Lowell is an award winning school with a 160-year tradition of academic distinction. As a nationally ranked public high school we strive for excellence in every avenue, from classrooms and athletic fields, and performing arts arenas to robotics and mathematics competitions. Our students exhibit a strong work ethic, hold high standards of academic achievement and contribute their time and energy to the community through volunteerism and civic responsibility. We celebrate the multicultural diversity of San Francisco’s heritage; evident from the high degree of student engagement in a diverse array of extracurricular activities, clubs, sports and cultural events. Students on this campus are highly motivated and are supported by the faculty and staff to fully participate in the school’s culture. We continually work to promote a close-knit community and often refer to the school and its wider support system that encompasses alumni, parents and volunteers as our “Lowell family”. Our areas of strengths include high expectations and standards for all students coupled with a hard-working, professional staff who are dedicated to the success of all students. Other areas of strength include a well-articulated governance with strong cross-departmental leadership, inclusion of student voice in making school wide decisions, and strong community support. We continue to provide a culture of college and career readiness. We have continued to increase the level of communication with families both in terms of numbers of contacts and the quality of the conversation. Our school is focused on addressing two challenging areas as our priority for the 2016-17 school year. 1. Closing the achievement gap between African American, Latino and other underrepresented minority students and Caucasian and Asian students. 2. Addressing student stress on a school-wide basis. Creating a shift from a highly competitive, grade and test-score driven culture one where alternate accomplishments and metrics are used to measure success. Our key strategies include: 1. Continuing to build the caring and supportive community to close the achievement gap. Implementing an action-based, integrated program to address the learning goals of all students who are not meeting their academic and social potential. We are using a multi-tiered approach for student support. Primary support is provided by teachers, coaches and counselors who tutor, coach, mentor and counsel students. We are coordinating the efforts of the Counseling department, the African American Common Core Educational Support program (AACCES), Academic Literacy Program, the Wellness Center. A comprehensive review of student records catches students who are in danger of failing a course or who are not on track for graduation. Positive Behavior Intervention and Support Strategies are being implemented school wide through workshops and trainings of the staff. Community and parent meetings to include the voices of the families of traditionally under-represented minority students are held in conjunction with regularly scheduled PTSA meetings, Black Student Union meetings and the Principal’s outreach to Latino and African American parent meetings. 2. Providing professional development for staff to re-evaluate the role of stress-inducing practices in teaching (homework, testing protocols, inflexible deadlines). Examining student schedules and providing guidance in course selection to ensure students are choosing programs which are in line with their individual academic goals and are not driven by peer pressure, incorrect assumptions of what is expected for college admission and other, externally-driven factors which do not serve student’s mental and physical health requirements. Providing parents with evening workshops and forums to address concerns of student stress, mental health, college readiness and financial aid for college.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

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

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

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

- **SSC Bylaws**

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

3. Budget

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

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

4. Title I Parent Involvement Policy

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

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

Follow this [link](https://district.sfusd.edu/dpt/raa/aao/DataSource/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”

### Mid-Year Summary
(School-wide and sub-group performance in comparison to the district)

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

Contents

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

### English Learner Report 2016-17
(AMAO Trends and performance school-wide and pathway)

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

Contents

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

### CORE SQLI Reports for 15-16
(SQII Performance, definitions and thresholds)

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

Contents

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

NOTES:

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

With the adoption 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 qualitative 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.

*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/performace 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>Increase number of sections of AP English courses. Increase the number of AA and Latino Students in upper division, AP ELA programs. Close gaps between Hispanic, AA students and Asian and Caucasian students. Spring 2017: 88% Hispanic meet or exceed ELA standards. This is a gain of 13 percentage points over the last three years. The goals set last year were met. AA students continue to be underrepresented to the degree that r = 20 is not met, therefore there is no statistical breakdown. Fall update: Above goal met.</td>
<td>Open up enrollment to AP Courses to students who were not on “Honors” track but have potential to be successful in these courses. Fall 2017 Update: The English Department now has 12 AP classes. The open enrollment policy for the Honors classes has also resulted in the addition of 2 Honors English classes at the sophomore level. Allocate funds from PD budget for AP training of more members of English department to become College Board certified. Continued examination and analysis of student course-taking trends with respect to student demographics to ensure equity and access to AP courses by AA, Latino and under-represented minority students. Focused meetings held within English department to discuss results of analysis and plan for next steps in implementation.</td>
</tr>
</tbody>
</table>

The language arts program has a varied and richly diversified curriculum. The results of Spring 2017 SBAC indicate 95.0% meet or exceed standards. This represents a 0.7% gain from the 2016 administration and continues an upward trend over the last three years. The numbers of students taking AP classes across the curriculum and the relative number of students in AP Language Arts classes indicates that there is a potential for more students to enroll successfully in AP ELA classes. For the 2016-17 SY the English Department is expanding AP offerings with the goal of attracting more students who previously may not have chosen an AP English class.

Sixty-five percent of ELA students received A’s for the Fall semester. The percentage of students on the D and F list is 1.2. These grades correlate well to the numbers of students scoring at or above proficient on the SBAC, there is a continuing downward trend in D’s and F’s over three years. 4.7% Latinos received a D or F in ELA down 1.7 percent over last year.

These results were shared with the English department for further analysis. The English department will use the results of the interim SBAC assessments to continue to continue to share successful strategies for the development of ELA strategies.

<table>
<thead>
<tr>
<th>PSAT scores for Fall 2016 indicate the readiness</th>
<th>This data supports the expansion of the ELA AP classes into Fall 2017.</th>
</tr>
</thead>
<tbody>
<tr>
<td>of students to matriculate in AP classes. Overall, 88% of students taking the exam are prepared for English Language AP classes.</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 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

<table>
<thead>
<tr>
<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><strong>Academic Literacy program serves 9th grade students who need more support in ELA. Focus for students in this program include specific skills building strategies and SDAIE instruction. Support continues in the 10 and 11th grade through Study Skills classes funded through WSF. SBAC results from Spring 2016 show growth in ELA performance by 2.2%. Departmental analysis of D and F list with respect to demographics and course selection will be conducted this year to identify areas for further support.</strong></td>
<td><strong>The goal of 3% growth for 2015-16 were exceeded for the subgroups of AA and Hispanic students with respect to ELA scores on the SBAC. Higher scores on SBAC ELA of subgroups. Target: 3% growth rate for AA, Latino and Students with disabilities. This goal will remain in place.</strong></td>
</tr>
<tr>
<td><strong>There is a differential between the overall distribution of grades and those of the AA and Latino sub-populations. Whereas 65% of the overall students receive an A in English, only 43 and 46 percent of the AA and Latino students receive highest marks. Similarly, 8% AA students and 4.1% Latino students received either a D or an F final grade in Fall semester.</strong></td>
<td><strong>The department continues to focus on the specific skills needed for ELA development. Data shared at department meetings for the purpose of examining causes and developing strategies to address this achievement gap.</strong></td>
</tr>
</tbody>
</table>

### Focal Group: For your focal group, (AfriCan American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and 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><strong>Eighty three percent of Hispanic students meet or exceed performance standards on the ELA portion of the SBAC for the 15-16 SY. This represents a gain of 7.8% over the previous year. Eighty four percent African American students meet or exceed ELA standards, which is a 6% gain over last year. This compares with 94.6 and 95% for both Asian and Caucasian groups whose scores remain steady. Filipino and Pacific Islander student scores declined 5% and 3% respectively. Relative numbers of these students are small, but for the Filipino category it is significant at n= 26.</strong></td>
<td><strong>Teachers of students not meeting academic standards will examine data from SBAC performance and IWA (for ninth graders) to access the areas in which students are not meeting the standard. Intra-departmental analysis will target skills to be explicitly taught at grade level. For the 2016-17 school year, ninth graders will remain with their English teacher for both semesters. This is a significant change over past practices and it is expected that students will perform significantly better on the IWA. The English department will work collaboratively to focus on strategies for EL learners to be used within the English curriculum. A consultant was approved by the SSC to assist our Filipino and Pacific Islander students to make significant academic gains in this area.</strong></td>
<td><strong>Periodic assessments and examination of the DFS list to compare target groups with whole school. Use of consultations to work with LEAP and AACCES students to address attendance and other factors that may influence these metrics. Departments are examining the scores for EL students and tailoring specific skills and strategies for English Learners. Scheduled PD sessions to analyze and share best practices across the department is planned for 2016-17.</strong></td>
</tr>
<tr>
<td><strong>Of the AA and Latino students who took the PSAT in the Fall semester, 80 and 65% respectively indicate readiness for AP coursework in English Language AP courses. This compares favorably with the District rates of 12% and 18%, but lags behind their Asian and Caucasian counterparts at this school.</strong></td>
<td><strong>Based on the PSAT scores, it is likely that more AA and Latino students are prepared to take on the challenge of AP coursework than are enrolling in these classes.</strong></td>
<td><strong>This data will be shared with teachers to further encourage and support underrepresented students in course selection. The recruitment and retention of more AA and Latino students into AP coursework is a school-wide goal.</strong></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></td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>
Math students continue to do well. Spring 2016 performance on the SBAC test administered to 11th grade students indicates that 88% of students scored proficient or higher, compared to only 85% for the 2015 administration. Overall, the number of students taking an AP Math class increased. AB Calculus pass rate (score of 3 or better) increased from 72 to 79%. BC Calculus pass rate remains steady at 89%. Although the enrollment in AP Calculus decreased from 357 to 294 students, there was an increase in the number of students enrolled in AP Statistics with 182 students taking the exam as compared with 102 in 2015. We anticipate that the number of students enrolled in AP Math courses will decline as students will be entering at the ninth grade level from SFUSD middle schools required to take Algebra.

The goal to maintain or increase numbers of students enrolled in AP Math courses while trying to maintain at least 85% on the Smarter Balanced test was achieved. The number of students taking the AP Computer Science exams increased Spring 2016 - 125 vs 68 in 2015. The new AP Principles of Computer Science has 177 students enrolled and the addition of this option has drawn some students from the AP Computer Science program as the number enrolled has dropped to 105. However, overall the number of students taking an AP course in the Computer Science is up and the expansion of the program has drawn in relatively more female students and under-represented minority students.

In Math we need to accommodate the restructuring of the curriculum under CCSS. Fewer students may be entering with the Algebra necessary to progress on a pathway to AP Calculus without doubling up courses. At this time 9th grade math placement as envisioned by the Math Placement Act of 2015 seems to be on hold, but changes may be coming which would allow placement by demonstrated skills. In the meantime we need to accommodate the needs of our students by either allowing some to double up or to compress math courses while ensuring ALL State content standards are met. Fall of 2016 additional Geometry classes were added after the start of the school year to accommodate the "doubling up" of students taking both Algebra and Geometry. While this is one strategy to provide an avenue for students to progress towards their desired goal of taking AP Math courses, this may have unintended consequences of increased stress on freshmen and a decrease in enrollment in other departments.

The mid-year report for grade distribution indicates that 81% of the overall student population receive a B or higher in Mathematics courses. However only 60.4% of AA students and 57.5% of Latino students receive these grades. Only 4.0% of the overall student population received a final grade of D or F in their math class, the number of AA students on the D/F list is 4.6%, but there is a significant difference for Latino students whose scores for the Fall semester indicate 16.7% receive a D or F in mathematics.

Grade distribution patterns were shared with departments to allow teachers to examine the trends. Of" semester math classes have an helped to remediate as students do not have to wait an entire year before attempting to master Fall semester material in the Spring.

The Fall PSAT results indicate that 91% of the overall student population meet the Math benchmarks for predictive college success. 65% of the student population shows AP potential for AP Calculus. These percentages are reduced for AA students with 60% meeting the benchmark, and only 29% showing AP Calculus potential. Note that the n=10 for this statistic. 65% of Latino/Hispanic students who took the PSAT meet math benchmarks, and 35% show AP Calculus potential at this time.

The PSAT predictive scores for AA and Latino students follow a consistent pattern with the SBAC scores and are also reflected in the D/F report for Fall 2016. District scores indicate that only 13.5% AA students met benchmark goals and 17.3% Latino/Hispanic students met benchmark goals. 2.5% and 4.8% of AA and Latino students respectively show AP Calculus potential on the District level. Students at Lowell do significantly better, continued analysis and focus on these students is warranted. Fall update: there was a significant gain in test scores for Latino students, with an increase of 16% performing at proficient levels to 72%. There is a concurrent decrease in the number of students receiving D’s or F’s.

Meetings with the department chair and the teachers of off-semester math to look for strategies for raising student performance. Targeted use of Aleks and further encouragement of student to utilize available tutoring resources.

Utilize the PSAT test cycle to maximize student awareness of the test. Earlier distribution of pre-test materials and focusing teachers on the benefit to students to practice with the pre-administration material provided.

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 RII 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>A significant Tier 2 support provider is our off-semester program. These classes are often smaller and do provide the extra in-class support and activities to ensure successful mastery of the required standards by tier two students. ALEKS is used to provide extra support for Algebra students and increased use of manipulatives is instilling a better feel for mathematical concepts. Through TSSA’s Art Cart and increased use of chromebooks, graphing and non-graphing calculators, and compasses for geometric constructions, we are covering all instructional modalities.</td>
<td>Ensure all students master the standards so that 1) they successful pass the course and 2) they are successful in future math and science courses by having the foundations necessary for success</td>
<td>Continued funding and support of twice a year registration and continuation of the off-semester program with its extra support</td>
</tr>
</tbody>
</table>

Focal Group*: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?
### Analysis of results for Mathematics-Focal Group

**WASC Ch.2**

- Develop connections between the ACCES, LEAP programs and Math Circles for additional support. Continue to build community within our support structures in place to ensure the participation of African American and Latino students in Math Circles.

**Based on the analysis of the results, what are your targets/performance goals?**

- Support structures that are in place are underutilized by target populations. By building community and communicating the availability of the support structures, students will access after school homework assistance and tutoring when needed.

**What interventions are required to ensure all students reach mastery?**

- Utilize QTEA funding to promote collaboration of math teachers to share strategies and best practices for reaching and retaining underperforming students.

### English Language Development (ELD)

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

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

**Analysis of results (including CELDT, F&P or SRI and SBAC for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)**

- In a narrative, describe what your analysis of the data says about your school.

**WASC Ch.2**

- We have 54 students classified as ELLs, 29 of them are in the Special Education program (53.7%). None of the special education students are eligible for reclassification. We have 14 students in the process of reclassification, having passed the CELDT and RT (Reading Inventory). The percentage of reclassification counting the Special Education Students is 25.9% and without Special Education Students is 53.8%. English Learners in SPED receive support and accommodations for CELDT testing as specified by the student’s individualized IEP for SPED and EL needs. Both our Long-Term ELs and our Developmental EL population seem to be performing at similar CELDT levels, scoring overall between a score of 3 through 5. Based upon student CELDT score performance for all ELs, students are mostly performing successfully on improving their CELDT scores, and are moving towards the reclassification process.

**WASC Ch.2**

- In English of our 54 ELLs 58.3% get an A, compared to 65.1% of all students. And 2.8% get F compared to 9.6% of all students. In Math and ELLs get worse grades than the overall students. Compared with district students, 16 ELLs took PSAT, 75% met the Math benchmark, compared to 19.8% of the whole district. And 56% of Lowell ELLs showed 56% of ELA AP potential whereas only 4.9% of ELLs across the district showed AP ELA potential.

**WASC Ch.5**

- The group which is identified as having the lowest percentage (37.5%) of meeting the CELDT criteria are the students with the home language of Spanish. Particular attention to the language acquisition skills of these students will be made in the classrooms of these students. The CELDT coordinator will work with both the curriculum office and the office of pupil services to continue to focus attention to this issue. Also specific materials such as literature books in Spanish that are translations of reading books of ELA classes will be purchased for Spanish speaking ELLs.

**What interventions are required to ensure all students reach mastery?**

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

**Analysis of Results - All Students**

**WASC Ch.2**

- For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.

**Based on the analysis of the results, what are your targets/performance goals?**

### 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 Shifis, 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>College Readiness: The Excellence and Readiness Report from the College Board indicates the percentage of students who have scored a 3 or higher on at least 1 AP exam. Scoring 3 or better on any AP exam is a predictor of student success in college. Spring 2016 data indicates that 87.6% of the graduating class received a 3 or better on at least one AP exam between their sophomore and senior year at Lowell. Sixty percent of sophomores in 2016 scored a 3 or better. Of the juniors who took an AP exam, 81% achieved a 3 or better, and 78% of seniors achieved this mark. AP course taking trends indicate that students continue to challenge themselves with AP classes, a total of 4,017 exam were given to 1,669 students in 2016.</td>
<td>As performance on an AP exam is a predictor of college readiness, it is a desirable achievement for students who are preparing for college matriculation directly after high school. Lowell continues to make gains in this performance area, analysis of the demographics of students taking these courses reveal positive growth in this area. Goal for 2017: gain in number of Latino/Hispanic, African American and Pacific Islander students who enroll in an AP course. The addition of 2 sections of AP English and addition of Principles of Computer Science may assist in this effort.</td>
<td>Analysis of score reports by department heads, subject area teachers and counselors. Active recruitment and encouragement of under-represented minority students to take at least 1 AP course by their senior year. Counselors to pay particular attention to these students when reviewing their transcripts in preparation for college.</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

Strategies in Action: Schools

In *Transform Learning, Transform Lives*, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties.

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate 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 thrust of our site-based, school-wide professional development for the current school year has been focused on Equity, Access and Diversity issues. We started the school year with “Framing Our Work Through The Equity Lens” and “Courageous Conversations” with all faculty members.

This work has continued during our weekly Monday meetings that are designated as Faculty, Department, Professional Development, WASC, or Teacher Collaboration time. Within these domains, a coordinated effort between the Curriculum office and Pupil Services has resulted in a more cohesive PD plan to specifically address our priority areas. The work of the PBIS Team to bring a shift in the school climate to one that is more student centered and implements restorative practices has gained momentum this semester. Three rounds of workshops introducing Restorative Circles to teachers will ensure that all teachers have this preliminary training needed to start implementation of “Community Circles” in classrooms for the 2016-17 year. This will support the goal of enhancing the value of Registry by promoting inclusionary practices for all students to feel more engaged in the social aspect of school culture. This will represent a shift in the function of registry to serve as an advisory. School wide professional development to continue the work started last year to address issues arising from cultural and institutional racism was initiated for SY 2016-17. During the summer 20 teachers were trained by SF CESS to serve as site leaders and facilitators for monthly extended professional development sessions. The core group of teachers meet with SF CESS trainers on a monthly basis to plan these sessions. Follow up, analysis and de-briefings are also held monthly to ensure that the professional development is on course to provide teachers with the knowledge, skills and training to promote racial equality and social justice within their classrooms. SF CESS trainings are held for the entire staff each month for a two-hour session. Ongoing data collection includes teacher feedback for each of these sessions. Individual PD growth goals have been collected from the faculty to analyze and further support teachers who are embarking on obtaining National Board Certification, advanced degrees, further certification in their subject area or College Board training to support their AP course assignment. The PD Committee meets to plan PD, issue PD Grant Request Rounds and then to grant requests made during the school year. The goals that were made last year included: Increasing the number of opportunities for teachers to become more technologically competent, to increase the time for teacher collaboration within subject and grade groups, to have workshops that address the socio-emotional school climate issue of student stress.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.,) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing to provide regulating scheduled School wide PD opportunities during Monday meetings, as well as after school</td>
<td>Using QTEA money for after school PD and trainings to address priority areas. PD grant money, site funds and conducting this work as part of the school day.</td>
</tr>
</tbody>
</table>
Continuing the practice of teachers making classroom observations interdepartmentally. This practice started this year and early data collection indicates that it is a useful strategy to promote best instructional practices as well as promote positive school culture.

- Continue focus on Equity and Access; provide series of workshops to address multicultural diversity, systemic racism and strategies to ensure inclusion within classrooms and the culture of the school.
- Use PD grant money, budget and centralized resources to provide ongoing professional development.
- Promotion of equity culture through readings and discussion groups. Empower teachers to make changes within curricula and practice by giving them time and tools to collaborate together.
- Use of site funds, after-school PD hours and extended calendar resources.
- Intradepartmental sharing of strategies to promote culturally relevant teaching across the curriculum.
- Use of Professional Development time allocated in the site plan.

### 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>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school has 9 special education programs serving 106 students. These programs are 2 Mild/Moderate special day classes; 2 Moderate/severe special day classes; 2 Rethink Autism Focused special day classes and 2 community access transition programs. Students are integrated within the general education classrooms, cafeteria, hallways library etc. 22 RSP students are fully included in general education courses and are on track to graduate with diplomas. Students in mild/moderate and moderate/severe special day classes receive core academic instruction in the SDC setting, with opportunity to take any general education class as deemed meaningful and appropriate by their IEP team.</td>
<td>Increase level of proficiency on SBAC for all diploma track Special Education students. Continue to monitor compliance in SEIS to ensure that all Special Education students are up to date on IEPs and all amendments and triennial assessments are met within the specified time limits.</td>
<td>Lowell has taken steps to make its physical environment more inclusive. Over the summer of 2015, four SDC classrooms that were formerly located in portable classrooms far from the main building were moved into the main building and spread out among general education classrooms. This change has resulted in greater opportunity and access of SpEd students to work with other staff members in the building and enjoy a less restrictive environment. This change has facilitated the implementation of a “coffee cart” program which gives students work experience within the school and promotes interaction with general education teachers and staff. Continuing to increase the communication between general education faculty and the Learning Resources Department through use of School Loop and IEP master calendar to promote greater participation of general education teachers in IEPs.</td>
<td></td>
</tr>
</tbody>
</table>

| Student Engagement/Attendance |                |        | The focus of inclusion and belonging for the entire student body has been the addressed as an entire faculty at all faculty meeting and during the monthly extended professional development meetings with SF_CESS. |

| | | | |
The Social Emotional Skills survey from 2015-16 reports that overall students have a positive "growth mindset" (69%) are socially aware (68%) and have good self-management skills (79%). The area of growth is the students sense of self efficacy; only 46% of the total school population reports a sense of self efficacy, and for the lowest scoring subset of the population (AA) this number falls to 29%.

The emphasis this year to promote greater social awareness and to instill into classrooms practices that further develop student’s participation in positive social interactions may increase the number of students who both feel a greater sense of belonging and ability to cope with social and academic pressure. Freshman registries have engaged in community circles in which building relationships and strengthening community norms within classrooms. Peer mentors have also taken an active role in community building both through registry visits Freshman and by providing school-wide social awareness events.

School Climate

Chronic absenteeism is one of the factors that contributes to the socio-emotional and climate-culture (SECC) domain of the School Quality Improvement Index. Total school rate reported was 2.4% which is an improvement over last year’s 3%. This translates into a score of 6.676.67. There remains a significant gap between the general education population and our students with disabilities; though this rate has also improved from 17% chronically absent in 2014-15 to 13%. The lowest performing racial/subgroup is also counted in this measure. Pacific Islanders student attendance indicates a chronic absenteeism of 8%, and African American students have a chronic absenteeism of 8%, the same as the previous year. These will reflect on the SQI as a weighted score of 1.501.67. Fall update: Absenteeism is reduced, the SQI index is no longer used. Another measure will be put into place. Focusing on the chronic absentee’s and working with parents has helped to resolved some of these issues.

Lower the rates of absenteeism for both the students with disabilities and the African American students by 3% for LR students and 5% for AA students. Fall update: We did meet the goal for students with disabilities, but not for African American students. This is an area that will be addressed by the newly formed CORE Student Success team which meets bi-weekly.

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

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>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...)</td>
<td>All students are served by our parent community. An increase in participation of African American, Latino, Hispanic and other under-represented minority parents is a desired goal of the PTSA. To achieve this goal, specific community outreach meetings have been held for African American parents and Latino parents.</td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
</tbody>
</table>
Lowell PTSA connects Lowell families, students and teachers and is dedicated to optimizing the education, health and welfare of all Lowell students. The Lowell PTSA contributes to the funding of art and music programs, world language classes, field trips and other school activities. It also sponsors community building events, sponsors educational workshops for parents, and partners with our neighborhood schools and businesses to build a stronger community. Our PTSA is committed to creating an inclusive environment that recognizes and celebrates the diversity and talents of our community. The Principal's outreach program to African American and Latino parents continues and the number of after school meetings both on and off campus has increased from a few meetings each year to multiple meetings within each semester. The parents of incoming students have multiple opportunities to join our PTSA, participate in school-wide improvement efforts and engage in the community. As result of this continued effort to engage our families, there is a broader base of community support with more visible parent involvement.

The PTSA invests in and empowers student engagement and achievement by supporting the school in providing both financial resources and volunteer time in all of the following events and activities: Back to School Night, Eighth Grade Night workshops for teachers such as “Mental Health First Aid,” Purchasing computers for Learning Resources, Architecture and other programs Supporting extracurricular activities: Forensics, Choir, Athletics, Robotics Student for a Day, Beautification Day. Success is measured in the level of membership, and participation which continues to be very high.
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 = \$9,050

7,300 to be used for classroom and educational supplies for Special Education Classrooms. \$2,000 for Professional Development of Special Education Staff to promote the goals of Special Education Department.

Select the Bryk Essentials that most align 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 = \$23,997

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

The English Learner Coordinator is setting up a designated space for EL students to receive services. The site will purchase laptop computers and licenses for programs such as Imagine Learning and Rosetta Stone. The ELC room will also house the dictionaries, translated books, DVDs, headphones and other appropriate resources for the EL students to use; these and additional classroom supplies: 4,097. Students will be able to work individually in these programs which are specifically designed for ELs. Computer costs including site license and software \$11,300. Training and PD for classroom teachers to be conducted both on and off-site: \$8,000.

Select the Bryk Essentials that most align 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 = \$298,091

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

Analysis of academic achievement for Economically disadvantaged students indicates that a higher percentage of these students are on the D/F list, score significantly lower on all metrics and are more likely to be enrolled in off-track mathematics courses. The following courses and supports will be served through these funds: Strategies for Success: \$19,435. Academic Literacy: 19,435. Support for ACCESS, LEAP, IMPACT; the Lowell-specific support programs for underachieving students: \$25,995. College Counselor for assistance of low income students to receive scholarships and financial planning: \$97,177. Off-semester mathematics: \$136,047.

Select the Bryk Essentials that most align 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 Essentials that most align 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) 07040
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 Essentials that most align 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)

### 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</td>
<td></td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td>6 (5.25 FTE)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>VPA 0.4</td>
<td>Librarian 0.5</td>
<td>JROTC 0.9</td>
<td>Peer Resource 0.25</td>
</tr>
</tbody>
</table>

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

These central supports are integral to our coordinated Student Support Plan which addresses both student academic and social/emotional needs on a school-wide basis. The Wellness team which includes the nurse, the Wellness Coordinator and the CHOW work closely with administration to develop school-wide practices and policies for student support. A more coordinated effort to streamline services for students and to put in place greater supports such as weekly group meetings for students has been the focus of this year.
**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:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td></td>
</tr>
<tr>
<td>✔️ 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.</td>
<td></td>
</tr>
<tr>
<td>✔️ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td></td>
</tr>
<tr>
<td>✔️ English Learner Advisory Committee (ELAC)</td>
<td></td>
</tr>
<tr>
<td>❏ Community Advisory Committee for Special Education Programs</td>
<td></td>
</tr>
<tr>
<td>❏ Other (list)</td>
<td></td>
</tr>
<tr>
<td>✔️ 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.</td>
<td></td>
</tr>
<tr>
<td>✔️ 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.</td>
<td></td>
</tr>
<tr>
<td>✔️ The school held two (2) community meetings prior to the completion of the school site plan.</td>
<td></td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
<td></td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 24, 2017.</td>
<td></td>
</tr>
<tr>
<td>✔️ 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: 9/25/2017</td>
<td></td>
</tr>
<tr>
<td>❏ 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.</td>
<td></td>
</tr>
<tr>
<td>✔️ 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.</td>
<td></td>
</tr>
<tr>
<td>✔️ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
<td></td>
</tr>
<tr>
<td>✔️ This school plan was adopted by the SSC on: 9/25/2017</td>
<td></td>
</tr>
</tbody>
</table>
### School Site Council Roster and BSC/SPSA 2017-2018 Attestation

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Ishibashi</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Terence Abad</td>
<td>Parent/Community</td>
<td></td>
</tr>
<tr>
<td>Dave Beauvais</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Doug Bulard</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Tom Chambers</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>A.J. Frazier</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Stan Goldberg</td>
<td>Parent/Community</td>
<td></td>
</tr>
<tr>
<td>Karl Hoffman</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Andrew Jensen</td>
<td>Parent/Community</td>
<td></td>
</tr>
<tr>
<td>Wendy Jones</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Alayna Kwan</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Luorong Lamu</td>
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<td>Rachel Lewis</td>
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<tr>
<td>Missy Sue Mastel</td>
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<td>Almarie Mata</td>
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<tr>
<td>Katherine Melvin</td>
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<td>John Raya</td>
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<td>Michael Ryaboy</td>
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<tr>
<td>Ashley Tran</td>
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<tr>
<td>Michael Woo</td>
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