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

<table>
<thead>
<tr>
<th>School</th>
<th>Harte, Bret Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Jeremy Hilinski</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

At Bret Harte School we provide academically rigorous, standards-based instruction focusing on Language Arts, Math and Science. Students learn in an environment that values their individual identities, nurtures independence and challenges them to be critical thinkers. We enable students to advocate for themselves and others by forming strong, positive relationships with their peers and adults in our school community. Bret Harte School provides the appropriate support and services needed to meet the unique needs of each student and family within our community. We honor, promote and teach the value of bilingualism, bi-literacy and multiculturalism in both our Dual-Immersion and English Plus programs. Bret Harte School teachers and staff are committed educators that work collaboratively to deliver a rigorous standards-based curriculum using instructional practices that promote higher levels of learning driven by student engagement and performance data. Our teacher and staff professional development focuses on building our capacity in balanced literacy, Common Core State Standards for Language Arts and Math and infusing Restorative Practices and Second Step programs. Bret Harte students are the leaders of tomorrow. They are motivated critical thinkers; college and career ready. They embody a strong sense of self and compassion for others. Students possess a love for learning and problem-solving and willingness to take risks. Students leave Bret Harte students are innovative and confident. Bret Harte students ready to shape the community and world around them!
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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 identifies 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 review 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, QEA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

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

### 4. Title I Parent Involvement Policy

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

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

Follow this [link](https://district.sfusd.edu/dep/roa/aoa/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)

### 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)

### 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

### Strategies in Action

- Instructional Core: ELA, ELD and Math
- Student-Centered Learning Climate
- College and Career Readiness

### 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>Interim District Assessment (IDA) - 3rd Grade - From 20% to 40% 4th Grade - From 23.5% to 45% 5th Grade - From 36.4% to 50% Fountas and Pinnell (For BOY) Kinders - BOY at 25% 1st Grade - From 5% to 25% 2nd Grade - From 11% to 25% 3rd Grade - From 25% to 35% 4th Grade - From 30% to 45% 5th Grade - From 10% to 20%</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Focusing on Grades 3-5 Interim District Assessment (IDA) data, Bret Harte students demonstrated a growth of 3% in 3rd grade, 8% in 4th grade, and 3% in 5th grade between the first and second trimesters. Utilizing Fountas & Pinnell data, kindergarteners increased 15% in rate of proficiency from the beginning to the middle of the academic year. In 1st grade, 11% are currently meeting or exceeding standards. 2nd grade demonstrated an increase of 15% from the beginning to middle of the year Fountas and Pinnell assessment in English.
As a result of an increase in continuity from PK to K at Bret Harte and our receiving more kinder from our PK to K Fountas and Pinnell proficiency are set higher, at 25%. Our goal increases from this year to next reflect nominal and attainable growth in F/P and IDA performance and proficiency. The necessary instructional shifts include, but are not limited to, full implementation of balanced literacy (including guided reading, self-selected reading, shared reading, conferring, and workshop). Classroom libraries should remain thematic with students having access to leveled texts during guided reading time. Full utilization of the readers' notebooks during literacy block is necessary to document student learning. Interactive and shared reading have been areas of focus new to the school teachers and, with the purchase of the Units of Study and Words Their Way, better support for word study and workshop are now available and expected to be utilized. Raising a Reader in K and 1 will support self-selected, library-like reading practices and our participation in the digital literacy program gives students and families access to MyON school-wide and parent workshops for 1st and 2nd grade parents. MyON is used both during and after school and we continue to work with parents on incorporating it into the evening routines at home. Reading Partners will continue to select students 1-2 grade levels behind in reading and our literacy coach will continue to support novice teachers on implementing balanced literacy with fidelity and understanding. Finally, continue to monitor instruction using walk-through and quick visit data.

| SBAC assessment data show that only 9.5% of students in grades 3-5 are proficient in ELA. Broken down by grade level, the following data are true - Grade 3 - 7.4% proficient Grade 4 - 4.8% proficient Grade 5 - 15.4% proficient | Getting balanced literacy consistent across classrooms; develop teachers capacity to go do small group reading instruction - guided reading; develop systems to allow for timely assessments and collaborative planning in response to assessments |
| Strategy - quarterly data talks modeled after data talk with principal at RPA office at the start of the year |

**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>Generally speaking, throughout the course of the year, 60-70 students have been rotated through Academic Rti groups with the target of moving students 1-2 grade levels behind in reading to grade level. F/P, SRI, and CELDT data were used to determine highest leverage students for reading groups.</td>
<td>A target subgroup would be ELs in the lower grades (K-2) with the high leverage goal of ensuring movement through CELDT proficiency levels. A trend, over the last five years, is ELs plateauing at intermediate and more students classified Long Term ELs by 4th grade. That said, this year alone, 9 3rd-5th graders were/are in the process of reclassification, a 900% increase from last year.</td>
<td>Academic Rti Facilitator - groups Reading Partners - 1:1 MyON - students/parents After School Program Support Before School Programming Literacy Coach (direct service and coaching teachers) IRF - mainly coaching, but some direct service Lexia is available as well</td>
</tr>
<tr>
<td>For 60-70 students participating in Reading Partners and Academic Rti groups, F/P and/or SRI proficiency levels will increase by 1.5 grade levels in one academic year (0.5 GLE acceleration of intervention and standard 1.0 GLE of progress in class).</td>
<td></td>
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</tr>
<tr>
<td>SBAC proficiency of students in Reading Partners and Academic Rti groups (60-70 students) will increase by 10%, meaning 10% more students will demonstrate proficiency in ELA as a result of these interventions.</td>
<td></td>
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</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 SIQI?

<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>African American learners: IDA Window 1-2 Growth - 11%</td>
<td>African American learners: IDA 17-18 Window 1-2 Growth - 20% SBAC target - (+10%)</td>
<td>Additional access to culturally relevant texts and pedagogy, Academic RTI groups, identification for participating in Reading Partners, family supportworkshops focused on African American families, and data conferences with teachers/grade levels focused on African American learners (including classroom SSTs)</td>
</tr>
<tr>
<td>English learners and Latinos: IDA Window 1-2 Growth - 8%</td>
<td>SBAC target - (+10%) English learners and Latinos: IDA 17-18 Window 1-2 Growth - 20%</td>
<td>Utilizing of IRF to identify current levels, trends, and performance of ELs, continued delivery of focused ELD instruction (leveled)</td>
</tr>
<tr>
<td>Students with special needs: IDA Window 1-2 Growth - 11%</td>
<td>SBAC target - (+10%) Students with special needs: IDA 17-18 Window 1-2 Growth - 20%</td>
<td>Early identification and intervention for students with special needs, continued access to general education through full inclusion and RSP support</td>
</tr>
<tr>
<td>Socio-economically disadvantaged: IDA Window 1-2 Growth - 6%</td>
<td>SBAC target - (+10%) Socio-economically disadvantaged: IDA 17-18 Window 1-2 Growth - 20%</td>
<td>Access to engaging and meaningful instruction, continued support for teachers on instruction and BRI, identification of struggling readers (early) and small group/individual focused instruction, and support for families on instructional practices (MyOn, Raising a Reader, library cards, etc.)</td>
</tr>
<tr>
<td>Pacific Islanders: IDA Window 1-2 Growth - (-) 13%</td>
<td>SBAC target - (+10%) Pacific Islanders: IDA Window 1-2 Growth - (+) 10%</td>
<td>Additional access to culturally relevant texts and pedagogy, Academic RTI groups, identification for participating in Reading Partners, family supportworkshops focused on Pacific Islander families, and data conferences with teachers/grade levels focused on Pacific Islander learners (including classroom SSTs)</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Interim District Assessment (IDA): 3rd Grade - +27% Windows 1-2 4th Grade - (-)15% Windows 1-2 5th Grade - +2% Windows 1-2</td>
<td>Focus on 3 Read Protocol Focus on Math Talks Students Explaining Thinking 100% Participation on Rich Math Tasks Multiple Strategy Instruction K-5 Teacher Leader Driven Math PD GLC Based on Math Math Release/Planning Days Peer Observations in Math Math Walk-Throughs Support from Math TSAs Math Revision PLC Participation</td>
</tr>
<tr>
<td>SBAC data in math show the following percentages of proficiency - Grade 3 - 8.7% Grade 4 - 0% Grade 5 - 7.7%</td>
<td>SBAC targets in math are an increase of 10% proficiency in each grade level and, thus, overall in grades 3-5.</td>
<td></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 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>Math intervention block PD on structure for math intervention by lead teachers, RF, and Academic RTIF Some leveled materials for math intervention from Everyday Math Math manipulatives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
With an overall SBAC proficiency of 5.7%, the following interventions are necessary (and vital) - Math intervention has come in the form of teachers planning, reflecting, and re-teaching core instruction when students were unable to grasp the concepts. With Academic RTI in place for language arts, the IRF and Asst. Principal maintained a focus on math as well. Serving as the math facilitator, the AP coordinated a team of lead teachers to provide peer observation, focused feedback, and detailed planning to enhance math instruction for Tier I and Tier II students. The math lead team consists of two classroom teachers (grade 1 DLI and grade 5 English Plus) and the RSP.

Simply stated, ensuring that a math intervention block is taught daily in the classroom by teachers. This should model the workshop format for language arts, but in math and should be no less than 15-20 minutes daily. This may mean extending the math block slightly. During this time, teachers will pull small Tier II intervention groups while the class works on independent work time activities. Teachers will be provided PD on this model by our math lead team.

**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>African Americans: Overall Window 1-2 - 1% Growth</td>
<td>African Americans: Overall Window 1-2 SY 17-18 - 10% Growth</td>
<td>Continue ExCEI Math Tutoring Focus on Math Intervention During Math Workshop Time (needs to be developed) After School Online Math Continue Math PD Plan Continue Math Coaching Math Teacher Leads</td>
</tr>
<tr>
<td>English learners and Latinos: Overall Window 1-2 - 15% Growth</td>
<td>English learners and Latinos: Overall Window 1-2 SY 17-18- 30% Growth</td>
<td>Continue ExCEI Math Tutoring Focus on Math Intervention During Math Workshop Time (needs to be developed) After School Online Math Continue Math PD Plan Continue Math Coaching Math Teacher Leads</td>
</tr>
<tr>
<td>Students with special needs: Overall Window 1-2 - 0% Growth</td>
<td>Students with special needs: Overall Window 1-2 SY 17-18 - 15% Growth</td>
<td>Continue ExCEI Math Tutoring Focus on Math Intervention During Math Workshop Time (needs to be developed) After School Online Math Continue Math PD Plan Continue Math Coaching Math Teacher Leads</td>
</tr>
<tr>
<td>Socio-economically disadvantaged: Overall Window 1-2 - 9% Growth</td>
<td>Socio-economically disadvantaged: Overall Window 1-2 SY 17-18 - 30% Growth</td>
<td>Continue ExCEI Math Tutoring Focus on Math Intervention During Math Workshop Time (needs to be developed) After School Online Math Continue Math PD Plan Continue Math Coaching Math Teacher Leads</td>
</tr>
<tr>
<td>Pacific Islanders: Overall Window 1-2 - 20% Growth</td>
<td>Pacific Islanders: Overall Window 1-2 SY 17-18 - 40% Growth</td>
<td>Continue ExCEI Math Tutoring Focus on Math Intervention During Math Workshop Time (needs to be developed) After School Online Math Continue Math PD Plan Continue Math Coaching Math Teacher Leads</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. WASCh 2.</td>
<td>An increase to the following are our goals for SY 17-18 - 45% of ELs meeting AMAO 1 target; 42.1% (more than 5 years) meeting AMAO 2 target; 60% (more than 5 years) meeting proficiency overall on CELDT</td>
<td>WASCh 5.</td>
</tr>
</tbody>
</table>

According to our most recent CELDT data, Bret Harte demonstrates the following - 31.3% of ELs meeting AMAO 1 target; 8.5% (less than 5 years) meeting AMAO 2 target; 42.1% (more than 5 years) meeting proficiency overall on CELDT.
Continued leveled ELD classes at GL clusters (TK-1, 2-3, 4-5) with no more than 2 CELDT levels of students in any one class; In the 4/5 - newcomer/beginner class and also a long-term EL class with support from bilingual aide and ARTIF, Adoption of a school-wide curricular focus (looking at Carousel of Ideas, for example); PD on ELD standards; DLI PLC once a month; IRF as ELD coordinator checking in with GL clusters monthly; Unofficial CELDT scoring again (this worked well this year); F/F for all K-2 students, SRI for 3-5, Spanish F/P K-5, and F/P English in 3-5 for 5 most at-risk students; LTEL ELD intervention; LLI for beginners in lower grades

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>Enrollment is on the increase in the K2College program. We have had workshops (during Back to School Night) on the K2College program and the advantages of the city’s initiated savings accounts for students as they enter kindergarten. In fact, one of our two kinder teachers attended the PD and was able to bring back $200 in scholarships to be deposited into two students’ accounts.</td>
<td>75% of all students engaged and enrolled in K2College by the end of SY 17-18.</td>
<td>Greater visibility and awareness of K2College program.</td>
</tr>
<tr>
<td>Relationship with K2College lead seems strong in that they presented at Back to School Night and were able to do some community outreach to inform families of the benefits of the program.</td>
<td>Continued relationship with Citibank and SF City on the K2College program.</td>
<td>Greater visibility and awareness of K2College program.</td>
</tr>
<tr>
<td>Similar to the spring semester, we are working to ensure that all students in K-2 enroll in the K2College program. We made a strong push at Back to School Night and will continue to do so as we progress through the school-year.</td>
<td>Presentations at multiple workshops and weeks on campus, such as a table outside of parent/teacher conferences in the hallway.</td>
<td>Greater visibility and awareness of K2College program.</td>
</tr>
<tr>
<td>Field trips to the CA Academy of Science, the Exploratorium, and the 5th grade science camping trip to Pescadero has students engaged in careers in the sciences. Furthermore, we are holding a “snow annual” science fair in May.</td>
<td>Continued exposure to the sciences, a career field underrepresented by African American and Latino professionals.</td>
<td>Continued exposure to the sciences, a career field underrepresented by African American and Latino professionals.</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

Increase numbers of students and families enrolled in K2College program Partner with Zone leadership on increasing awareness and enrollment in K2College Continue to partner with community based organizations, such as the Y-Plan, to encourage a college-ready atmosphere Continue to partner with Alice Griffith community and Urban Strategies (hosting tenant association meetings, etc.), ensure deep alignment with all CBO partners (listed on 14-16 BSC page - there are numerous ones), continue outreach into the community, including faith-based organizations All of the aforementioned steps in promoting career readiness and college-going environment
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 success. 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?

- **100 minutes, per contract, of PD/staff meeting time on Mondays each month** - 30 minute business meeting and 70 minute PD monthly on Mondays (2nd and 4th Mondays of the month); Thursday TCPT - 1:30 - 3:40pm (1:30 - 2:30pm input and PD with 2:30 - 3:40pm designated GLC; GLC facilitated twice a month (literacy coach, ARTIF, IRF) with other two guided by GL leads; Focal areas - math - units of study, 3 read protocol, close read, math talks, math intervention/workshop; language arts - balanced literacy with a focus on guided reading, writer’s workshop, DLJ PLC with Inquiry Groups for English Plus; science - FOSS implementation and science notebooking; SEL - focus on emotional intelligence and BRI Tiers III

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays - 30 minute business meeting/70 minute PD each month</td>
<td>Principal, AP, CBO partnership with Urban Strategies and Alice Griffith Tenant Association (business meetings) and Principal, AP, ARTIF, IRF, literacy coach as support PD providers</td>
</tr>
<tr>
<td>Thursday TCPT - 1:30 - 3:40pm (one hour of input PD and 70 minutes of GLC)</td>
<td>Principal, AP, IRF, ARTIF, literacy coach, social worker, nurse as MTSS support for input PD (additionally, TIG funds for contract with Adrienne Klein, Ph.D. for additional support)</td>
</tr>
<tr>
<td>Grade Level Collaboration - Thursdays from 2:30 - 3:40pm</td>
<td>Principal, AP, literacy coach, ARTIF, IRF for facilitation/structure and teacher leader capacity building</td>
</tr>
<tr>
<td>PLC - Dual Language Immersion and Inquiry Groupings for English Plus teachers</td>
<td>IRF, Principal, AP as coordinators with literacy coach and ARTIF as additional support providers</td>
</tr>
<tr>
<td>Use of math leads to facilitate math PD (see foci above)</td>
<td>AP as math facilitator with 3 teacher leaders and supply and instructional material budgets in WSF, Title I, SCG-EL, and TIG resources</td>
</tr>
<tr>
<td>Language arts foci (see above)</td>
<td>Principal, AP, IRF, ARTIF, literacy coach with consultant fees to Adrienne Klein, Ph.D. and supply/instructional materials budgeted in WSF, Title I, SCG-EL, Concentration Grant (LCFF), and TIG</td>
</tr>
<tr>
<td>Science foci (see above)</td>
<td>Principal, AP, IRF, literacy coach, and central support from TSAs in science from C/I department with supply/instructional materials budgeted in WSF, Title I, SCG-EL, Concentration Grant (LCFF), and TIG</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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive Practices</td>
<td>100% of students with IEPs are integrated into the general education setting (including one student designated ED and others as ID, SLD, speech, and OT)</td>
<td>100% full inclusion maintained with 100% of IEP minutes met for service</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>25.3% chronic absenteeism, a reduction of 5.7%</td>
<td>Reduce chronic absenteeism target to 20.3%</td>
</tr>
<tr>
<td>School Climate</td>
<td>Referrals for discipline down 70% from 2 years ago, many referrals from the same 5-6 Tier III general education students; 85% of parents indicate that Bret Harte is a positive, safe, and welcoming environment</td>
<td>Referral rate down to 20% of this year’s final data</td>
</tr>
</tbody>
</table>

### Parent-School Community Ties

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

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

**Family Engagement:** Your school’s family engagement strengths and challenges  
(And how you know…)

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…)</td>
<td>Increase in attendance at principal chats (target - 25-40 families each month); Larger groups of African American families engaged in DU program and bi-mesterly workshops (currently offered by IRF and family liaison); Participation of 80% of 1st and 2nd grade families in digital literacy; 80% participation in Walk and Roll to School Day and Bike to School Day; Continued partnerships with all CBOs currently engaged; Engagement of 8-10 families in TAP program for SY 17-18</td>
<td>Measures of success are indicated by results of the annual family satisfaction survey as part of our SQII data package - current family satisfaction lies at over 85% of families feeling safe and supported at school (admirable).</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>
</tr>
</tbody>
</table>
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 = $950

$950 - supplies and materials integral to the assessment and provision of special education and related services to students with IEPs

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

Supplemental Concentration Grant-English Learner (SCG-EL) 07091
Allocation = $38,318

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

$18,632 (salary) / $8,224 (benefits) - 0.5 FTE Bilingual General Education Para-Professional to provide home language support to English learners in the general education classroom setting (Spanish Immersion and English Plus classrooms where ELs are receiving instruction); $5,000 - instructional supplies to supplement the core curriculum for English learners and their ability to access the comprehensive approach to balanced literacy;
$6,461.61 - supplies to supplement the instructional core for English learners and their ability to access balanced literacy, math, science, social studies, and SEL.

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 = $45,000

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?

$25,000 - consultant fees for Reading Partners who will focus reading intervention on students reading two or more grade levels below target;
$10,000 - supplies to support the instructional core and general operations of the instructional day; $10,000 - instructional supplies to support our full implementation of balanced literacy, FOSS science, social studies, and the SFUSD math units of study along with supplemental materials.

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 = $266,258

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

2.34 FTE ($139,942 salary / $55,901 benefits) - 1.8 FTE classroom teachers (Spanish Immersion), 0.29 FTE Americorps Healthy Schools worker, 0.25 FTE student advisor - to support the operational management and instructional delivery to students; $51,914.71 - supplies to support the instructional program and operational functionality of the school; $6,000 - conferences/registration to support professional development, licensure, and professional growth of teachers; $10,000 - instructional materials to support and supplement the core curriculum; $2,500 - consultants for Starbar Health Programs to deliver puberty instruction to 4th and 5th graders.

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

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

<table>
<thead>
<tr>
<th>Title I</th>
<th>$53,275</th>
</tr>
</thead>
</table>

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

- **0.4375 FTE - General Education Para**: to provide additional general education support for low SES students ($16,303 salary / $7,196 benefits); 
- **$1,021.59**: supplies to supplement the core curriculum in all subject areas; 
- **$5,000**: field trips - 5th grade science camp to Pescadero Loma Mar Camp; 
- **$4,000**: substitute days for grade level spiral planning for ELA/LSA; 
- **$5,000**: extended hours for certificated staff for planning, data review, and instructional refinement; 
- **$5,000**: instructional aide extra hours for direct tutorial services by aides after contract hours for students two or more grade levels below in math; 
- **$2,000**: extended days - certificated; 
- **$2754**: supplies for the support of classroom instruction and supplement to the core.

**Select the Bryn Essemtial 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 = $533

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.**

**Parent Involvement Policy Text**: Parents are engaged in the following manners around the planning, implementation, and review of the BSC: monthly principal chats focused on site planning, implementation review, and refinement (100% free/reduced lunch), annual Back to School Night, focus groups for English Plus and DLI instruction (IRF provides workshops for EO families in Immersion, for example), SSC discussion of Parent Involvement Policy and engagement plan for the school. Title I Parent Involvement Policy is as follows: STATEMENT OF PURPOSE: Bret Harte Elementary School values the collaboration between home, community and school. The involvement of parents and community members is an essential component of developing high achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Bret Harte Elementary School has developed a written Title I parent involvement policy with the input from parents, teachers and administrators. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision making and volunteer activities, we encourage active participation by:

- Holding an annual Title I meeting to inform parents of school wide program requirements and their rights which occurs at our Back-to-School Night meeting each Fall
- Offering a flexible number of meetings o Bret Harte Elementary School offers a variety of opportunities for regular meetings including monthly School Site Council meetings, twice a year Community Meetings, monthly English Language Advisory Committee (ELAC) meetings, monthly Parent Teacher Association (PTA) meetings o Parents are welcome to schedule an appointment with teachers, principal and/or counselor at any time throughout the year
- Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs and the Title I parent involvement policy
- The academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard/Single Plan for Student Achievement (BSC/SPCA) and through Community Meetings.
- Providing parents of Title I students with timely information about school program, including academic information regarding curriculum and assessment, through:
  - Back to School Night and Open House
  - Family Reading Nights
  - School Site Council meetings
  - Parent and Community Resource Binder located in the Main Office
- Parent Liaison office hours
- Parent Handbook sent home annually (Fall of each school year)
- Parent conferences; families are also welcome to schedule appointments with teachers, principal and/or counselor at any time during the school year
- Monthly school newsletter The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC/SPSA School-Parent Compact Bret Harte Elementary School has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact is included in the Back to School packet each fall. See Attachment A. Building Capacity for Involvement Bret Harte Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:
  - Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Data reviews and monitoring of student achievement is reviewed by School Site Council. These meetings are open to all parents, staff and community members.
  - Parents receive student CST scores in the mail and teachers explain academic content standards, assessments and how parents can assist their student's progress during Back To School Night presentations and parent conferences.
  - On-site parent liaison coordinates parent workshops to understand academic program and how parents can work as partners in monitoring student progress.
  - Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language parents understand.
  - Monthly newsletters include upcoming meeting dates, time and location and include suggestions on how parents can work with their students at home.
  - Meeting agendas are posted on the community bulletin board and the school website.
  - The Parent and Community Resource Binder located in the main office includes:
    - School Meeting Calendar
    - Parent/Student Handbook
  - Volunteer Applications/Information
  - Curriculum and Assessment Information

Bret Harte Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. In addition, child care is provided for each meeting.

**Date your school's Parent Involvement Policy was reviewed by your School Site Council:** 3/20/2017

**Select the Bryn Essemtial 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 Bryn Essemtial that most aligns to the use of these funds:**
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 ".75"

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 FTE</td>
<td>0.5 FTE</td>
<td>1.0 FTE</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>0.75 FTE</td>
<td>2.0 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>1.0 FTE</td>
<td>1.0 FTE</td>
<td>1.0 FTE</td>
<td>Yes</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>AP - 1.0 FTE</td>
<td>TSA - 1.0 FTE</td>
<td>Librarian - 0.8 FTE</td>
<td>Playworks</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Reading/language arts intervention in Spanish, using Soluciones curriculum, for DLI students in K-2; TK/Kindergarten orientation and Pre K orientation focusing on attendance to decrease the number of chronically absent students in PK, TK, and K; inception of math intervention and workshop time within classrooms supported by PD from math leads and Academic RtI (including IRF).
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: 9/14/2017

- 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: 9/14/2017
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>Jeremy Hilinski</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>David Gomez</td>
<td>Assistant Principal/Other Staff</td>
<td></td>
</tr>
<tr>
<td>Kelli Riggs</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kamael Burch</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Victoria Bao</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Loretta Pollard</td>
<td>Parent/Chair/AAPAC Representative</td>
<td></td>
</tr>
<tr>
<td>Jason Mixon</td>
<td>Parent</td>
<td></td>
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<td>Racheal Mercado</td>
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<tr>
<td>Maria Rosales</td>
<td>Parent/ELAC Representative</td>
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<tr>
<td>Blanca Figueroa</td>
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