Department Partnership with SFUSD district office Math teachers will engage in training that will shift pedagogical practices as they work on the milestone tasks and share student work revolving around the district common core curriculum

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc., etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of RTI Tier 1 PBIS (16 Essential Proactive Strategies), Roll out of RTI Tier 1 Academic Interventions and Monitoring Systems</td>
<td>Prop A, Site Budget</td>
</tr>
<tr>
<td>Implementation of RTI Tier 2 Academic &amp; Behavioral Interventions and Monitoring Systems</td>
<td>Prop A, Site Budget</td>
</tr>
<tr>
<td>Application of Technology for the purposes of individual differentiation/engagement, research methods, multiple modalities of learning and for alternative methods of authentic communication in the classroom</td>
<td>Prop A, Site Budget</td>
</tr>
<tr>
<td>Utilization of Inclusive Schools Principles in a General Education Setting—Accommodations and Modifications in practice</td>
<td>Prop A, Site Budget</td>
</tr>
<tr>
<td>Teaching of Reading and Writing Across the Curriculum/Content Areas inspired by the Balanced Literacy/Reader’s and Writer’s Workshop model</td>
<td>Prop A, Site Budget</td>
</tr>
<tr>
<td>Utilization of Formative Assessment/Rubrics/Progression and Checklists in large heterogeneous classrooms for the purpose of creating space and time for small group instruction within context</td>
<td>Prop A, Site Budget</td>
</tr>
<tr>
<td>* School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice</td>
<td>Prop A, Site Budget, District Supports</td>
</tr>
<tr>
<td>Teaching of ELD/SDAIE practices for ELL students</td>
<td>Prop A, Site Budget, District Supports</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

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

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEL &amp; Culture climate report: SpEd-supported academic learning: 73%</td>
<td>target goal: increase all areas by 5%</td>
<td><em>GUILD</em> - Leadership Team - Culture/Climate focus on SEL aspects of SQUI: (support PD, visioning, analyze student and school needs, put plans into place)</td>
<td><em>GUILD</em> - Leadership Team - Culture/Climate focus on SEL aspects of SQUI (support PD, visioning, analyze student and school needs, put plans into place)</td>
</tr>
<tr>
<td>Knowledge and fairness of discipline, rules and norms: 68%</td>
<td>Safety: 58%</td>
<td>Sense of belonging: 68%</td>
<td><em>Redesign master schedule that allows for more focused instruction in all content areas for SDC/inclusion SpEd</em> model.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>Chronic Absenteeism All -- 4.3% AA-- 17.3% Latino-- 16.3% ELL-- 6.3% SpEd</td>
<td>Target goal: Decrease in all areas: all 3% AA-- 10% Latino-- 10% ELL-- 3% SpEd-5%</td>
<td><em>Grade level counselor, grade level administrator, social worker and all grade level teachers will meet on a regular basis to monitor student attendance (grade level meetings, SAP meetings, SST, and parent conferences).</em></td>
</tr>
<tr>
<td>Student SEL &amp; Culture climate report</td>
<td>favorable response: Support for academic learning: all:71% AA 69% latino 70% ELL--76% Knowledge and fairness of discipline, rules and norms: all-86%, AA 54%, Latino-62% ELL- 73%</td>
<td>Safety: all 66%, AA 63% Latino 61% ( ELL- 60% Sense of belonging: all 65%, AA-60% Latino 63% ELL-- 73%</td>
<td><em>School wide behavior matrix that is promoted through student leadership, student assemblies.</em></td>
</tr>
<tr>
<td>School Climate</td>
<td></td>
<td>Target goal: increase all areas by 5%</td>
<td><em>Provide Tier 1 RTI Behavior support and intervention (school wide) and tier II - which includes restorative practice, community service/restitution, mentor program, small group counseling; and tier III services which include community partnerships with mental health services and counseling services.</em></td>
</tr>
</tbody>
</table>

### Parent-School Communities Ties

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

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with **SFUSD’s Family Engagement Standards**.
**Family Engagement:** Your school’s family engagement strengths and challenges (And how you know...)  

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

<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...) | Principal chat attendance-10-20 PTA Executive Board diversity of feeder schools and ethnicities represented % more Volunteer positions filled $ Family Nights for 2016-2017 year | Increased communication channels with Gianmini Gazette, school loop & personal outreach |
| -Principal Coffee chats -PTA Executive Board -Parent Volunteer Activities -Family Nights for Student Presentations | | |
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 = $8,950

We intend on using the bulk of this money for extended services to support transition times for students before and after school.

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

Supplemental Concentration Grant-English Learner (SCG-EL) 07091
Allocation = $30,964

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

The money will be used to pay for .3125 of a bilingual counselor that supports 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)

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation = $26,008

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 = $26,008

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation = $26,008

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?

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)
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 =** (31500)

*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)

1% Title I Parent Set Aside =

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. Please ensure that you attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.

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

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

**Impact & Innovation Awards =**

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

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

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

*How do you plan to use these funds?*

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

**Equity Grant =** (as applicable 16-17)

*Identify sub-group & specific actions*

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

**Other (PTA, external sources, School Quality Pairing/CoP work) =**

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

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

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

**NOTE:** If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter "9.75"

<table>
<thead>
<tr>
<th></th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

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

**SECTION V: Recommendations and Assurances**

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.

- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)

- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.

- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.

- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:

- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.

- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.

- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

- This school plan was adopted by the SSC on: 4/4/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tai Schoeman</td>
<td>Principal</td>
<td>Tai Schoeman</td>
</tr>
<tr>
<td>Shelby Watkins</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Tanayah Adcock</td>
<td>Teacher</td>
<td>Tanayah Adcock</td>
</tr>
<tr>
<td>Alex Wong</td>
<td>Teacher</td>
<td>Alex Wong</td>
</tr>
<tr>
<td>Annie Ma</td>
<td>Other School Staff</td>
<td>Annie Ma</td>
</tr>
<tr>
<td>Kumar</td>
<td>Parent</td>
<td>Kumar Iyer</td>
</tr>
<tr>
<td>Todd Sixt</td>
<td>Parent</td>
<td>Todd Sixt</td>
</tr>
<tr>
<td>Catherine Saucedo</td>
<td>Parent</td>
<td>Catherine Saucedo</td>
</tr>
<tr>
<td>Jason Chen</td>
<td>Student Rep.</td>
<td>Jason Chen</td>
</tr>
<tr>
<td>Joanna Lam</td>
<td>Student Rep.</td>
<td>Joanna Lam</td>
</tr>
<tr>
<td>Ethan Tran</td>
<td>Student Rep.</td>
<td>Ethan Tran</td>
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</tbody>
</table>