SCHOOL VISION & CONTEXT

BIG Blue Believes VISION Every one of our students is a brave and curious critical thinker and they have the confidence to take academic risks and fully engage in the world around them. Our teachers instill a love for learning that will last a lifetime, while making sure each student has joyful, meaningful experiences throughout each day. At Glen Park School, we believe strength comes in working with parents in educating their children. And we look for deep community connections to further build our students’ skills and strengthen their overall character. MISSION In recognizing that literacy is an integral pathway to achievement and opportunity, we are committed to discovering the unique genius in each of our students and providing culturally relevant, appropriate and equitable access to instruction in fostering their lifelong commitment to learn. We strive to build thoughtful, reflective and resilient future members of society who will serve as stewards to the earth and actively participate in their communities. WHO ARE WE - Glen Park School continues its transition with their current principal finishing her fourth year at the helm. Our teachers are dedicated, extremely well trained and becoming more open to new ideas on how best to meet the evolving needs of the modern students in which we serve. While our student body is incredibly diverse we are seeing new enrollment patterns where more neighborhood children are applying and being assigned into our Kindergarten classes. Therefore, our demographics are shifting and with that come some exciting new opportunities as well as some challenges. Our school's strengths are in the area of growing of our own capacity. We are lucky to have formed authentic ELAC’s and SSC’s and have greatly strengthened our young PTO. This year we developed an African American Parent Advisory Committee (AA-PAC) in an effort to insert the voice of our black families in planning for our students. Our teachers are ready and willing to serve on new committees and are fully committed to the Comprehensive Approach to Literacy and continue to strive for new professional development activities to strengthen and deepen our work. We will continue our focus on Writer’s Workshop and Guided reading in the coming school year and strengthen our practice in implementing Math talk and second questioning strategies. Our access to technology has increased this school year and we hope to expand the resources so that more students can interact with tech and media regularly. We are lucky to have three teachers pursuing their National Board Certification and we look forward to working with a coach to make this work meaningful to our school. Our district provides additional literacy coaching to our school site and we will continue to provide regular instructional rounds and coaching cycles with grade level teams and individual teachers. We continue to be challenged in the area of building our networks to strengthen our delivery models toward meeting the needs of our African American students. Other challenge areas include meeting the needs of students who have IEP’s and ensuring our EL’s receive differentiated and appropriate instruction. Additionally, supporting regular, on-time attendance school-wide will continue to be a focal area in 116-17 SY with an emphasis on strengthening the work of our SART and SAP teams. Our key strategies include implementing an academic RTI program using Fountas & Pinnell LLi for our English targeted (K-5) students as well as our students from the Spanish Biliteracy pathway. Our focus on school climate and culture continues with the increased fte investment of a behavioral, community relations paraprofessional to strengthen our tier one programs and support students who are in the tier 2 category. We will re-apply for a School Health Program Americorps Volunteer corp member to support our Pro-Social programs. Our teachers will implement the PAX Good Behavior Game and commit to monthly celebrations for good behavior. We will strengthen our room parent structure to increase school communications and overall classroom support. We will continue to support teacher Professional Development in their grade level collaborative team structures. The literacy coach will oversee extended hours and release substitute days while monitoring their work within their team ROCI cycle. Focus area of work will be to further develop guided reading strategies and other elements toward a school-wide comprehensive approach to literacy, revising the unit plans and writing lesson plans as it pertains to Readers and Writer’s workshop.
TABLE OF CONTENTS

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

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

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

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

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

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

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

1. Balanced Score Card/ Single Plan for School Achievement
All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

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

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.

- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). Note: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

- SSC Bylaws

- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.

3. Budget

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

- All 2017-2018 Title I funds should be accounted for in the BSC

4. Title I Parent Involvement Policy

- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package
SECTION II: School Data Profile

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

Follow this [link](https://district.sfusd.edu/dept/roa/aaos/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
- **NSC College Data (high school only)** provides college attendance trends for high school graduates

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

**Contents**

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

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

**Contents**

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

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Even though our students did not do as well in the SBAC and interim IABs and Writing Tasks, we are making progress. 2015-2017 We introduced, English LLI -2016-2017 We added, Spanish LLI -2015-2017 focus on Comprehensive Approach to Literacy at weekly grade level meetings -2015-2017 teachers participated in Writing PLC; Spanish bilitracy PLC and ELD and ALD PLC -2016-2017 teachers, principal and literacy coach attended TC Next steps: - TCRWW staff developers to come to Glen Park - Focus on reading at grade level meetings to continue growth with emphasis on students in the bilitracy programs as well as with our African American students. We will continue to look for at least double digit gains on SBAC and IAB's. We will look to make .5 gains for AA's and SS's on IWA. LT will review shared agreements and strengthen our commitment to a team approach to teaching.</td>
<td>Strengthened guided reading instruction across all grades as evidenced in peer walk-throughs. We will revisit our IIT Anchors and shared agreements around the CAL. As we are losing our centrally funded literacy coach this year we will lean on teacher leaders to foster PLC’s around shared topics of inquiry. We will strengthen our delivery of parent ed. through the SABE Wisdom lab. School communication shortfalls will be addressed and redesigned.</td>
</tr>
</tbody>
</table>

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>We will continue to look for at least double digit gains on SBAC and IAB’s. We will look to make .5 gains for AA’s and SS’s on IWA.</td>
<td>Daily Intervention services (LLi and/or daily Guided Reading groups) for identified students. Reading Partners Reading Mentors Puppy Dog Tales MyON RAZ Kids</td>
<td></td>
</tr>
</tbody>
</table>
In 2017, overall, 61% of our students met F&P grade level benchmarks. That is a 3.7% increase 2016. Only 28.1% of students assessed in Spanish met benchmarks, which is a 2.3% decrease. However, in 2015-16 only 50% of our students in Spanish bilingual met benchmark in English, and this year 58% met benchmark. That is an 8% increase. In 2015-2016, 32.1% of ELs met benchmarks, and in 2016-17, 56.6% met grade level reading standards in English. That is a 24.5% increase. In Spanish, 31.1% of our ELs met benchmarks, and in 2016-17, 41% met benchmarks. That is a 9.9% increase.

**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>For our AA students, in 2015-16, F&amp;P results indicate 59.5% met benchmark. In 2016-17, 62.1% met benchmarks. That is a 2.6% increase. In the district IWA, we also made gains. In 2016 AA scored an average of 1.5. In 2017, scores increased to 2.1. In 2016, ELs scored an average of 1.3. In 2017, scores increased to 2.1. In 2016 SWD scored an average of 1.5. In 2017, scores increased to 2.2.</td>
<td>We will look to make .5 gains for AA’s and SS’s on IWA.</td>
<td>Consistent SAP, SST and referral processes toward ARTIF and SAI when appropriate. SABE - Wisdom Lab (after school tutoring, homework help and parent ed.) Continue PD supports to strengthen the Writer’s Workshop models and implementation.</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In reviewing the school wide data reports for the SBAC test, the results indicate a very slight gain of .62% overall. While our girls made a gain of 7.75% our boys went down -5.09%. Our benchmark assessments overall made an almost 13% point gain and our Math Task results indicate a 20% point gain. Our teachers have certainly embraced the new core curriculum and have structured their classrooms in a way to promote a growth mindset and honoring the productive struggle.</td>
<td>We will strive toward at least double digit gains on the Math task and milestone assessments while setting a goal of 5% point gains overall on the SBAC.</td>
<td>Consistent school wide classroom math norms. Teams will discuss and agree upon <em>math essential agreements</em>. Math Talks and using second question techniques Strengthen our understanding of the benefits of a “Growth Mindset”. Integrate “writing about math” tasks. Continue to offer more opportunities for MATH PD within the weekly grade level planning meetings as well as offer release time for teachers to collaboratively plan.</td>
</tr>
</tbody>
</table>

**Academic Tier Two-** What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RMD 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>Our students in the biliteracy pathway, EL’s and AA’s are underperforming compared to their White and Asian peers. The results for the EL’s and Biliteracy Pathway students are in the single digits showing proficiency and the AA’s are at 13% having shown only a 1% point gain from the previous year. These results are egregious and alarming to our team thus warranting a deeper look at practices and approaches toward implementing instruction in a culturally meaningful and responsive manner.</td>
<td>Our team will stand for no less than at least double digit gains for all focal groups. AA, EL’s and students designated in the biliteracy pathway.</td>
<td>We will analyze our ELD structures to ensure we are providing appropriate language supports. Strengthen use of sentence frames across all subjects. SABE - Wisdom Lab. Strengthen program to include more parent ed. opportunities re: the shifts w/ the common core, approach to teaching math. Increase referrals for specific tutoring. Small group opportunities daily for scaffolding instruction and practice.</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?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>See above.</td>
<td>See above. Consistent SAP, SST and referral processes toward ARTIF and SAI when appropriate. Mandatory SABE Wisdom Lab attendance when appropriate - Wisdom Lab. Strengthen program to include more parent ed. opportunities re: the shifts w/ the common core, approach to teaching math. Increase referrals for specific tutoring. WORK with Multilingual department to explore and analyze ELD program in effort to strengthen and support academic language and vocabulary in content areas.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, 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>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td>Clearly this is an area of focus for our team to consider in the coming year. Our ILT will commit to working with MULTILINGUAL supports to rethink our ELD designated instruction as well as our integrated approaches. We must strive toward 10% point gains for our longterm EL's.</td>
<td>In addition to 40 minutes of designated daily ELD instruction, expanded language development opportunities will be offered through SABE Wisdom Lab (after-school focused tutoring, parent ed.) and increased library/literacy opportunities via lunch time book clubs. Integrated ELD is being offered through a number of high leverage classroom strategies including: Using academic conversations, using talk moves and use of sentence frames, graphic organizers, SADAI Practices, different levels of instructional scaffolding based on student background/interests, increased realia and authentic field-trip experiences, etc.</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. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**College and Career Readiness**

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Glen Park kids participate in the following programs/events that foster an awareness and commitment to higher education and career readiness: - Junior Achievement - S.T.E.A.M. NIGHTS - Volunteer Days - Partnerships with Standford and SFSU - Partnerships with SF ARTS Ed., SF Symphony, Glen Park School maintains a consistent commitment to using language that encourages students to strive toward higher education. We fulfilled our commitment to increase academics with the appointment of a PTO academic liaison. This person worked tirelessly with the staff to create five S.T.E.A.M. nights throughout the year that focused on each of the elements of S.T.E.A.M. We were also able to hold two Book Fairs this year with one of them having an emphasis on Spanish Language titles. We participate in Junior Achievement and invite many community members to our school throughout the year where we can celebrate their

We continue to hold ourselves as beacons of hope toward higher education and career readiness for all of our students. Knowing that we are the foundation on which their entire education depends on we don’t take this task lightly. Our goal is to not only ignite the brilliance and passion in each of our students but to continue to stoke and maintain the burning fires in our students.

All teachers will reference college and career readiness in their regular daily practices. Intermediate grade students (4th/5th) will attend college campuses on a facilitated field trip.

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**Elementary Schools**

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

Glen Park students participate in regular activities that promote college and career readiness including, Read Across America Day where professional visitors descend upon the school. Additionally, we have Junior Achievement each year to promote professional learning and career paths.

**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?**

Glen Park School's Instructional Leadership Team has focused over the past few years on building the voice and capacity of the classroom teachers. There has been an emphasis on building leadership to focus on Math, Language Arts and Social Emotional Learning. We will participate in a Summer retreat and determine the PD focus for the coming year while leaning heavily toward rebuilding our ELD structures and supports.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILT will meet at least monthly to review the needs of teachers in serving the students. Particular attention will be focused on DATA collection and analysis to support this work. ILT will determine PD needs and sub release day schedules and content.</td>
<td>The Principal and IRF will work together to structure meetings w/ a commitment to building teacher agency in leading their own professional learning. Monies will be set aside for SUB release days for peer review, planning, reflection and other professional learning opportunities as appropriate.</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

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

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

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

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

### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Our students with IEP’s are integrated in the general ed, setting as much as possible each day according to their IEP’s. They made 20% point gains on Math SBAC, 41% point gains on the math task, and 22% points on the Math Benchmark assessment. The ELA SBAC test showed a dip of 9 % points. F&amp;P indicated a 9% point gain toward benchmark.</td>
<td>We strive for continued growth across all assessments in the coming year, with specific emphasis on the ELA SBAC toward at least double digit growth.</td>
</tr>
</tbody>
</table>

| Student Engagement/Attendance | Glen Park’s SART team meets monthly to review particular cases and conduct interventions as appropriate. While we made impressive progress last school year we had a slight 2% increase in our chronic absenteeism this past year. Our students in the SPED Mod./Sev. program are showing very high numbers at 27.5% chronic this is definitely an area to focus on in the coming school year. | Using SPED as our focal group we aim to decrease the chronic % by at least 8 points. | The SART team meets at least monthly to review interventions and growth of identified students. Interventions include: Incentives, home visits, partnering with SRO’s, positive feedback. IEP teams will focus some discussion on time, daily attendance and the necessary supports and services toward reaching our goals. |

| School Climate | Family surveys indicate that there is an overwhelming positive feeling toward our school. They are happy with our focus on literacy, the garden program and the PAX – Good Behavior Game. There are concerns re; bullying and overall classroom/schoolyard climate. With the changes in technology and the need to limit natural resources we have reached the point of need to really analyze and re-evaluate our communication structures. | Our SSC, ELAC and PTO have ensured regular translation and interpretation of all written materials and meeting formats. Childcare is provided for all meetings and we now have PTO meeting re-caps as a follow up to the evening meetings to support families who cannot attend in the evenings. We are attracting many more families in the EPC application process and it appears that Glen Park School is on the map, so to speak. This year we created our African American Leadership and Literacy Village Round Table ensuring a strong and equitable voice in our reflections and planning processes. In the coming year our goal will be to maintain the parent groups while focusing on at least twice yearly WHOLE COMMUNITY meetings where all participate in the BSC process equally in one room. | Whole school cultural celebrations and community focused projects and activities provide opportunities for gratitude, validation, recognitions, talent and other joyful experiences to take place. Our target is a sense of interdependency and a family-like feel at the school. |

### 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...)

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<table>
<thead>
<tr>
<th><strong>Parent-School Communities Ties</strong></th>
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<td>We strive for continued growth across all assessments in the coming year, with specific emphasis on the ELA SBAC toward at least double digit growth.</td>
<td>The SPED team along with representatives from the gen. ed. faculty have developed and designed PD’s to share best practices around being inclusive. We have distributed class sets of fidgets and designed and held schoolwide activities to include students with special needs. Our team developed an “in house” ability awareness move to promote inclusivity. SPED teachers hold office hours once per week for Gen. Ed. “walk-ins” to confer: particular students. IEP teams will consider adding more “collaboration time” as a service when necessary.</td>
</tr>
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</tr>
<tr>
<td>Narrative describing Parent-School-Community culture</td>
<td>Targets</td>
<td>Strategies &amp; Impact</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
<td>Create at least two COMMUNITY MEETINGS with opportunities for parents to plan together. Attendance of parents will be representative of our students.</td>
<td>Create at least two COMMUNITY MEETINGS with opportunities to plan together for our students and the programs.</td>
<td></td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

While our school community is diverse in make up there is a strong commitment to engage all families and to value their voices as partners in education their children. While our PTO continues to strengthen and grow we continue to struggle to hold well attended and robust ELAC meetings. While they are happening monthly there continues to be a feeling of parallel paths in the work. This year we developed our African AMerican Leadership and Learning Village Round Table with great success. The participants dug deep and appear eager to keep our trimesterly meetings going into next school year. We need to do a better job in coordinating the efforts of all groups so that our voices while unique to the groups are coordinated as a whole for our school.
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 = $4,800

We will set aside $4,800 for supplementary supplies to support our targeted students receiving services and supports through the specialized academic instruction. During the process of the Fall update, the team will determine any changes in this allocation based on the needs of the students on the caseload and the skill set of the teachers who serve them.

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 = $49,155

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

Our .5 fte investment toward a full time Academic Response to Intervention Specialist will concentrate on supplementary daily literacy intervention services for 4/5 concentrating on students from our biliteracy pathway. A Spanish BCLAD credential is required for the person filling this position. We will set aside $556 for supplementary supplies to support our targeted 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 =

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 = $27,000

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?

Glen Park is committed to a full time librarian and these additional funds will ensure .2 Librarian to complement the other .8 fte. A full time librarian offers expanded library, resource and tech services to our students. We will set aside $7,565 for supplementary supplies to support our targeted students.

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

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation = $131,250

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?

Glen Park is committed to a full time librarian and these additional funds will ensure .2 Librarian to complement the other .8 fte. We will continue to invest in our .75 fte Community Relations Specialist to continue full implementation of our PAX program and commitment to maintaining our positive school climate. Our .5 fte investment toward a full time Academic Response to Intervention Specialist will concentrate on supplementary daily literacy intervention services for K-3 including students from our biliteracy pathway. A Spanish BCLAD credential is required for the person filling this position. We will set aside $9,560, for supplementary supplies to support our targeted students as well as investing $6,000 for Travel and Conferences to access appropriate and pertinent professional development opportunities.

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 (CAP 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.

<table>
<thead>
<tr>
<th><strong>Title I</strong></th>
<th>$75,559 (31500)</th>
</tr>
</thead>
</table>

How do you plan to use these funds?

Title 1 funds will support a .5 BCLAD teacher toward enhancing small group intervention for the underperforming 4th and 5th graders. Special attention will be geared toward the bi-literacy pathway ensuring optimal instruction in both Spanish and English in preparation for Middle School pathway continuation.

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 = $756

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.

Our parents have had a strong voice toward creating a venue where they would have access to teachers on a regular basis to learn how to support their kids with homework and classroom. Our team has created the SABLE Wisdom Lab where at least two certificated teachers are available two afternoon’s a week. There is a promise to have a teacher with a BCLAD credential to support Spanish speaking families. Our title 1 monies go toward supporting this program. The coordinators will ensure that there is a healthy snack available at each lab experience.

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

**Impact & Innovation Awards** = $35,000

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

ALL Glen Park teachers will benefit from three days of Professional Development with a Teacher College Leader focusing on elements of the Comprehensive Approach to Literacy through Readers & Writer’s Workshop Coursework. Additionally, Six teachers including the Principal will travel to Columbia University to participate in the June Writer’s and Readers Institutes.

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)
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**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)** = $65,000

How do you plan to use these funds to support your school-wide actions?
Our PTO will support our programs in the form of additional arts ($20,000) to ensure the students receive standards based instruction in the Visual Arts discipline to complement our ORF and other music programs. The continued support for our Fresh Snack ($12,000) program will ensure that ALL students receive a healthy portion of organic, fresh fruit and/or vegetables each day. We commit to strengthening our work with Education Outside ($33,000) with the additional investment toward keeping our veteran AmeriCorps Member in designing and facilitating “place-based learning” opportunities for our science instruction.

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
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<tr>
<td>.5</td>
<td></td>
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</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:**

Our IRF will continue to build on the structures designed over the past two years in support of our grade level collaboration, instructional leadership team and professional learning communities. There will be a specific and clear lens on regular, ongoing data collection and authentic review cycles of reviewing and reflecting upon student work samples. (Update) - the .5 IRF position remains unfilled as of 10/23/17, SSC is exploring options and leaning toward the hire of a site support sub in place of this position. Site support sub will provide release time to classroom teachers to peer visit in other classrooms re: Math Talks, PAX and TCRWP techniques. Also, the site support sub could support F&P assessments. The Social Worker will maintain the Wellness Center and serve students as needed. There will be regular oversight of the SST, SAP and SART teams as well as direct supervision of the Americorp Person who manages the school’s mentor program.
**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) African American Leadership and Learning Village Round Table
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 10/3/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 10/3/2017
## School Site Council Roster and BSC/SPSA 2017-2018 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”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Robertson</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Michelle Ferraz</td>
<td>Teacher/ SSC Co Chairperson</td>
<td></td>
</tr>
<tr>
<td>Kimberly Wong</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kayla Shaw</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Wendy McSpadden</td>
<td>Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>David Cauffman</td>
<td>Parent/ SSC Co Chairperson</td>
<td></td>
</tr>
<tr>
<td>Kristy Wang</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Amy DiLaura</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Estella Guzman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Susan Tramontana</td>
<td>Community Member</td>
<td></td>
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</tbody>
</table>