



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

<b>School</b>	<b>Lafayette Elementary School</b>
<b>Principal</b>	<b>W. Heath Caceres</b>

### SCHOOL VISION & CONTEXT

Lafayette Elementary School is an exceptionally diverse community. At last count there were 23 home languages spoken and representation from over 35 countries. 34% of the school population is socio-economically disadvantaged. These students are eligible for free and reduced lunch and have priority to enroll in the Richmond District After School Collaborative created to support and enrich the lives of disadvantaged families and youth. Lafayette serves a high number of English Language Learners. Current numbers indicate that EL students make up 22% of the school population. Although Lafayette no longer has a Bilingual Education Program, Cantonese families still make up around 20% of our student population. Our school also serves a high number of gifted and talented education students and students with special needs and disabilities. 17% are currently receiving Special Education services. We are now a designated magnet school for pre-k through fifth grade hearing impaired students. Many of these Deaf and Hard of Hearing (DHH) students are in our inclusion program and are a part of the general education classes. Other DHH students are in classes with small class sizes, but regularly integrate into the general education classroom during the school day. Our students learn through direct engagement the importance of compassion and inclusive practices. Over the years Lafayette Elementary has been awarded and honored for academic excellence and achievement. Our school is twice a recipient of the California Distinguished School Award. We have also received the Title 1 Academic Achievement Award and the STEM Special Designation Award for excellence in Math and Science. Technology in education is one focus for our teachers and staff. Technological literacy will play an integral part in the lives and professions of our students. We are committed to reaching all learners by finding innovative ways to integrate technology into the curriculum as we prepare them for careers in the 21st century. Parents and families are invited into our school community as partners. The Parent Teacher Association is extremely active and supportive. The PTA currently has the largest membership per student enrollment and the second largest membership overall in San Francisco. The PTA is increasingly involved in promoting visual arts and performing arts to our school. This high level of engagement fosters a friendly, positive, and rich environment for students at Lafayette School. Lafayette Elementary School provides a comprehensive curriculum that stresses academic excellence and social emotional development for our diverse student population. Teachers assess student-learning needs and then develop plans to move these students into proficiency with regards to English, language arts, and mathematics. Teachers create academic environments in which learning is student-centered, giving students maximum opportunities for academic conversations with their peers. Lessons have open-ended responses in order to differentiate learning and meet the students at their educational levels. The entire staff works closely together to differentiate instruction and build assessable scaffolds for our students. Student-centered learning structures and a focus on academic conversations provide students with support, encouragement, and challenges that inspire all to become better individuals in life.

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

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

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

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

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

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

## SECTION I: Overview and Key Components

### Overview

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

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

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

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

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

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of **Transform Learning, Transform Lives**, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

What Has Changed?	Why Has it Changed?
<b><i>The School Data Profile section has been added</i></b>	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.
<b><i>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</i></b>	SFUSD's Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)

### Key Requirements

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

#### These requirements include:

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

### BSC Development Checklist

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

### 1. Balanced Score Card/ Single Plan for School Achievement

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

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

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

### 3. Budget

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

### 4. Title I Parent Involvement Policy\*

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

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

## SECTION II: School Data Profile

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

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school folder look for the folder titled "**SchNum\_Balanced\_Scorecard\_2016-18**". This folder includes the following reports:

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

### NOTES:

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

## SECTION III: School-Wide Analysis and Plan

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

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

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

### Strategies in Action: Classrooms

#### School Plan

#### Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<p><b>Analysis of Results Language Arts-All Students</b></p> <p>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</p> <p>WASC Ch.2</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional shifts will be required to achieve these goals?</b></p> <p>WASC Ch.5</p>
	<p>In our school quality improvement index, Lafayette will continue to attain 10 in domain areas and raise the Re-Designation of EL Students to an 8 out of 10. Students in grades K-2 showed continuous growth from the beginning of the year to the middle of the year. Kindergarten students showed to highest rates of gain, moving 67%. Data indicates that last year's Kindergarteners dipped in the benchmark as they moved to 1st grade while students entering 2nd grade maintained benchmark levels from the end of the previous year. Our goal is to maintain and increase performance level from one grade level to the next. All significant subgroups made double digit gains between window 1 and window 2 during the current school year. Our goals is to have 80% of Lafayette 3-5 grade students meet or exceed benchmarks on the Scholastic Reading Inventory. Lafayette will raise holistic scores among subgroups (ELL and SPED) to narrow the achievement gap (&gt;10%) when compared to overall student scores at our school. Lafayette goal is to raise proficiency to 80% school wide with subgroups achievement gap having less than a 15% discrepancy.</p>	<p>Teachers and administration will keep track of EL progress and re-designate when students have met English goals, passed the CELDT test in all areas at a level of 4 or higher, and maintain academic progress on report cards. Teachers will use F&amp;P Benchmark Assessments as a universal screening assessment for grades K-2. Teachers will use data to inform unit planning and differentiate instruction. Teachers will continue to implement the comprehensive approach to literacy using the readers and writers workshop model to differentiate instruction and provide support and extensions to support all learners at their academic level. Teachers will continue to implement the Comprehensive Approach to Literacy. These practices include workshop strategies such as individual conferencing, small group instruction, interactive read aloud, and shared reading. 3-5 grade teachers will use SRI data to inform planning and differentiate instruction. Third grade teacher will plan writing units, assess student writing using the rubric, and differentiate instruction to address student writing needs. Teachers will focus on word choice, organization and providing reason and evidence from text. Teachers will continue to use the ELA Core Curriculum scope and sequences with embedded Common Core State Standards and writing spirals to guide instruction. Curriculum maps and unit plans will be developed by grade level teams to address areas of need and drive daily instruction.</p>

The summary of the School Quality Improvement Index for 2014-2015 indicates Lafayette's total SQII points at 88 out of 100. The Academic Domain and Social Emotional Domain have index levels at 10 with the exception of Re-Designation Rates of EL students that has an index level of 5. Lafayette K-2 students at the beginning of the year had 62 percent of students meeting or exceeding benchmarks in Fauntas and Pinnell. By the middle of the year, the percentage of students meeting or exceeding F&P benchmarks had risen to 87%. The largest jump came among Kindergarten students. These students went from 18% meeting or exceeding at the beginning of the year to 85% meeting or exceeding benchmarks by the middle of the year. F&P Data from 2014-2015 shows that 92% of Kindergarten students were meeting or exceeding standards by the end of the school year. In the 2015-2016 Scholastic Reading Inventory, all grade levels made gains between the 1st window and the 2nd window. 3-5 grade students showed 11% growth. Although gains were made, only 2 out of 3 students are meeting or exceeding benchmarks after the 2nd window. The Integrated Writing Assessment average holistic score for Lafayette third grade was 3.4 in 2015, up from 2.7 in the 2014. Special Education holistic scores went from 1.6 to 2.8. Latino student holistic score went from 2.3 to 3.2. Lafayette EL students only moved .4 from 2.0 to 2.4. Overall 63 percent of third grade students were meeting proficiency benchmarks in 2015. The 2014-15 Smarter Balanced Assessment in English Language Arts indicates the 74% of all grade 3-5 students are meeting benchmark proficiency standards. 82% of our students not receiving SPED services are proficient in English Language Arts. Only 38% of our sped students are proficient. Our non EL students are 81% proficient in English Language Arts. 41% of our 3-5 EL students are proficient. Our Economically Disadvantaged students are 57% proficient as opposed to non-SED students are 84% proficient.

Fall 2016 Update: The Integrated Writing Assessment average holistic score for Lafayette third grade was 3.3 in 2016, down from 3.4 in the 2015. Special Education holistic scores went from 2.9 to 3.0. Latino student holistic score dropped from 3.2 to 2.9. Lafayette EL students moved .3 from 3.0 to 3.3. Overall on SBAC results, 80.5 percent of third grade students were meeting proficiency benchmarks in 2016. 72.4% of 4th grade students are meeting or exceeding benchmarks. 83.5% of our 5th grade students met or exceeded benchmarks. The 2015-16 Smarter Balanced Assessment in English Language Arts indicates the 79% of all grade 3-5 students are meeting benchmark proficiency standards. 83% of our students not receiving SPED services are meeting or exceeding standards in English Language Arts. Lafayette sped students made significant gains. Last year 36% of SPED students met standards. In 2016, 57% of these students met standards, a 21% gain. While Lafayette non EL students are currently 82.4% proficient in English Language Arts, only 50% of our 3-5 EL students are proficient. Our Economically Disadvantaged students made 9% gains and now 69% are meeting standards. Other significant gains occurred with our re-designated EL students that made 20% point gains. Our re-designated ELs are currently our highest performing subgroup in the school. 93% are meeting or exceeding standards. Our Initially Fluent in English students dropped 8% in performance in 2016. Only 75% are currently meeting standards according to test SBAC test results.

Fall 2016 Update: Lafayette will keep targets and performance goals. On the SBAC, we will focus on our Initially Fluent English Proficient students. Our goal for this subgroup is 80% meeting or exceeding standards. In the Integrated Writing Test, our school wide goal will be an average holistic score of 3.6 after dropping to 3.3 in 2016.

Fall 2016 Update: Teachers will continue to implement strategies that allow for more strategic individual conferencing and small group instruction within the classroom setting. Teachers continue to embrace the role of facilitator in the classroom. The emphasis remains on student centered learning activities in the classroom. In this role 90% of class time is student talk and 10% is teacher talk.



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

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>Smarter Balanced results show Lafayette Special Education and English Language Students out perform their district counterparts. These subgroups are performing 10 or more percentage points below the Lafayette proficiency level. 74 % of students are proficient school wide. Only 34% of students with disabilities. 58% of English Learners, and 60% of economically disadvantaged students are proficient.</p>	<p>Our goal is for 40% of our Special Education students, 65% of our English Learners and 65% of our Economically Disadvantaged students meet or exceed standards in English Language Arts. At least 60% of our English Learner students will be re-designated based on CELDT, SBAC and classroom performance.</p>	<p>Teacher will use guided reading, LLI kits, small group instruction, mini lessons, reading intervention strategies and academic conversations. Funds will be allocated for teachers to meet 3 times per year to evaluate student work and plan units of study to address areas of need. Teachers will implement Focused Action Plans for students that need the most support. Lafayette will continue to partner with Experience Corps and Burke's School to provide reading support. In September 2016, school-wide SST meeting convenes to create SST master schedule. Test data will be used to target areas of need and create targeted language arts interventions. Follow up school wide SST meeting will reconvene in May 2017 to plan student support and align supports for the 2017-2018 school year.</p>

<p>Fall 2016 Update: Smarter Balanced results still show Lafayette Special Education and English Language Students out perform their district counterparts, but they are still achieving at a lower level than Lafayette as a whole. These subgroups are performing 10 or more percentage points below the Lafayette proficiency level. 79 % of students are proficient school wide. Only 57% of students with disabilities. 50% of English Learners, and 69% of economically disadvantaged students are proficient.</p>	<p>Fall 2016 Update: Our goal is for 60% of our Special Education students, 65% of our English Learners and 65% of our Economically Disadvantaged students meet or exceed standards in English Language Arts. At least 60% of our English Learner students will be re-designated based on CELDT, SBAC and classroom performance.</p>	<p>Fall 2016 Update: Lafayette will continue to implement practices that will help our intervention subgroups achieve these goals. Teacher will use guided reading, LLI kits, small group instruction, mini lessons, reading intervention strategies and academic conversations. Funds will be allocated for teachers to meet 3 times per year to evaluate student work and plan units of study to address areas of need. Special education teachers will push into classrooms to co-teach with general education classroom teachers on a daily basis. Teachers will implement Focused Action Plans for students that need the most support. Lafayette will continue to partner with Experience Corps and Burke's School to provide reading support. In September 2016, school-wide SST meeting convenes to create SST master schedule. Test data will be used to target areas of need and create targeted language arts interventions. Follow up school wide SST meeting will reconvene in May 2017 to plan student support and align supports for the 2017-2018 school year.</p>
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**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

Analysis of results for Language Arts-Focal Group	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>34% of our Special Needs Students meet or exceed standards in English Language Arts.</p>	<p>40% of our Special Needs students will meet or exceed standards.</p>	<p>Lafayette RSP/Inclusion/ SDC staff will use Fauntas and Pinnell Leveled Literacy Intervention to provide targeted support in alignment with student IEP goals. RSP staff will attend grade level meetings each month to evaluate student work, collaborate with teachers and plan units of study to differentiate instruction, accommodate students, and address areas of need.</p>
<p>Fall 2016 Update: 57% of our Special Needs Students meet or exceed standards in English Language Arts.</p>	<p>Special Needs students achievement gap will narrow to less than 20% compared to all Lafayette students.</p>	<p>Fall 2016 Update: Special education students will be clustered in co-taught classes to best serve these populations in an inclusive environment. RSP/Inclusion teachers will have regular and planned release time to meet with co-teachers to plan units, strategize instruction, and create additional interventions to meet the needs of each Special Education student.</p>



**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?

<b>Analysis of Results Mathematics-All Students</b> 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	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required to achieve these goals?</b> WASC Ch.5
The 2014-15 Smarter Balanced Assessment in Mathematics indicates the 70% of all grade 3-5 students are meeting or exceeding benchmark standards. 77% of our students not receiving SPED services are proficient in mathematics. Only 42% of our sped students are proficient. Our non EL students are 74% proficient in Math. 51% of our 3-5 EL students are proficient.	Our goal is for 80% of Lafayette students to meet or exceed standards on the Smarter Balanced assessment in mathematics.	Staff will continue to implement SFUSD Mathematics Units of Study. Teachers will continue to use the SFUSD Math Teaching Toolkit to move deeper into the content. Teachers will implement teaching practices that promote inquiry-based activities, problem solving, higher order questioning and engagement strategies. Classroom teachers will facilitate math talks, implement the three read protocol, and provide anchor charts and sentence starters to help engage students in academic conversations that promote mathematics comprehension. Teachers will administer the IAB and milestone tasks as ongoing assessments for instruction and learning. Teachers will use data to inform future instruction and create meaningful math activities that promote rigor and critical thinking within the math standards. Students will use math journals. Teachers will provide feedback on student work documented in the journals. Lafayette will continue to partner with Washington High School and the Athletes in Mathematics Succeed to provide Mathematics mentoring to our students.
Fall 2016 Update: On the 2016 Smarter Balanced Assessment 80% of our students met or exceeded standards. This is close to a double digit gain school wide. Other significant gains in our math are among our Latino students. In the most recent SBAC scoring, 66% of these students were meeting or exceeding standards. This is a 29% gain from 2014-2015 SBAC results. Special Education students also made gains. Last year 43 SPED students took the SBAC. 67% of these students met or exceeded standards.	Fall 2016 Update: Our goal is for 82% of Lafayette students to meet or exceed standards on the Smarter Balanced assessment in mathematics.	Fall 2016 Updates: Lafayette will continue to implement the shifts presented above to achieve our 2016-2017 goals.

**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 Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<b>Analysis of Results for Mathematics-Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b>
Smarter Balanced results show Lafayette Special Education and English Learning Students out perform their district counterparts. These subgroups, however, are performing 10 or more percentage points below the Lafayette proficiency level. 71 % of students are meeting or exceeding standards school wide. Only 42% of students with disabilities. And 51% of English Learners are meeting or exceeding benchmark standards.	At least 50% of our Special needs and 60% of English Learners will meet or exceed standards on formative and summative assessments. This includes classwork, online coursework, IAB and SBAC data.	Classroom activities will focus on academic conversations, showing math thinking in multiple ways, finding multiple strategies to solve problems, and explaining their mathematical thinking in writing using vocabulary supports such as anchor charts and sentence frames. Funds will be allocated for teachers to meet 3 times per year to evaluate student work and plan units of study to address areas of need. In September 2016, school-wide SST meeting convenes to create SST master schedule. Test data will be used to target areas of need and create targeted mathematics interventions. Follow up school wide SST meeting will reconvene in May 2017 to plan student support and align supports for the 2017-2018 school year. Students will use web-based programs Mathletics, Math Seeds and Study Island for additional practice and targeted intervention. Teachers will use data to inform instruction and provide extra support in deficit areas. Teachers will use differentiated small group instruction to target instruction to support student needs.

Fall 2016 Updates: Smarter Balanced results indicate Lafayette Special Education and English Learning Students out perform their district counterparts. These subgroups, however, are performing 10 or more percentage points below the Lafayette proficiency level. 80 % of students are meeting or exceeding standards school wide. Only 67% of students with disabilities, and 64% of English Learners are meeting or exceeding benchmark standards.

Fall 2016 Shifts: Narrow the gap between these subgroups and our school wide achievement levels. Shrink the performance gap to less than 10 percentage points.

Fall 2016 Updates: Lafayette will continue to use interventions listed above to achieve our goals. Teachers will continue to use differentiated small group instruction to target instruction to support student needs. Teachers will identify these students, create strategic learning groups, and plan class time for individual conferencing and targeted small group instruction. Teachers will use academic conversations to engage students, increase critical thinking fluency, and find multiple ways to approach a similar problem.

**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?

<b>Analysis of results for Mathematics-Focal Group</b> <b>WASC Ch.2</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b> <b>WASC Ch.5</b>
<p>Our greatest discrepancy between school proficiency and subgroup proficiency is our Latino population. 36% (9) are meeting or exceeding standards.</p>	<p>45% of Lafayette Latino students will meet or exceed benchmark standards on the IAB and SBAC.</p>	<p>Students will engage in academic conversations during math instruction with guiding questions, high order thinking, saying it stronger and faster, and using wait time to allow for processing. Teachers will display word walls for vocabulary support and sentence frames to aid in explaining mathematical reasoning. Teachers will collect and look at focal group work in grade level planning two times a trimester. Deficit areas will be identified and unit plans will be adjusted to address these areas.</p>
<p>Fall 2016 Update: 66% of our Latino subgroup is meeting or exceeding standards in the 2016 SBAC results. This is still 15% lower than the Lafayette school achievement levels. Lafayette Initially Fluent English students are achieving far lower than our re-designated EL students at the 3rd -5th grade level. 98% of our re-designated students are meeting standards, but only 75% of our Initially Fluent English students are meeting standards at the upper elementary levels.</p>	<p>Fall 2016 Update: The achievement gap for Lafayette Latino students will be less than 10% when compared to Lafayette school achievement percentages. The achievement gap for Initially Fluent English students will be less than 10% when compared to re-designated English learners achievement percentages.</p>	<p>Fall 2016 Update: Continue interventions list above to achieve goals.</p>

**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)**?

<b>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> <b>WASC Ch.2</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b> <b>WASC Ch.5</b>
<p>In a narrative, describe what your analysis of the data says about your school.</p>	<p>At least 60 % of our students receiving English language support will be re-designated in 2015.</p>	<p>Staff will closely monitor re-designation paperwork and work with multilingual pathways to ensure that students are properly re-designated. Integrated English Language Development lessons will be planned with intention. Teachers will continue to use sentence frames, graphic organizers, and linking prior knowledge to promote a student centered learning environment in which all students have access to the curriculum. Teachers will use turn and talk, say it stronger and louder, and response paraphrasing to allow students the opportunities to have rich academic conversations around the curriculum areas. Teachers will use CELDT, F&amp;P, IAB, and SBAC data to plan for relevant and intentional instruction.</p>

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

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

<p><b>Narrative describing college going culture</b> (using indicators suggested above) WASC Ch.2</p>	<p><b>What are your targets/ goals?</b></p>	<p><b>What shifts will be required to achieve these goals?</b> WASC Ch.5</p>
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## Elementary Schools

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

Lafayette promotes Kindergarten to College in monthly newsletters and during family engagement events such as Math Night, Science Week, and Multicultural Night. Lafayette will continue to promote college and career readiness by providing rich, engaging and relevant academic activities that are student-centered and encourage discourse and critical thinking. In addition to engaging instruction, Lafayette students are taught social emotional lessons in work ethic and perseverance. Multiple times a day students play the PAX Good Behavior Game, a game where students practice the social emotional skills they have learned in class. Lafayette ensures that every student has the technical skills to be a 21st century learner. Technology levels the playing field by differentiating instruction, enhancing lesson delivery, promoting various technology-based careers for our very diverse student population. Students learn the importance of digital citizenship from the Common Sense Media curriculum. These lessons are taught throughout the grade levels to develop responsible behavior in regard to technology and social media. Lafayette participates in Hour of Code week and Junior Achievements. These school wide activities further promote college and career readiness among our students.

## 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?

The Lafayette Instructional Leadership Team meets monthly to plan Professional Development. At the beginning of the school year the ILT prioritizes professional learning and sets a monthly and yearly PD schedule. Lafayette holds one professional development staff meeting per month. These meetings will be extended with the use of Prop A hours to allow teachers to go deep within the content area. Lafayette holds two school-wide grade level meetings per month to focus common planning time within grade level and between grade levels. Lafayette will continue with three Professional Learning Communities focused on lesson study, teacher rounds, lesson design and backwards planning. Prop A hours will be used for professional development around workshop and integrating technology into the classroom curriculum.

<p><b>School-Wide Action Step(s)</b></p>	<p><b>How will you resource this?</b> (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</p>
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Lafayette will advance continuous professional development by creating Professional Learning Communities aimed promote peer collaboration, focus attention on lesson study, and implement best teacher practices. Three PLC's will share finding and present take away ideas for classroom implementation at staff professional development meetings. Teachers will have school wide grade level planning time, participate in teacher rounds, learn best methods to analyze data, and work together to plan for student success.

Administration will use Prop A hours to extend grade level and home team planning meetings. Site funded sub release days will be used for site-based teacher rounds, lesson study, off site teacher observation days, and grade level planning for lesson design. Funding will come from the Weighted Student Formula and LEP site budget. Site budget will send teachers to Teachers College, the Google Classroom Summit, and other professional development opportunities.

### Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

Reflecting on and improving a Student-Centered Learning Climate			
	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices	Lafayette Special Education population is currently 16.7% Lafayette offers Deaf and Hard of Hearing Special Day Class and a full inclusion program. We have 3 SDC teachers, 2.5 RSP/Inclusion teachers and 11 paraprofessionals. 100% of SDC students are mainstreamed to the general education classrooms for art, music, PE and Education Outside. Some SDC students are mainstreamed for core academic areas. Lafayette celebrates Inclusive Schools Week each year. During this week students reflect on learning differences and diversity. Classes created projects, made presentations and wrote essays on the ways that they feel included at Lafayette School.	Lafayette will promote a climate and culture that includes all members of our community. SDC and General Education teachers will work together to find maximum opportunities to mainstream SDC students into academic and extracurricular activities.	Teacher lesson plans will include accommodations and modifications that are written in IEPs. RSP students participate fully in academic conversations, collaborative group work, and classroom presentations. RSP and inclusion teachers push into the classroom whenever possible to support student learning and IEP goals. Classroom teachers use RTI interventions, SAP, and SST processes to support at-risk students before Special Education referral. Classroom teachers will provide a calm, safe and productive learning environment by implementing RTI tier 1 and tier 2 supports, utilizing PBIS strategies, and playing the PAX GBG with fidelity within all grade levels. Maintain high expectations and continue to develop a growth mindset among Lafayette teachers, students, and families.
Student Engagement/ Attendance	5% of Lafayette students are chronically absent or truant. 8% of Economically Disadvantaged and 15% of students with disabilities are chronically absent.	5% of Lafayette students are chronically absent or truant. 8% of Economically Disadvantaged and 15% of students with disabilities are chronically absent.	Teachers will shift from teacher focused to student centered by decreasing teacher talk (10%)and increasing student talk (90%). The school secretary and student advisor make phone calls home to support families and find ways to get their children to school consistently and on time.
School Climate	During the 2015-2016 school year, Lafayette has not suspended any student.	In the 2016-2017 school year Lafayette will continue have zero suspensions.	

Teachers and staff will provide consistent reinforcement of our school wide rules, expectations and core values. Principal will recognize students with weekly Splash Awards and monthly Lafayette Core Value Awards. Lafayette will continue to partner with Experience Corps, Washington High School Big Buddies, and Burke's School to provide mentorship and tutoring for our at risk students. Lafayette will continue the Conflict Manager Program and the Crossing Guard Program to reinforce Lafayette citizenship and promote school leadership. Teachers utilize Social Emotional Learning lessons from Kimochis, TRIBES, Second Step to teacher and reinforce Lafayette Core Values. Teachers practice these skills while playing the PAX game.

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<b>Narrative describing Parent-School-Community culture</b> Who you are reaching/ missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)	<b>Targets</b>	<b>Strategies &amp; Impact</b> <b>What is the strategy &amp; how will you know you were successful?</b>
Lafayette engages the school community with PTA sponsored evening events (Multicultural Night, Lafayette School Play), Student-centered celebration nights (Math Night/Science Week), and after school and weekend activities (Turkey Trot/Lafayette Spring Gala/Autumn Carnival). Instructional strategies, school wide shifts in practice, and social-emotional learning objectives are presented at PTA meetings, coffee and tea mornings with the principal, and before our various evening events.	Lafayette will continue to find more ways to engage the families of our English Learner students as well as the families of our economically disadvantaged students.	Lafayette will continue to use our active PTA to reach out and engage our underrepresented subgroups. Continue to encourage participation in activity nights, PTA sponsored events, Spirit days and community meetings. Lafayette technology team will create surveys to find out best ways to engage and empower our community to get involved and actively participate in our PTA, SSC and ELAC.

## 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 = 5,600

The Special Education allocation of \$5,600 will be used to purchase non-capitalized equipment, instructional materials, and supplies to support special needs students. Non-Capitalized equipment include ipads for teachers and special needs students. Instructional materials include manipulatives, visual aids, and testing materials to support students with a variety of needs and behavioral challenges. These funds will be shared between 3 RSP/Inclusion teachers and 3 SDC teachers.

#### 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 = 52,121

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

Funds will be used to purchase supplemental instructional materials for our EL learners such as leveled readers. It will also be used to purchase supplies that will be used directly with our EL students to gain proficiency in English. These funds will be used to support our integrated technology teacher and our tier 2 reading consultant. Additional resources will be allocated to provide release time to teachers to plan designated and integrated ELD lessons and units of study.

#### 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 =

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

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

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

#### Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation =

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

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

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



## Categorical Expenses

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

**Title I =** 31500

*How do you plan to use these funds?*

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

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

### 1% Title I Parent Set Aside:

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

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

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

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

### Impact & Innovation Awards =

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

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

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

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

*How do you plan to use these funds?*

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

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

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

*Identify Sub-group & specific actions*

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

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

### QEIA Carryover =

*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)

**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"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.625	
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

Two to three high leverage strategies that will be accomplished:

Our Social Worker and Elementary Advisor will: facilitate the SAP and SST process, support behavioral RTI implementation, and act as liason between families and school.

## SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other ( <i>list</i> )
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> <li>1. One meeting to gather input from the school community including all advisory committees.</li> <li>2. One meeting to present plan upon its completion before March 25, 2016.</li> </ol>
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <i>2/20/2016</i>
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <i>3/24/2016</i>

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

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

Name	Role	Signature
Heath Caceres	Principal	
Rowena Tong	Technology Instructor	
Elizabeth Iwaszewicz	Teacher - K	
Nicole King	Teacher - 5	
Rhodora Hicks	Student Advisor	
Hanelore Romero	Parent	
Sen Leshnick	Parent	
Jennifer Andreoli	Parent	
Chris Smith	Parent	
Eric Mcney	Parent	
Nita Arios	Teacher - 3/ Alternate	
Lien To	Parent/ Alternate	