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

<table>
<thead>
<tr>
<th>School</th>
<th>Mission Education Center Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Carla A. Llewelyn-Vasquez</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

Who we are: Mission Education Center is a K-5 elementary school designed for newly arrived Spanish speaking immigrant students. This transitional program helps Spanish speaking EL newcomer students achieve the necessary skills and confidence in order to succeed in other district schools to which they will transfer at the end of one to two years. During their time at MEC, we strive to help our students gain some fundamental basics of English language; foster their academic, social and emotional growth in their new home environment; and support them and their families to navigate and understand our education system. Our program has been very successful to advance newcomer students, many who often come with little, interrupted, or no schooling experience. At the core of our program are basic good teaching practices based on establishing supportive and trusting relationships with the classrooms, with families, and amongst the school staff and community at large. Our program provides a wrap around support system to benefit our students and their families so that they can thrive, gain confidence, and accelerate in academic, social, and personal growth. Our teachers are Spanish bilingual and credentialed to work with our newcomer population. Our main goals are oral English proficiency, academic success in Spanish and English, and orientation to life in a new community. We encourage parents to become engaged in and supportive of their child’s education, through bi-weekly parent education workshops and support groups. We work collaboratively with community agencies such as SF School Volunteers, Bay Area Community Resources, San Francisco Child Abuse Prevention Center, Mission Science Workshop, Mission Graduates, Performing Arts Workshop, Education Outside, Naturebridge, WildCare, SF Ballet, Rotary Club, and the Lion’s Club. 

Successes/Strengths: -Dedicated, talented, caring, stable staff -Students who have been at MEC for at least one year make enormous gains in social-emotional growth, SLA, math skills and ELD. -Strong parent engagement program Challenges: -Students arrive throughout the year, often having experienced trauma before and en-route to US. Enrollment varies from day to day. -98% of newcomer students arrive far below grade level, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate in Spanish. -99% of students receive free and reduced lunch Key Strategies: -Academic: Improve quality of student discourse, reading comprehension, ELD, and math skills through the implementation of the SFUSD Core Curriculum, differentiated instruction, Comprehensive Approach to Literacy, small strategic groups, structured language practice strategies, and culturally and linguistically responsive engagement strategies. -Social-Emotional/The Human Element: Welcoming each and every family with an orientation, support, caring, and listening. Fostering in each family a sense of knowing that their participation, what they bring is valuable to offer/contribute, their language, culture, experiences and life knowledge are not only acknowledged but celebrated. Relationships are valued and matter.
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>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 provide 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.
- Ongoing reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

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

1. Balanced Score Card/ Single Plan for School Achievement
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

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.sfsud.edu/dept/roa/aaq/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. "###_Mid-year_Summary_2016-17"
2. "###_EnglishLearnerReport2016-17"
3. "###_Core_SQLI_Reports_for_15-16"

<table>
<thead>
<tr>
<th><strong>Mid-Year Summary</strong></th>
<th><strong>Strategies in Action</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

### Contents

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

### English Learner Report 2016-17

(AMAO Trends and performance school-wide and pathway)

### Contents

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

### CORE SQLI Reports for 15-16

(SQLI Performance, definitions and thresholds)

### Contents

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

### Strategies in Action

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

### Notes:

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

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Based on the analysis of our SLA data results, we expect 95% of MEC students who have been here for at least one school year to show growth of one grade level or more in SLA. 100% Participation in F &amp; P (K-5) for students at levels A-N and/or EDL2 (3rd-5th) for students beyond level N, and SFUSD interim SLA assessments. Students receiving SPED services will make a year's growth in reading. Implement Second Step curriculum in at least 50% of classrooms to enhance learning conditions for all students.</td>
<td>Implement the SFUSD Core Curriculum and the CCSS in Spanish. Implement the CCSS strategies, such as, close reading, reading from informational text, academic vocabulary and conversations, student discourse, writing from source material, literacy and integration across the content areas, unit planning, spirals, collaboration, reflection, ROCC/PSDA in grade level collaboration meets to monitor and review implementation, higher level questioning, student discourse, and professional development to support the implementation of these shifts. All teachers at 3-5th grade levels will receive and use F &amp; P and/or EDL2 to assess and monitor reading and SLA progress. Implement the Comprehensive Approach to Literacy with a specific focus on Guided Reading &amp; Interactive Read Alouds. Hire a Literacy Coach to support PD and implementation of Comprehensive Approach to Literacy with a focus on Guided Reading , Reading Intervention (RTI) and Interactive Read Aloud. Formalize meeting structure for coaches,IRF and Principal for ROCC/PSDA in regards to literacy development/growth in students. Implement differentiated instruction, culturally and linguistically responsive engagement strategies and universal design learning. Formalize meeting time with RSP teacher(s) and General Ed teachers to collaborate around classroom supports. Define process for how referrals for SPED are determined through SAP meetings.</td>
</tr>
</tbody>
</table>

98% of all MEC students enroll/arrive throughout the school year far below grade level in SLA, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the F & P, CRLP, and district SLA assessments, 90% of the students who have been here for at least one school year, improve at least one or more grade levels in SLA, making enormous yearly gains.
**Academic Tier Two** - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts- Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>98% of all MEC students enroll/arrive throughout the school year far below grade level in SLA, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the F &amp; P, CRLP RESULTS, and district SLA assessments, 90% of the students who have been here for at least one school year, improve at least one or more grade levels in SLA, making enormous yearly gains.</td>
<td>Based on the analysis of our SLA data results, we expect 95% of MEC students who have been here for at least one school year to show growth of one grade level or more in SLA. Students who need more supports, such as, pre-literate and under-schooled will have the same expectation of growing at least one grade level in SLA based on the F &amp; P, CRLP-RESULTS, and district SLA interim assessments.</td>
<td>Resource Teacher, classroom teachers will provide interventions, inclusive practices, &amp; differentiated instruction to individual and strategic groupings of students who need additional supports. Literacy coach will provide small group instruction in Guided Reading in the classroom. Literacy coach and RSP will provide individual or small group instruction for students demonstrating the need for Tier 2 intervention. Classroom teachers will collaborate with ExCEL after-school program leaders and school day support staff to ensure all students receive the support and instruction needed to reach performance goals. All teachers will participate in Professional development to support the implementation of Guided Reading.</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 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>Pre-literate, under-schooled, English Learner Spanish speaking newcomer students</td>
<td>Based on the analysis of our SLA data results, we expect 95% of MEC students who have been here for at least one school year to show growth of one grade level or more in SLA. Students who need more supports, such as, pre-literate and under-schooled will have the same expectation of growing at least one grade level in SLA based on the F &amp; P, CRLP-RESULTS, and district SLA interim assessments.</td>
<td>IRF, Resource Teacher, Special Ed Staff, paraprofessionals, family liaison, and classroom teachers will provide interventions, inclusive practices, &amp; differentiated instruction to individual and strategic groupings of students who need additional supports. Paraprofessionals will receive professional development to support the implementation of guided reading and strategic small group intervention to support the implementation of Reader’s Workshop. Classroom teachers will collaborate with ExCEL after-school program leaders and school day support staff to ensure all students receive the support and instruction needed to reach performance goals.</td>
</tr>
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**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>98% of all MEC students enroll/arrive throughout the school year far below grade level in mathematics, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the Math Milestone Tasks and the IAB, we know that these assessments are misleading as they do not reflect the growing enrollment that occurs throughout the year. These assessments do not show growth over time, they only reflect skills taught during a unit. MEC teachers will continue to use teacher made assessments, portfolios, observation, teacher checks, unit checks/assessments, and old EM yearly and unit assessments to show growth over time and to help inform instruction.</td>
<td>80% of MEC students who have been here at least one year, will show at least one grade level growth in math skills.</td>
</tr>
</tbody>
</table>
Teachers will implement the SFUSD Math Core Curriculum units and CCSS. They will increase opportunities and support for student discourse and higher level thinking/questioning skills, thereby increasing student explanations and revision of math problems to their peers and in their math journals. Teachers will provide rich mathematics tasks for all students, including academic math language. Peers, IRT, resource teacher, paraprofessionals, and classroom teachers will use the SERP 5 X 8 observational tool to look for student discourse, focusing on the second sentence. Teachers will use the Math Teaching Toolkit to implement key strategies, such as Math talks, Three Read Strategies, Group-work Feedback, and in addition, math notebooks, questioning strategies, and re-engagement strategies.

**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>98% of all MEC students enroll/arrive throughout the school year far below grade level in mathematics, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the Math Milestone Tasks and the IAB, we know that these assessments are misleading as they do not reflect the growing enrollment that occurs throughout the year. These assessments do not show growth over time, they only reflect skills taught during a unit. MEC teachers will continue to use teacher made assessments, portfolios, observation, teacher checks, unit checks/assessments, and old EM yearly and unit assessments to show growth over time and to help inform instruction. MEC students need a lot of support with the shifts in questioning, higher level thinking, problem solving, and student discourse required in the new SFUSD Math Common Core.</td>
<td>80% of MEC students who have been here at least one year, will show at least one grade level growth in math skills.</td>
<td>IRT, Resource Teacher, special education staff, instructional aides family liaison, tutors, and ExCEl staff will collaborate with classroom teachers to support students and provide interventions, inclusive practices, small flexible and strategic groupings, and 1 to 1 support for focal students and students who need additional support. Math Lead teacher, IRT and Math Content specialist will provide Professional development for staff to support Math Core Curriculum implementation with a focus on student discourse, Math talks and Three-Read Strategy. Teachers along with the IRT and Math Content Specialist will analyze the Math Core Curriculum to identify high leverage strategies that will support the mathematics development of MEC’s newcomer students.</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>Focal students will make gains based on assessments listed above.</td>
<td>IRT, Resource Teacher, special education staff, instructional aides family liaison, tutors, and ExCEl staff will collaborate with classroom teachers to support students and provide interventions, inclusive practices, small flexible and strategic groupings, and 1 to 1 support for focal students and students who need additional support.</td>
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**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs</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>
</table>
100% of MEC students are Spanish speaking newly arrived immigrant students who are at Level 1 in English. Based on the Lau Plan, newcomer students receive 1 hour of ELD instruction. The newcomer students remain at MEC for only 1-2 years and then transfer to other district schools.

Based on Systematic ELD assessments, 60% of MEC students will increase one level in ELD.

MEC teachers will implement the new ELD Standards through a variety of strategies and curriculum, such as Systematic ELD, RALLI, REL, Rigby OWE, CAROUSEL, Grammar Gallery, Imagine Learning, and other teacher made materials. Teachers will use structured language practice, sentence frames, student discourse, and differentiated language instruction to increase the quality and quantity of written and verbal engagement in English. Teachers with the support of Multilingual Pathways and the ELD Teacher Leader will participate in Professional Development focusing on the newly adopted ELD standards and how the ELDELA framework. All MEC students will receive one hour a day of structured ELD by classroom teachers. English only Itinerant teachers provide additional English Language Development, vocabulary development and practice during their lessons/classes. Itinerant teachers will use structured language practices along with vocabulary development for students to continue their development of language and student discourse. Itinerant teachers will use parallel language structures around school and class expectations. (ex. Be careful, Be Responsible, Be Respectful) in classes. This language will create a bridge in language and expectations (frameworks) for students moving on to their new schools. Students who are returning to MEC for a second year will begin to work on the development of Spanish-English Bilingual Transference during their ELD block.

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

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

### College and Career Readiness

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

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

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

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

### Elementary Schools

What is your plan for promoting college and career readiness?

100% of MEC students will participate in K through College Accounts, with 70% of MEC parents participating in the parent workshops on graduation requirements and career planning information. Bi-monthly parent meetings and support groups will focus on accelerating student achievement and promoting the importance of a college education and/or a vocational education. Classroom teachers implement the shifts in the CCSS which promote critical thinking and career awareness. Past MEC students who are in college, have graduated from college, or have a career will speak to current MEC students about their personal journeys and experiences in the US school and university systems. We will also promote a college going culture by providing scholarships for academics and service at our end of the year celebration/assembly.
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 includes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties.

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

**Leadership, Instructional Guidance & Professional Development**

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plans 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?**

For 2017-18 MEC staff will revisit and recalibrate the school’s mission, vision and core values. The ILT to assist in developing and designing the PD structure and on site professional learning. This work will lead us in defining our PD structures and learning outcomes for the year. Our PD will focus on the creating the conditions to and the implementation of A Comprehensive Approach to Literacy with a focus on Guided Reading and Interactive Read alouds (as defined through a Comprehensive Approach to Literacy) in every classroom. A master scheduled will be created so that teachers will be released one to two times weekly for grade level cluster collaboration. These meeting will include Professional Development around Guided Reading and Interactive Read Alouds as well as how to create the systems and structures for implementation. The IRF, Literacy Coach, MPD staff and/or consultants will continue to provide PD and coaching around the implementation of a Comprehensive Approach to Literacy with a focus on Guided Reading, Interactive Read Alouds, spirals and curriculum mapping. We will continue to focus on our students’ development in the area of academic language development and discourse. The MEC Math Teacher Leaders will provide attend and participate in PD to learn and support staff on the implementation of the Math Core Curriculum, focusing on the Math tool kit to promote the Math Practices and Student Discourse. Staff will also revisit site ELD PD, attend and participate in district, state wide and/or national Professional development or conference focusing on English Learners, Newcomer ELs, and English Language Development Standards. Grade level representatives will attend conferences and/or learning sessions to deepen their learning and capacity to deliver Spanish Language Arts and CCSS Mathematics with a focus on English Learners and/or Newcomer students and the connection to content taught in the primary language to support vocabulary development and boost student discourse. A major focus for the year will be the introduction of School Wide PAX and Trauma informed practices and Culturally Responsive Teaching strategies focusing on learning partnerships and establishing the conditions to develop independent learners. Technology Lead and district provided PD in Google Docs and Drive, Substitute days, travel & conferences, and extended hours will be offered to support teachers attending PD and peer observations. It is expected that all staff will participate and attend at least one district, state or national conference to deepen their learning and build capacity to share and teach their learning at staff meeting with staff. On site teachers serving in the role as coaches will also attend professional learning to deepen their capacity and possible conferences may include but not limited to: CCAR Latino Affinity Leaders Conference, TESOL, WIDA, CABE, NCTM or Asliamor Math Teachers conference, CAASA workshops focused on Trauma Informed Practices and PBIS, Teacher’s College, Learning and the Brain, NASE, ATDLE. All of these conferences will support learning and capacity building the areas of leadership/coaching to improve LSLA, English Language Development, Comprehensive Approach to Literacy, PBIS and PAX (Climate and Culture), Coaching and Capacity Building for Teacher leaders, Mathematics curriculum development and teaching strategies.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)&lt;br&gt;(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Develop the ILT to plan and implement PD to staff on the school’s PD focus -Implement Grade level collaboration/meetings at least once weekly to share strategies and build capacity. -Plan and facilitate a revision of MEC’s mission, vision and core values. - Plan, facilitate and coaching a year-long PD sequence around Comprehensive Approach to Literacy with a focus on Guided RReading and Interactive Read alouds, Math Tool Kit Strategies, Systematic ELD, PAX-Good Behavior Game and Trauma informed practices -Staff will attend appropriate conferences to support our learning and development in Coaching/Facilitation skills, Culturally Responsive Teaching, English Language Development -Build staff capacity to utilize Google Docs and Drive, supported with on-site PD, using Technology Lead, IRF, and district-provided modules - Expand Time for grade level and cross grade levels to meet with IRF for collaborative learning and reflective practice.</td>
<td>IRF, teacher leaders, and district personnel will lead staff PD on the SFUSD Core Curriculum, Math tool kit, ELD, and Trauma Informed Practices and PAX. Prop A and extended hours will be given to staff for PD. Extended hours - LCFF Grant and Core Pairing Funds Substitute Days - WSF, Title I, and Core Pairing Funds Travel and Conferences - SCG-EL, Title I, and WSF Consultants - WSF</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?
Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>MEC is a newcomer school and we do not assess students for RSP services until they have been here at least one year, unless we suspect a cognitive concern or they have come from their countries with documentation. MEC’s speech therapist will assess students with speech concerns. At this time, we have 5 IEPS for RSP and 10 IEPS for speech therapy. A few of these students will transfer to another district school in August.</td>
<td>MEC staff will identify, assess, include any students who comes to MEC with speech concerns, documentation from their countries and/or suspected cognitive and severe disabilities.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>Fall to Fall Absenteeism change has increased 12.3%. Many families must attend immigration hearings or are homebound one day per week due to immigration visits.</td>
<td>Target for 2017-18 Fall to Fall change is an improvement of 10%</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>Data from SEL/Climate/Culture survey indicated areas of growth to be in: Student-Self Management, Social Awareness and students’ sense of safety at school. Data also indicates student attendance to be an area of growth. Though the climate and culture of the school is warm and welcoming we have noticed an increase in office referrals regarding inappropriate school behavior.</td>
<td>All staff will sign up and participate in Safety Care, Verbal and Physical De-escalation trainings. Staff will continue to review data, identify next steps and implement strategies to improve SEL/Climate and Culture. SEL curriculum will be implemented in at least 50% of classrooms.</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 What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of MEC parents are parents of newcomers to this country, are themselves newcomers, or they have been living here for awhile and have been separated from their children and are now reuniting with them. MEC staff welcome each and every family with at least an hour of orientation. We foster a strong sense of community and offer bi-monthly parent workshops and support groups. We have large turn outs for all of our meetings, workshops and groups. Parents feel safe and supported at MEC and they build a community of other families who are experiencing the same thing. We encourage our families to become strong advocates for their children. We spend time training them in both SSC and ELAC committees, so that when they transfer to other schools, they will be strong voices for their children. Parents have returned every year after being in new schools asking for more support in how to navigate the new school.</td>
<td>All of MEC parents are parents of newcomers to this country, are themselves newcomers, or they have been living here for awhile and have been separated from their children and are now reuniting with them. MEC staff welcome each and every family with at least an hour of orientation. We foster a strong sense of community and offer bi-monthly parent workshops and support groups. We have large turn outs for all of our meetings, workshops and groups. Parents feel safe and supported at MEC and they build a community of other families who are experiencing the same thing. We encourage our families to become strong advocates for their children. We spend time training them in both SSC and ELAC committees, so that when they transfer to other schools, they will be strong voices for their children. Parents have returned every year after being in new schools asking for more support in how to navigate the new school.</td>
<td>-Family Liaison will continue to engage families, disseminate information, deepen our wrap around community approach, lead and co-present workshops, support groups, volunteers, newsletter, parent room, parent information table -School social worker will continue to work with families in crisis, through helping them with housing, legal issues, health issues, trauma, support groups for students and parents -Positive Workshop Evaluations -Positive Completed Family Surveys -Needs and Priorities Surveys -Large attendance at meetings, workshops, conferences -Parents after leaving MEC are now members of their new schools’ ELAC and SSC -Parent participation in school events and volunteering</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 = $850**

Instructional Supplies - $850 to support our RSP teacher to teach and support classroom teachers with appropriate materials.

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

**Supplemental Concentration Grant-English Learner (SCG-EL) 07091**

**Allocation = $62,702**

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

MEC will use the monies from SCG-EL in the following ways: To fund the following position: .5 FAMILY LIAISON - $31,778 the Family Liaison provides bilingual services for Newcomer Spanish speaking immigrant families, she coordinates family engagement activities, leads and presents bi-monthly support groups and workshops, she writes and distributes the weekly bulletin, she leads and coordinates the SSC and ELAC, she supports families with their enrollment applications & field trip permission slips, and she provides families with outside resources and information; .5 BILINGUAL PARAPROFESSIONAL - $26,856: Bilingual paraprofessionals provides primary language support (Spanish) and ELD supplemental instruction and support working with low income EL newcomers to access the core curriculum. INSTRUCTIONAL MATERIALS/SUPPLIES - $4086 - to provide teachers and students with bilingual and English instructional materials needed to support and teach EL newcomer students.

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

**Supplemental Concentration Grant - Low Income (SCG-LI) 07090**

**Allocation = $0**

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

N/A

**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 = $60,000**

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

MEC will use the LCFF Concentration Grant $60,000 in the following ways: To fund the following positions: Two .5 BILINGUAL PARAPROFESSIONAL - $23,857 each. Bilingual paraprofessionals provides primary language support (Spanish) and ELD supplemental instruction and support working with EL newcomers to access the core curriculum. The bilingual paraprofessional provides academic interventions in the form of small flexible groups, 1 to 1 support, guided reading and small group strategy work to support meeting benchmarks and accelerating academic proficiency in Spanish and English. TRAVEL & CONFERENCES - $6,287.32 - TRAVEL & CONFERENCES - to provide MEC staff an opportunity to attend conferences that support the education of low income EL students, such as CABE, TESOL, LA COSECHA AND BALANCED LITERACY.

**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 (TIIG) 07940**

**Allocation = $23,000**

*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?*

SUPPLIES - $10,000 - to purchase supplies to support our instructional programs and the management/operations of the school; NON-CAPITALIZED EQUIPMENT - $13,000 - such as technology, furniture, computers, LCD projectors, document cameras, screens, and tablets.

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

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

**Title I = $56,408 (31500)**

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

Title I funds will be used to purchase: INSTRUCTIONAL SUPPLIES $18,000 for supplemental instruction and support with low income EL newcomers to access the core curriculum. SUBSTITUTE DAYS - $24,519 - to provide substitute days for teachers to be released for planning, analyzing assessments, collaboration, peer observations, data conferences, parent conferences, professional development, parent workshops, material preparation for literacy, math, and nutrition workshops, materials to provide workshops focused on engaging our socio-economically disadvantaged families. TRAVEL AND CONFERENCES; $6944.50 to provide MEC staff an opportunity to attend conferences that support the education of low income EL students, such as CBE, TESOL, LA COSECHA AND BALANCED LITERACY. EXTENDED HOURS: $6944.50 to pay teachers and Para Professionals for tutoring EL students, attend workshops and professional learning.

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 = $564

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.
$564 will be used to fund parent involvement activities for low income students and their families - this includes funding for .5 BILINGUAL PARAPROFESSIONAL to support parent meetings with childcare, workshops, material preparation literacy, math, and nutrition night materials to provide evening focused on economically disadvantaged families. The 2017-2018 Parent Involvement Policy and School Compact: Title I School-Level Parental Involvement Policy Mission Education Center 2017-2018 STATEMENT OF PURPOSE: Mission Education Center (MEC) values the collaboration between home, community and school. The involvement of parents and community members is an essential component of developing high achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Mission Education Center has developed a written Title I parent involvement policy with the input from parents, teachers, staff, and the principal. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision making and volunteer activities, we encourage active participation by:

• Holding an annual Title I meeting to inform parents of school wide program requirements and their rights which occurs at our Back-to-School Night meeting each Fall
• Offering a flexible number of meetings at Mission Education Center offers a variety of opportunities for regular meetings including monthly School Site Council meetings, twice a year Community Meetings, monthly English Language Advisory Committee (ELAC) meetings, monthly parent education workshops/meetings Parents are welcome to schedule an appointment with teachers, principal, family liaison and/or learning support professional at any time during the school year o Weekly school newsletter The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC/SPSA School-Parent Compact MEC has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact is included in the Back to School packet each Fall and upon newcomer enrollment/registration, which occurs throughout the year. School-parent compact is attached-See Attachment A. Building Capacity for Involvement MEC engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following. • Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. Data and monitoring of student achievement is reviewed by School Site Council. These meetings are open to all parents, staff and community members o Parents receive student CST, STS, and CELDT scores in the mail and teachers explain academic content standards, assessments and how parents can assist their student’s progress during Back To School Night presentations and parent conferences o On-site family liaison coordinates parent workshops to understand academic program and how parents can work as partners in monitoring student progress • Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. o Weekly newsletters include upcoming meeting dates, time and location and include suggestions on how parents can work with their students at home o Meeting agendas are posted on the community bulletin board and the school website o The Parent and Community Resource Binder located in the main office includes: • School/Meeting Calendar • Parent/Student Handbook • Volunteer Applications/Information • Curriculum and Assessment Information Accessibility MEC provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. In addition, child care is provided for each meeting. Adopted by MEC’s School’s School Site Council on 2/19/2016. ATTACHMENT A: Parent-School Compact MISSION EDUCATION CENTER - SCHOOL PARENT-SCHOOL COMPACT 2015-2016 School Year It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life. Staff Pledge: I agree to carry out the following responsibilities to the best of my ability: • Teach classes through interesting and challenging lessons that promote student achievement. • Endeavor to motivate my students to learn. • Have high expectations and help every child to develop a love of learning. • Communicate regularly with families about student progress. • Provide a warm, safe, and caring learning environment. • Provide meaningful, daily homework assignments to reinforce and extend learning. • Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school’s high academic standards. • Respect the school, students, staff and families. Teacher Principal Student Pledge: I agree to carry out the following responsibilities to the best of my ability: • Come to school ready to learn and work hard. • Bring necessary materials, completed assignments and homework. • Know and follow school and class rules. • Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. • Limit my TV watching and instead study or read every day after school. • Respect the school, classmates, staff and families. Student Family/Parent Pledge: I agree to carry out the following responsibilities to the best of my ability: • Provide a quiet time and place for homework and monitor TV viewing. • Read to my child or encourage my child to read every day. • Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition. • Regularly monitor my child’s progress in school. • Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences. • Communicate the importance of education and learning to my child. • Respect the school, staff, students, and families. Parent/Guardian

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 3/2/2017

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

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

Impact & Innovation Awards = $0

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- and Family-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)

**Other (PTA, external sources, School Quality Pairing/CoP work)** = $0

**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>.5</td>
<td>5.0</td>
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<td>.5</td>
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<table>
<thead>
<tr>
<th>Wellness Coordinator</th>
<th>CHOW</th>
<th>Elementary Advisor</th>
<th>T10</th>
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<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
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<thead>
<tr>
<th>VAPA:</th>
<th>Instrumental Music</th>
<th>PE</th>
<th>Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>.4</td>
<td>.2</td>
<td>.4</td>
<td>.4</td>
</tr>
</tbody>
</table>

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

- **SOCIAL WORKER AND FAMILY LIAISON** will provide bilingual supports and services for Newcomer Spanish speaking immigrant families by coordinating family engagement activities, leading and presenting bi-monthly support groups and workshops, writing and distributing the weekly bulletin, leading and coordinating the SSC and ELAC, supporting families with their enrollment applications & field trip permission slips, and providing families with outside resources and information, such as health, housing, legal, counseling, tutoring. In addition, the SOCIAL WORKER will lead our B-RTI, PAX and Restorative Practices Program. She will lead the BASIS, SST and SAP programs. She will provide behavior support, individual and group counseling on-site. - **PE TEACHER** - will provide PE classes to our students and coach teachers to provide PE classes to our students, making sure, we are teaching the mandatory 200 minutes every 10 days. - **VAPA arts and music teachers** - they will provide our newcomer students with highly engaging art and music classes, supporting our students and teachers to integrate the arts into our Core Curriculum. - **LIBRARIAN** - she will provide integrated lessons using literature to support the Comprehensive Approach to Literacy. - **NURSE** - will provide health guidance, health screening and health referrals to students and support to parent, and health education for students and parents.
**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:

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<table>
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<tbody>
<tr>
<td>✔️</td>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
<tr>
<td>✔️</td>
<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>
</tr>
<tr>
<td>✔️</td>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
</tr>
<tr>
<td>✔️</td>
<td>English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td></td>
<td>Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td></td>
<td>Other (list)</td>
</tr>
<tr>
<td>✔️</td>
<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>
</tr>
<tr>
<td>✔️</td>
<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>
</tr>
<tr>
<td>✔️</td>
<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
</tr>
<tr>
<td></td>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
</tr>
<tr>
<td></td>
<td>2. One meeting to present plan upon its completion before March 24, 2017.</td>
</tr>
<tr>
<td>✔️</td>
<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: 9/21/2017</td>
</tr>
<tr>
<td>✔️</td>
<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>
</tr>
<tr>
<td>✔️</td>
<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>
</tr>
<tr>
<td>✔️</td>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
</tr>
<tr>
<td>✔️</td>
<td>This school plan was adopted by the SSC on: 9/21/2017</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Brenda Perez</td>
<td>Parent</td>
</tr>
<tr>
<td>Sandra Noemy</td>
<td>Parent</td>
</tr>
<tr>
<td>Katia Sandoval</td>
<td>Parent</td>
</tr>
<tr>
<td>Jaime Moreno</td>
<td>Parent</td>
</tr>
<tr>
<td>Manuel Garcia</td>
<td>Parent</td>
</tr>
<tr>
<td>Adelina Duncan</td>
<td>Family Liaison</td>
</tr>
<tr>
<td>Carla Llewelyn-Vasquez</td>
<td>Principal</td>
</tr>
<tr>
<td>Ricardo Cortez</td>
<td>Classroom teacher</td>
</tr>
<tr>
<td>Lilia Pulido</td>
<td>Classroom teacher</td>
</tr>
<tr>
<td>Xarre Bidegain</td>
<td>Classroom teacher</td>
</tr>
</tbody>
</table>