## SCHOOL VISION & CONTEXT

**MISSION** Our students learn to identify and speak out against injustice. **VISION** Harvey Milk is a small school in the Castro named after its most famous persona, Harvey Milk; a Civil Rights Leader. We are a small school with only 11 classrooms. Our mission is to teach awareness and nonviolence. We utilize Restorative Practices in order to accomplish this goal. We celebrate our diversity by highlighting our differences and similarities. Achieving academic excellence includes early intervention, high expectations and differentiated instruction. Response to Intervention (RtI) strategies help us to maintain an inclusive school model. We strive to build strong home and school connections and focus on having representation of all families. Students understand that they are guardians of a peaceful world. Lessons from the civil rights movement are taught by our solid cohesive staff community. Students learn to identify and speak against injustice.

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 the metrics and targets used as part of the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

These requirements include:

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

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

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*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](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:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)</td>
<td>• Instructional Core: ELA, ELD and Math</td>
<td>2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&amp;P English and Spanish, SRI, Math Task and Writing Task</td>
</tr>
<tr>
<td>CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)</td>
<td>• Instructional Core: ELD</td>
<td>Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels</td>
</tr>
<tr>
<td>SQII 2014-15 (SQII Performance, definitions, thresholds and targets)</td>
<td>• Instructional Core: ELA, ELD and Math</td>
<td>Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets</td>
</tr>
<tr>
<td>Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)</td>
<td>• Instructional Core: ELA, Math, Other Subject Areas</td>
<td>Overall and sub-group grades – % A’s and % D &amp; F’s for English Language Arts, Math, Science, Social Science and GPA Average</td>
</tr>
<tr>
<td>College Readiness School Profile** (Performance on college readiness indicators)</td>
<td>• College and Career Readiness</td>
<td>3-year trend data on SAT, ACT, AP and EAP with number tested and average scores</td>
</tr>
</tbody>
</table>

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.
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?

| Analysis of Results Language Arts-All Students | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals? |
| In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. | Reduce the number of students Not Yet Meeting Expectations & Approaching Benchmark by 50% as measured by the end of the year 2017 F&P assessment (50% of 91 students=45 students) Our target for 2016 SBAC ELA is that at least 60% of our students will meet or exceeds standard. To have teacher created assessments for each ELA standard by the end of the 2016-2017 school year. | WASC Ch.2 |
Based on the analysis of the results, what are the interventions required to ensure all students reach mastery?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In reference to the same data above, of the 49 African American students in the school, 21 are scoring at Not Yet Meeting Expectations and 9 students are Approaching Benchmark. Of the 49 Latino students, 11 are scoring at Not Yet Meeting Expectations and 2 students are Approaching Benchmark. Performance on the 2014-2015 SBAC English Language Arts for 3rd-5th grade shows that 53% of all students Meet Standards. Standards Based Report Card (SBRC) Aligned Assessments: Report cards will change yet again for the 2016-2017 school year. We don’t currently have common assessments that are aligned with the SBRC, allowing for regular summative pre and post assessments to measure student proficiency on standards.</td>
<td>In each subgroup, reduce the number of students Not Yet Meeting Expectations &amp; Approaching Benchmark by 50% as measured by the end of the year 2017 F&amp;P assessment (50% of 30 AA students=15 AA students, 50% of 13 Latino students=7 Latino Students) Increase the percentage in each subgroup to 45% Meeting Standard on the 2015-2016 SBAC. Students will be prioritized based on need through the Care Team process and will be supported by the Reading Intervention Teacher who will utilize Leveled Literacy Intervention as the primary tool to accelerate growth. In the classroom, the teachers will leverage small group instruction such as guided reading to provide targeted support for students who are working below grade level. *Guided Reading *Word Work (need to adopt school-wide program) *Walt Time *Sentence Frames *Academic Conversations Strategies, 8 Talk Moves(need to do further PD)</td>
<td>Implementation of A Comprehensive Approach to Literacy with fidelity through regular PD, modeled lessons, and conferencing facilitated by the Reading Coach and guided by the Reader’s Workshop modules purchased for each teacher. They will include: • Design lessons or learning experiences that require students to produce work at a range of cognitive complexity, utilizing student centers/small group instruction for teachers to work with groups of students on targeted skills. • Create a curriculum map as a guide and unit plans that are aligned with Teachers’ College unit plans and use student data to drive instruction (in the moment) • Use diagnostic and end of unit measures will allow us (teachers) to be more strategic and intentional as we develop the sequence of lessons in a 6-8 week unit. • Implement Daily Reading and Writing Workshop components: Shared Reading; Interactive Reading; Mini-lesson; and Conferencing that are driven by student need and thoughtfully aligned with Common Core Standards and District’s Scope and Sequence (Spirals): 1. Mini Lesson that includes the teaching of the three types (procedural, skill based, and Analysis) 2. Anchor Charts: Charts are student friendly 3. Text: book boxes have books at independent levels (within bands) Interactive Read Aloud and Shared Readings are at or above grade level and is conducted outside of workshop; Guided Reading Texts are at instructional level 4. Other Tier 1 Practices: Build stamina and amount of time spent on independent task; Use writing on demand to obtain baseline performance and student progress; Mini-lesson go past strategies to analysis of text; Students are asked to explain their thinking. Analyze the new Standards Based Report Card and the associated rubrics, and administer teacher created assessments to measure growth on the SBRC. Upon completion, in addition to formative assessments, pre and post assessments will be employed by teachers to assess students on each grade student’s proficiency in relation to the report card standards.</td>
</tr>
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</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?

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In looking over our Fountas &amp; Pinnell (F&amp;P) Reading Assessments Over All, out of 220 students assessed, 52 students are Not Yet Meeting Expectations and 39 students are Approaching Benchmark, while the rest are Meets Expectations (42 students) or Exceeding Expectations (82 students). Performance on the 2014-2015 SBAC for 3rd-5th grade shows that 53% of all students Meet Standards. Standards Based Report Card (SBRC) Aligned Assessments: Report cards will change yet again for the 2016-2017 school year. We don’t currently have common assessments that are aligned with the SBRC, allowing for regular summative pre and post assessments to measure student proficiency on standards.</td>
<td>In each subgroup, reduce the number of students Not Yet Meeting Expectations &amp; Approaching Benchmark by 50% as measured by the end of the year 2017 F&amp;P assessment (50% of 30 AA students=15 AA students, 50% of 13 Latino students=7 Latino Students) Increase the percentage in each subgroup to 45% Meeting Standard on the 2015-2016 SBAC. Students will be prioritized based on need through the Care Team process and will be supported by the Reading Intervention Teacher who will utilize Leveled Literacy Intervention as the primary tool to accelerate growth. In the classroom, the teachers will leverage small group instruction such as guided reading to provide targeted support for students who are working below grade level. *Guided Reading *Word Work (need to adopt school-wide program) *Walt Time *Sentence Frames *Academic Conversations Strategies, 8 Talk Moves(need to do further PD)</td>
<td>Implementation of A Comprehensive Approach to Literacy with fidelity through regular PD, modeled lessons, and conferencing facilitated by the Reading Coach and guided by the Reader’s Workshop modules purchased for each teacher. They will include: • Design lessons or learning experiences that require students to produce work at a range of cognitive complexity, utilizing student centers/small group instruction for teachers to work with groups of students on targeted skills. • Create a curriculum map as a guide and unit plans that are aligned with Teachers’ College unit plans and use student data to drive instruction (in the moment) • Use diagnostic and end of unit measures will allow us (teachers) to be more strategic and intentional as we develop the sequence of lessons in a 6-8 week unit. • Implement Daily Reading and Writing Workshop components: Shared Reading; Interactive Reading; Mini-lesson; and Conferencing that are driven by student need and thoughtfully aligned with Common Core Standards and District’s Scope and Sequence (Spirals): 1. Mini Lesson that includes the teaching of the three types (procedural, skill based, and Analysis) 2. Anchor Charts: Charts are student friendly 3. Text: book boxes have books at independent levels (within bands) Interactive Read Aloud and Shared Readings are at or above grade level and is conducted outside of workshop; Guided Reading Texts are at instructional level 4. Other Tier 1 Practices: Build stamina and amount of time spent on independent task; Use writing on demand to obtain baseline performance and student progress; Mini-lesson go past strategies to analysis of text; Students are asked to explain their thinking. Analyze the new Standards Based Report Card and the associated rubrics, and administer teacher created assessments to measure growth on the SBRC. Upon completion, in addition to formative assessments, pre and post assessments will be employed by teachers to assess students on each grade student’s proficiency in relation to the report card standards.</td>
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</tbody>
</table>
Of the 49 African American students in the school, 21 are scoring at Not Yet Meeting Expectations and 9 students are Approaching Benchmark on F&P.

Growth on F&P Levels by one whole grade level.

Provide Summer School for 15-20 African American boys in current grades 2-4 for support given by 1 of 2 Reading Intervention Teachers, 4 days per week for 4 weeks in June, 2016.

**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>Based on the 14-15 Smarter Balanced results, 29% of our students met or exceeded standard in Mathematics, in comparison to the district average of 47%. Parents regularly report that the new way of math is confusing and need the tools to help their child. Standards Based Report Card (SBRC) Aligned Assessments: Report cards will change yet again for the 2016-2017 school year. We don’t currently have common assessments that are aligned with the SBRC, allowing for regular summative pre and post assessments to measure student proficiency on standards.</td>
<td>* At least 50% of our students will meet or exceed standard in Mathematics formative and summative assessments. (eg. classwork, IAB, SBAC data) Host 2 Family Math Nights (Fall/Spring) To have teacher created assessments for each ELA standard by the end of the 2016-2017 school year.</td>
<td>Like ELA, the instruction will be driven by three core modes of operation – Standards Aligned; Data Driven; Differentiation. This includes: • Implementation of CCSS and Standards for Mathematical Practice and District developed Units of Study * Grade level teams will continue to analyze student work on milestone tasks and IABs (3rd-5th) and develop plans to support student learning. * Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, use of visual supports (sentence frames, anchor charts), and constructive conversations to support students’ math comprehension. * Implement Math Talks a minimum of 3 times a week (providing regular professional development to staff on Math Talks). * Create opportunities for students to produce and revise oral and written explanations that their classmates can understand. * Administer the IABs (3rd-5th) and Milestone tasks as assessment • Cognitive Demand - Create structures to have students explain their thought process in arriving to the answer(s) • Ask 2nd and 3rd questions to elicit deeper response from students. • Identify essential CCSS standards to expand students’ learning with depth rather than breadth • Design learning opportunities and experiences for students where they are encouraged to work cooperatively and collaboratively to construct meaning, understanding, and new learning • Incorporate reading, writing, speaking and listening to promote critical thinking (Blooms’ Taxonomy) • Multi-tiered approach – provide differentiated instruction in tier 1 (Whole group) and tier 2 (small group instruction) • Establish structure where students can comment, affirm, and argue against others’ thinking with evidence – ensuring access for all -Need for a math committee to organize, recruit and facilitate. Analyze the new Standards Based Report Card and the associated rubrics, and administer teacher created assessments to measure growth on the SBRC. Upon completion, in addition to formative assessments, pre and post assessments will be employed by teachers to assess students on each grade student’s proficiency in relation to the report card standards.</td>
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</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics- Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>* At least 40% of our students (Hispanic, African American, &amp; Socio-economically disadvantaged) will meet or exceed standard in Mathematics formative and summative assessments. (eg. classwork, IAB, SBAC data)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WASC Ch.2**

**Analysis of Results Mathematics-All Students**

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.5**

Based on the analysis of the results, what are your targets/performance goals? What instructional shifts will be required to achieve these goals?

Based on the 14-15 Smarter Balanced results, 29% of our students met or exceeded standard in Mathematics, in comparison to the district average of 47%. Parents regularly report that the new way of math is confusing and need the tools to help their child. Standards Based Report Card (SBRC) Aligned Assessments: Report cards will change yet again for the 2016-2017 school year. We don’t currently have common assessments that are aligned with the SBRC, allowing for regular summative pre and post assessments to measure student proficiency on standards.

* At least 50% of our students will meet or exceed standard in Mathematics formative and summative assessments. (eg. classwork, IAB, SBAC data) Host 2 Family Math Nights (Fall/Spring) To have teacher created assessments for each ELA standard by the end of the 2016-2017 school year.

Like ELA, the instruction will be driven by three core modes of operation – Standards Aligned; Data Driven; Differentiation. This includes: • Implementation of CCSS and Standards for Mathematical Practice and District developed Units of Study * Grade level teams will continue to analyze student work on milestone tasks and IABs (3rd-5th) and develop plans to support student learning. * Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, use of visual supports (sentence frames, anchor charts), and constructive conversations to support students’ math comprehension. * Implement Math Talks a minimum of 3 times a week (providing regular professional development to staff on Math Talks). * Create opportunities for students to produce and revise oral and written explanations that their classmates can understand. * Administer the IABs (3rd-5th) and Milestone tasks as assessment • Cognitive Demand - Create structures to have students explain their thought process in arriving to the answer(s) • Ask 2nd and 3rd questions to elicit deeper response from students. • Identify essential CCSS standards to expand students’ learning with depth rather than breadth • Design learning opportunities and experiences for students where they are encouraged to work cooperatively and collaboratively to construct meaning, understanding, and new learning • Incorporate reading, writing, speaking and listening to promote critical thinking (Blooms’ Taxonomy) • Multi-tiered approach – provide differentiated instruction in tier 1 (Whole group) and tier 2 (small group instruction) • Establish structure where students can comment, affirm, and argue against others’ thinking with evidence – ensuring access for all -Need for a math committee to organize, recruit and facilitate. Analyze the new Standards Based Report Card and the associated rubrics, and administer teacher created assessments to measure growth on the SBRC. Upon completion, in addition to formative assessments, pre and post assessments will be employed by teachers to assess students on each grade student’s proficiency in relation to the report card standards.

Based on the analysis of the results, what are your targets/performance goals? What instructional shifts will be required to achieve these goals?

* At least 40% of our students (Hispanic, African American, & Socio-economically disadvantaged) will meet or exceed standard in Mathematics formative and summative assessments. (eg. classwork, IAB, SBAC data)

WASC Ch.5

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Like ELA, the instruction will be driven by three core modes of operation – Standards Aligned; Data Driven; Differentiation. This includes: • Implementation of CCSS and Standards for Mathematical Practice and District developed Units of Study * Grade level teams will continue to analyze student work on milestone tasks and IABs (3rd-5th) and develop plans to support student learning. * Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, use of visual supports (sentence frames, anchor charts), and constructive conversations to support students’ math comprehension. * Implement Math Talks a minimum of 3 times a week (providing regular professional development to staff on Math Talks). * Create opportunities for students to produce and revise oral and written explanations that their classmates can understand. * Administer the IABs (3rd-5th) and Milestone tasks as assessment • Cognitive Demand - Create structures to have students explain their thought process in arriving to the answer(s) • Ask 2nd and 3rd questions to elicit deeper response from students. • Identify essential CCSS standards to expand students’ learning with depth rather than breadth • Design learning opportunities and experiences for students where they are encouraged to work cooperatively and collaboratively to construct meaning, understanding, and new learning • Incorporate reading, writing, speaking and listening to promote critical thinking (Blooms’ Taxonomy) • Multi-tiered approach – provide differentiated instruction in tier 1 (Whole group) and tier 2 (small group instruction) • Establish structure where students can comment, affirm, and argue against others’ thinking with evidence – ensuring access for all -Need for a math committee to organize, recruit and facilitate. Analyze the new Standards Based Report Card and the associated rubrics, and administer teacher created assessments to measure growth on the SBRC. Upon completion, in addition to formative assessments, pre and post assessments will be employed by teachers to assess students on each grade student’s proficiency in relation to the report card standards.
Based on the 14-15 Smarter Balanced results in Mathematics, the following subgroup data will be considered:

- 0% of our students who identify as Hispanic/Latinos met or exceeded standards
- 13% of our students who identify as African American met or exceeded standards
- 17% of our students who are socio-economically disadvantaged met or exceeded standard

* Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. * Incorporate supplemental materials to provide and increase opportunities for computational fluency and differentiation through games and instructional routines. * Incorporate digital resource such as DreamBox or Rocket Math for targeted and individualized support. Targeted students will use the web-based intervention for additional practice at school and at home, tracking progress on skills. * Pursue creating a Math Club in before and after school programs to promote practice of needed skills.

**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**  
**Based on the 14-15 SBAC results, 17% (1 of 6) of our students receiving special education support in grades 3-5 met or exceeded standard in Mathematics.**

**Based on the analysis of the results, what are your targets/performace goals?**  
* At least 50% of our students receiving special education support in grades 3-5 will meet or exceed standard in Mathematics based on the 2015-2016 SBAC (Currently, we are projected to have 10 students with IEPs in grades 3-5 for the Spring of 2016.)

**What interventions are required to ensure all students reach mastery?**  
* HMCRA's RSP staff, considering present levels, will use a web-based math intervention program to provide targeted support in alignment with student IEP goals for students receiving special education support. * RSP staff will connect with SFUSD/HMCRA's math leaders to understand best math intervention practices (use of manipulatives, conceptual understanding, multiple strategies) to support students struggling with math understanding. * Teachers will use the web-based math intervention program (like DreamBox) to provide targeted support for all focal 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.

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

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

There are two Annual Measurable Achievement Objectives (AMAO) set by the federal government. AMAO 1 measures growth on the CELDT (gained at least one proficiency level), AMAO 2 measures performance on the CELDT (% CELDT Proficient). In regards to these measures, our ELLs are achieving Annual Growth for 2015-2016 (gained at least 1 proficiency level) at 78.9% target met (target is 62%). Additionally, our ELLs are Attaining English Proficiency on CELDT at 28% (target is 25.4%).

Continue to exceed our target for both AMAO 1 and AMAO 2.

30 minutes of daily English Language Development instruction. Providing ELD support to ELLs in all curricular areas (i.e. providing cloze sentences and front loading for ELLs to help structure their language in discussions like math talk) Continue regular PD on Math Talks, as well as Facilitating a PD on Talk Moves with the Multilingual Department to cross reference the ELD standards with Math Talk.

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

**Analysis of Results - All Students**

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/performace goals?**

**What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these 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 Shifts, as described in Vision 2025.

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

Teach about different careers throughout the school year-play career bingo. Have students research different careers. College isn’t for everyone, but being a happy, productive citizen is.

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 of 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?

See below

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
<th>(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Early Release Days Faculty Meetings A Comprehensive Approach to Literacy Math PD * Plan and facilitate an a year-long PD sequence around Comprehensive Approach to Literacy, Academic &amp; Behavioral RTI, and Mathematics * Structure and expand time for grade level teams to meet for collaborative learning and reflective practice - analyzing student work and planning for next steps * In the Spring, plan and facilitate an ILT learning walk to identify success and need and determine foci for the 2016-17 academic year * Engage Staff in PD on Comprehensive Approach to Literacy, RTI, and Mathematics * Collaborate with Site Literacy Coach and develop 2 week coaching cycles with teachers further their capacity in workshop work * Collaborate with Teachers' College developers to provide teachers PD around best practices in reading workshop and other effective instructional methodologies * Calendar 4 planning days that aligns with the district’s spirals to analyze student data and develop unit plans * Collaborate with Mathematic Content Specialist and teacher leaders to develop PD opportunities for the staff</td>
<td>n/a n/a Still TBD based on budget (Employ Reading Coach on staff or consult with West coast Literacy to provide regular support) * WSF * Site Funded Sub Release * MTSS * Targeted Instructional Improvement Block Grant * Site Funded Sub Release * PROP A</td>
<td></td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (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

<table>
<thead>
<tr>
<th></th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>Currently, 10 or our 19 IEPs are for African American students.</td>
<td>Reduce the disproportionate number of AA students w/ IEPs from 53% to 40% or less.</td>
<td>Reading Intervention Teacher will target “At risk” students and to promote academic growth and grade level proficiency in Reading/English Language Arts. Resource Specialist Teachers will push in to classes and run centers with students in General Education and students who are at-risk or who have IEPs. Care Team will coordinate interventions for referred students and exhaust all possibilities before referring a students for assessment for SPED services.</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>2015 SQII Data- 15% of All Students and 26% of AAs are Chronically Absent (attendance rate of &lt; or= 90%) For AAs, this gives us a Index Level of 1 (out of 10)</td>
<td>AA Index Level 5 (down to 11% Chronic Absent AAs) = 8 students less</td>
<td>* Identify 2 Focal Students per grade level. Regular phone calls, attendance letters, attendance meetings, support with Dr. appts., * Student Advisor and Principal work with families to identify attendance challenge and develop individualized plan to enhance student attendance rate * Monthly Attendance Celebrations * Utilize SSTs with Social Worker to target students with health issues to provide connections to local health care agencies, etc. * Continue to build authentic relationship with all families.</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>Need office referral data disaggregated by grade, race, student, classroom</td>
<td>* Continue to provide social and emotional support for all students * Decrease the number office referrals for all students, specifically our AAs</td>
<td>Tier 1: We implement strategies to promote positive school climate based on the RTI behavior framework. Tier 1 support includes: • Building authentic and mutually respectful relationships with students • School Wide Implementation of PBIS (School wide assemblies; Penguin Praises tickets &amp; Wheel of Praises; Behavior Matrixes that covers all major areas or venues in school explicitly taught in fall and spring, Second Step taught School-wide at the same time) • Implementation of SEL curriculum (Second Steps) in each classroom • Implement at least 3 Proactive Classroom Management Strategies Tier 2: *Match students with appropriate intervention support (i.e. Behavioral Contracting, School-To-Home-Note, Check in-Check out) *Implementation with Integrity and review/determine the efficacy of intervention (teaming) through the Care Team 3. Progress Monitoring – make adjustment when appropriate 4. Using Care process to identify additional support for students 5. RTI Behavior Team working collaboratively with teachers to identify support for students 6. Use BASIS as a monitoring tool to track progress</td>
</tr>
</tbody>
</table>
### Parent-School Communities Ties

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

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

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

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

### 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>* Increase parent participation by volunteering in classrooms, attending school sponsored events, Principal chats, SSC and ELAC meetings. * Formation of APACC and integrate other parent groups that are of minority at HMCRA</td>
<td>* Continue to send out Monthly &quot;Machado Messenger&quot; school newsletter * Host monthly Principal chats * Increase parent participation in SSC and ELAC meetings by building relationships and holding informal meetings such as principal chat, with the goal of having committees that reflect the cultures in our community. * Continue to explore and refine practices to improve communication between school and home (Two way communication - classroom parent serving as a broker to other families for daily communication; suggestion box, partner with community partners to improve other technological means of communication, Monday Folders, etc). * Create space for parents to meet regularly * Plan celebratory school events such as Black History Month/Honor Roll, Family Pride Pot Luck to further build relationships between families and families, and families and staff * Increase cultural events/ student performances to promote and embrace diversity and reflect our Civil Rights namesake * Invite parents of all culture to read aloud and tell stories to students Our success will be reflected in the increase participation of families in school events, advisory group meetings, and volunteerism. We will use sign-in sheets to evaluate the level of success.</td>
<td>* Continue to send out Monthly &quot;Machado Messenger&quot; school newsletter * Host monthly Principal chats * Increase parent participation in SSC and ELAC meetings by building relationships and holding informal meetings such as principal chat, with the goal of having committees that reflect the cultures in our community. * Continue to explore and refine practices to improve communication between school and home (Two way communication - classroom parent serving as a broker to other families for daily communication; suggestion box, partner with community partners to improve other technological means of communication, Monday Folders, etc). * Create space for parents to meet regularly * Plan celebratory school events such as Black History Month/Honor Roll, Family Pride Pot Luck to further build relationships between families and families, and families and staff * Increase cultural events/ student performances to promote and embrace diversity and reflect our Civil Rights namesake * Invite parents of all culture to read aloud and tell stories to students Our success will be reflected in the increase participation of families in school events, advisory group meetings, and volunteerism. We will use sign-in sheets to evaluate the level of success.</td>
</tr>
</tbody>
</table>
### SECTION IV: School Budget & Resource Priorities

**Weighted Student Resources in WSF and Other LCFF-Funded Allocations**

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

#### Special Education Weighted Student Formula (WSF-SpEd)

| Allocation | 1,100 |

**Supplies**

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 | 9,910 |

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

To fund .105 FTE for a Reading Intervention Teacher to work with prioritized ELs who will receive Reading Intervention individually or in small groups.

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 | 0 |

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 | 0 |

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 | 98,885 |

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?

- To fund .5 FTE for a classroom teacher due to not being fully enrolled ($47,464).
- To fund .389 FTE Reading Intervention Teacher to provide supplemental support to targeted students (AA, EL, Latino) in reading (37,554).
- To provide for 16 days for substitutes for F&P Assessment Release for 3rd-5th grade teachers 3 times per year ($3,957)

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

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

<table>
<thead>
<tr>
<th>Title I</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>31500</td>
</tr>
</tbody>
</table>

**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:** 0

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 = 50,000**

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

Impact & Innovation Awards = $25,000 & $30,000 Impact Grant - To provide summer school with built in reading and social/emotional support to 15-20 AA boys in grades 3-5 to prevent summer learning loss and increase reading skills/levels and social/emotional skills. Innovation Grant - To provide teachers with stipends and funding to plan and facilitate outside of school activities with African American students and their families in working towards strengthening relationships between our African American students and their classroom 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)

**Principal’s Innovation Fund: 0** *(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 = 0** *(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 = 0**

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

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

To fund everything else the district lacks in funding for a school needing to be successful (Arts, Enrichment, supplies, field trips, festivals/school-wide events, childcare and food for meetings, etc)

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
In 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>Support</th>
<th>1.0 FTE</th>
<th>.75 FTE</th>
<th>T10:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
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<tr>
<td>Social Worker</td>
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<td>Nurse</td>
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<td>Family Liaison</td>
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<td>Wellness Coordinator</td>
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<td>CHOW</td>
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<tr>
<td>Elementary Advisor</td>
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<tr>
<td>Other</td>
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<td>IRF:</td>
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<td>.75</td>
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<tr>
<td>Literacy Coach</td>
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<tr>
<td>Academic Rtl Facilitator</td>
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<td></td>
<td>Hard To Staff:</td>
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<tr>
<td>Other</td>
<td></td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

- Social Worker will model and help to implement social/emotional curriculum in each classroom.
- Elementary Advisor will work closely with office staff and central attendance staff to decrease chronically absenteeism, as stated in goals above.
SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 25, 2016.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 3/15/2016
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>Ron Machado</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Kay Kirman</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kia McCann</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Aaron Hall</td>
<td>Teacher</td>
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</tr>
<tr>
<td>Antonae Robertson</td>
<td>Other Staff</td>
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<tr>
<td>Rocco Ramirez</td>
<td>Parent, Chair</td>
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</tr>
<tr>
<td>Catherine Fox</td>
<td>Parent, Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Jennifer Horner</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Marliese Warren</td>
<td>Parent</td>
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<tr>
<td>Simmin Holland</td>
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</tr>
<tr>
<td>Diana Rothschild</td>
<td>Parent Alternate</td>
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<tr>
<td>Tia Martinez</td>
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<td></td>
</tr>
<tr>
<td>Elise Reynolds</td>
<td>Staff Alternate</td>
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