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

<table>
<thead>
<tr>
<th>School</th>
<th>O'Connell, John High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mark L. Alvarado</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

John O’Connell’s goal is to launch students into college and career with unparalleled academic readiness and career confidence coupled with professional acumen. O’Connell prepares students for college and industry through an innovative academic foundation of student inquiry, community and work-based learning, and authentic integration of college-preparatory academics with rich career technical courses. O’Connell has met SFUSD’s Vision 2025 benchmarks through a strategic reform of our academic and support programming follow the following design principles guiding our actions:

- **Focus on student content mastery and 21st century student learning outcomes (SLOs).** Mindset for success: Students have the growth mindset, interpersonal skills, and agency to set them up for success in the 21st century. We take risks and are not afraid to learn from our mistakes or failures.
- **Collaborating with other staff members, students, families, post-secondary, business/industry, and community partners.** High standards while providing much-needed personalized support to our students. Teachers coach and support our students to learn through experience and project-based learning.
- **Utilizing project-based learning, cooperative learning, community and work-based learning, and student inquiry as core elements of classroom practice.** Student-centered learning, students’ academic mastery comes from a process of discovery, engagement, and their own interests. Engaging in inquiry, and share work publicly as part of a professional learning community.
- **Supporting literacy strategies in the classroom.** OC continues to combat challenges in three main areas: 1) Student engagement: Evidence with 80% percentile attendance 2) Student academic failure rates: Evidence by unbalanced off track for graduation rates. 3) Student support: Evidence by high degree of student needs with ¾ of the student population identified as socioeconomically disadvantaged.

**Key strategies**

**Key Strategy 1:** Lab Model - A project-based learning approach with teams of teachers focused on real world and career oriented curriculum – as a whole staff we’ve focused this year on developing the knowledge and tools to implement project-based learning. These classes are centered around project-based learning and are strongly tied to the Common Core Standards.

**Key Strategy 2:** RTI – as a whole staff, we rolled out our Tier 1 behavior matrix to the entire school and we are still working on implementing our Tier 1 strategies consistently in classrooms and through our support staff (counselors, administrators, teacher leaders, community school coordinator). Phase two will be a structural change with support service staff being embedded into the lower division and upper division labs to concentrate support and ensure consistency across all classrooms and ensure we begin to develop consistency in our Tier 2 interventions and processes. Key Strategy 3: Whole school academic RTI work. Focused approach targeting teacher instructional strategies and openness to change support structures and conditions to ensure students have supports built in: credits earned, Attendance, F rates, student ICPAs (for SPED), universal screening results, and referral data. In 2014-2015 Tuesday afternoons were dedicated student support time build in for SST and SAP. In 2015-2016 - phase two of support will focus on instructional teams working on proactively on classroom management strategies, Functional Equivalent Replacement Behavior trackers, and targeted strategies to ensure higher success. In 2016-2017 .......

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

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

These requirements include:

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
1. Balanced Score Card/ Single Plan for School Achievement
   - All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

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

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

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

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

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

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

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>ELA SBAC Targets: 16-17: 60% Proficient; 15-16: (57% Goal) - 46% Actual - 42.9% Illuminate 56 Students - 46% Data Disk PDF 50 Students 14-15: 51% Actual</td>
<td>- Annotating Texts - Making Meaning of Multiple Sources - Looping in New to OC English</td>
</tr>
</tbody>
</table>

The OC English Department is successfully implementing the TEA paragraph writing system school-wide and the SFUSD Scope and Sequence of the 4 Writing Spirals. As a department, our English Teachers created a special English IAB for the second semester. The lower division (grades 9, 10) created a common assessment. The upper division (grades 11, 12) created an original IAB that meets the specific needs of their themed labs. All students were allowed choice in the universal tools that are available for the SBAC assessment. These universal tools were available to students for each iteration of the IAB/IDA and the SBAC.

ELA District Average across High Schools is 47.6% average. Currently OC overall is performing above the district average. ELA 16-17 Target: 60% Prof/Adv 15-16 Outcome: -14.9% (8 prof) Illuminate -16.3% (8/49 prof) Data Disk 14-15 Outcome: 12%

- Annotating texts, TEA paragraph writing, making meaning of multiple sources Loop in new to JOC English House and department analysis of interim assessments and planning for increased mastery Continued focus on T-E-A paragraphs. LD focus on uniform structures for writing, but UD use as well House English teachers, focus on annotations and reading strategies 9/10th grade SSR, with some UD options Continued focus of IRF lead analysis of data with the English Dept Focus on the Writing: Block 6-Research (analyze and integrate info; evaluate info and sources; use evidence) Lower Division Team: Use same prompts for 9th and 10th grader; in addition to IWA (9th graders) Upper Division Team: Create their own assessment: prompt, texts, rubric with specific content; Humanities department will collaborate on norming for grading.
### Lower Division ELA Assessment Plan: 9th Grade (Class of 2020) & 10th Grade (Class of 2019)
ILT Goal is to build capacity for ongoing and regular student assessments across the school. The results of the Reading Inventory (RI) and Integrated Writing Assessment (IWA) will be reviewed. Lower Division Houses in Common Planning Time (CPT). This work is led by teacher leaders: Zwettler, Awadalla & Huber. The reflection objective are to: 1) Measure mastery of ELA standards as defined by the SFUSD core curriculum scope and suggested pacing. 2) Monitor progress towards prioritized content taught up to the most recent instructional period. 3) Plan the diagnostic and Interim (Common Assessments)

#### POP 2015/16
- To what extent are students engaging in collaborative learning structures to deepen their mastery of the learning target?

<table>
<thead>
<tr>
<th>Observation</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>One class was collaborating on real-world product (not problem)</td>
<td>About 25% of classes used group roles and groups were pre-arranged. In 50% of snapshots visits, students were working in groups 4/8. 67% -75% of groups were able to complete task 50% of student asking each other questions - mostly clarifying. 1) Student engagement with/without collaborative behavior depended on teacher support and structure. 2) Lesson structure determined the type of participation: pair share, group work, gallery individual and depth? 3) Discussion/student talk group was evident. 4) Posted learning objectives in classes evident.</td>
</tr>
</tbody>
</table>

### Upper Division ELA Assessment Plan: 11th Grade (Class of 2018)
ILT Goal is to build capacity for ongoing and regular student assessments across the school. The results of the SBAC-alike interim assessment & the SBAC alike Junior Writing Task will be reviewed. Upper Division Labs in Common Planning Time (CPT). This work is led by teacher leaders: Bonaccorso. The reflection objective are to: 1) Measure mastery of ELA standards as defined by the SFUSD core curriculum scope and suggested pacing. 2) Monitor progress towards prioritized content taught up to the most recent instructional period. 3) Plan the diagnostic and Interim (Common Assessments)

#### POP 2015/16
- To what extent are students engaging in collaborative learning structures to deepen their mastery of the learning target?

<table>
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<tr>
<th>Observation</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do project plans and daily lessons predict (instructional program rubric) more integrated, targeted walkthrough by teachers.</td>
<td>Admin provide training for teachers (targeted PD) - allow opportunity for teachers to take risks. Admin celebrate current success (praise, reinforce, &amp; Support) Classroom staff: Support strengthening roles in groups. Classroom staff: increase opportunity quantity of choice for students. Student survey data: What is favorite project? What about it worked? More observation across 2 school sites this year to see assets, sharing between teachers. Develop common beliefs among staff. Summer Bootcamp weeks (for teams to come together to plan) get to know one another, develop curriculum. Use the instructional program Rubric as a tool to assess programs. Use the tool in PD: Use progress monitoring over next few years. Create vertical alignment of collaborative structures - Next step for ILT: deeper conversation about how teacher leadership can build teacher moves - How are we prioritizing peer observations? - How prescriptive do we want to be in building common structures/collaboration? - Secret sauce for being prescriptive. - Teacher leadership's role in the ILT and continuing teacher leaders role in group work.</td>
</tr>
</tbody>
</table>

### SSC & ELAC membership is aware of the gains OC has made and the shift in data with ISA student inclusion. The SSC & ELAC would like to capture 2016-2017 as a baseline year to specifically see "real" growth at OC regardless of when students transition into the school. In other words, when the class of 2020 should be at a 60% or more proficiency rate.

#### ELA SBAC proficiency of 60%
- Annual presentations from the English Dept. Head. in the November SSC & ELA Meeting
### **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>
</table>

For 9th and 10th grade students, we have created a special credit recovery program that is embedded into our Flexible Wednesday schedules. After each Marking Period, students are grouped based on their English grade and placed into this Wednesday class based on need. English teachers then use the class to offered focused support so that students improve their academic grades and skills. For our 11th grade students, our English department has created a comprehensive plan to prepare students for mastery and engagement with the content and the resulting SBAC. This plan involves practice writing from multiple texts, utilizing the SBAC practice test portal, dedication letters, and the Bump It Up Program. The Bump It Up Program is an incentivized program that rewards students for strong effort and performance on the assessment. Analysis of Results (including Celdt, F&P, SRI, SBAC)

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### **Focal Group**

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

<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>
</table>

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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>
</table>

Math teachers will be looking at data in dept meeting: looking at what is highly tested. Teachers are looking at blueprints for SBAC Math teachers went to SFUSD math scoring section. Calibrated the scoring - 2-2 hour math scoring sections. Twice a month a planning session for Algebra, Geo, Algebra 2. Weekly math coaching for a full day (SFTR). Plan is to have weekly SBAC testing problems One weekly SBAC alike math problem in advisory

Math SBAC: 16-17: 2016-2017 Math 30% Proficiency 15-16: (20% Goal) - 14.9% Illuminate 8 Students Proficient - 16.3% Data Disk PDF 8/49 14-15: 12% Actual -12% proficient; 64% not met standard

SBAC like problems will be built into advisory to do - Math talks in advisory throughout the year - Expand strategies to include Juniors, not just freshmen & Sophmores

TBD Nov 9 - Department analysis of Fall Math Benchmarks/Milestones TBD Mar 8 - Department analysis of Spring Math Benchmarks/Milestones
Math 16-17 Target: 30% Prof/Adv 15-16
Outcome: 16.3% Prof/Adv Fall Math Benchmark/IABs and Milestones (algebra, geometry and algebra 2)
Spring Math Benchmark/IABs and Milestones (algebra, geometry and algebra 2) Math talks in advisory twice-monthly for juniors with SBAC-alike problems Math lab weekly for freshmen and sophomores with SBAC-alike problems Department analysis of interim assessments and planning for increased mastery

<table>
<thead>
<tr>
<th>The low performance in math across the board has been recognized and is a school wide priority.</th>
<th>Algebra 1 - Martinez Lead in CPT *Measure mastery of mathematics standards as defined by the SFUSD core curriculum scope and suggested pacing. Monitor progress towards prioritized content taught up to the most recent instructional period Diagnostic and Interim (Common Assessments) Geometry LEad Hernandez in CPT Algebra ii LEAD Cooper in CPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Math Department reviewed the IDA Data (12/9/15) Algebra 1 Fall 15 IDA 21.5% at or near Algebra 2 Fall 15 IDA 75.2% at or near</td>
<td>Algebra 1 Fall Assessments: SFUSD Algebra 1 Math Benchmark #1 (Department substitutes items from Illuminate Itembank adhering to standards tested) Math Milestone A.2 – Linear Functions Oct 21st - 28th Spring Assessments: Math IAB – Linear Functions Math Milestone A.6 – Two-Variable Statistics Feb 27th - Mar 3rd Geometry Fall Assessment SFUSD Geometry Math Benchmark #1 (Department substitutes items from Illuminate Itembank adhering to standards tested) Math Milestone G.2 – Congruence and Rigid Motion Oct 21st - 28th Spring Assessment Math IAB – Right Triangle Trig Math Milestone G.5 – Right Triangles and Trigonometry Feb 27th - Mar 3rd Algebra II Fall Assessment SFUSD Algebra 2 Math Benchmark #1 (Department substitutes items from Illuminate Itembank adhering to standards tested) Math Milestone A2.1 – Exponential Functions Oct 21st - 28th Spring Assessment SBAC-alike Interim (would appreciate RPA support in creating this) Math Milestone A2.4 – Trigonometric Functions Feb 27th - Mar 3rd</td>
</tr>
<tr>
<td>Deliver assessments; teacher analysis and instructional planning; action plan w/coach and IRF IDA (semesterly) Local Interim Assessment - Illuminate &amp; teacher-generated mastery tasks (weekly)</td>
<td></td>
</tr>
</tbody>
</table>

| By 2020 Math 60% Proficiency |

**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>The students who need credit matinence</td>
<td>Targeted student supports during Math Intensive Credit Maintenance</td>
<td></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?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group WASC Ch.2</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></td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.
Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient (RFEP)**?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. <strong>WASC Ch.2</strong></td>
<td><strong>(2014-15: 28% re-designated)</strong></td>
<td><strong>WASC Ch.5</strong></td>
</tr>
<tr>
<td>Our ELD class is structured to allow English Learners to be immersed in core English classes organized by grade level that allow student to develop their reading, writing, listening and speaking skills in a heterogeneous environment. The ELD class then meets once a week to offered focused work on skills that support their English content classes. We utilize the English 3D curriculum developed by Dr. Kate Kinsella and provide individualized language practice using Rosetta Stone.</td>
<td>16-17 Target: 30% 67 EL students</td>
<td>Marking Period/Semester monitoring of reclassification students CELDT data analysis of results RI data analysis as a factor in reclassification criteria EL Groupings PD Series (4 total) Language goal in every lesson across curriculum EL push-in support in LD Math and BCT ELD class</td>
</tr>
</tbody>
</table>

### 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. <strong>WASC Ch.2</strong></td>
<td>Teacher Analysis &amp; Action Planning; Counselor analysis for credit recovery &amp; acceleration options, CSU/UC eligibility Teacher Grades DBI (every MP in teams) On/Off Track Data (semesterly) <strong>WASC Ch.5</strong></td>
<td>Utilize a Planning and Inquiry Cycle Implement Project-Based Learning &amp; Group Work Implement Mastery Grading Impactful Co-Teaching Home visits for key students Review cohort and individual data Summer Internships</td>
</tr>
</tbody>
</table>

| Graduation Rates: 16-17 Target: 88% 15-16 Target: 85% 15-16 Outcome: 88% 14-15 Outcome: 79% EWI (9th graders) 15-16: 26/92 (28%) As of 10/5/16 12% D’s and 9% F’s as per DBIs DBIs on 11/16/16 DBIs on 3/1/17 | 16-17 Target: 90% present 15-16 Outcome: 84% (Andrew - Articulating absenteeism as a number) 14-15 Outcome: 81% **WASC Ch.5** | Weekly Data Analysis period attendance Incentivizing collaboration calls home with admin parking Admin monitoring attendance audit |

| Chronic Absenteeism: Student & Family Contact Dean, counselor and Family Liaison - SST/ SAP Tier 1: House calls to families and interventions (daily & weekly) Tier 2: Attendance Liaison tracking spreadsheet Truancy Conferences and Home Vis… Creation of re-entry plan for absent students | **TBD in Student Success Coach PLC meeting on Oct 26 Students will be able to:** Restorative conversations Setting the tone Restorative Justice Goal setting “Future Self” “Writing Assignment that Changes Lives” Self reflection Admitting that situations can be handled differently Taking responsibility Positive Communication Value in vocab Code switching Communicating needs CLT Tier 1 and Tier 2 Interventions Tier 1 Student Survey Data Tier 2 Check-In-Check-Out System **WASC Ch.5** | |

### 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

| Narrative describing college going culture (using indicators suggested above) **WASC Ch.2** | What are your targets/goals? | What shifts will be required to achieve these goals? **WASC Ch.5** |
**Multi Strategy of support:**
1) Effective and responsive instructional planning in integrated teams so every to ensure all students are able to demonstrate SLOs.
2) Walkthrough Data - include useful feedback to individual teachers
3) Tracking Data
4) Planning Deliverables Scope & Sequence; mastery target; lesson plans
5) Is there way to measure whether coaching integrating teams is making teams more effective

**Elementary Schools**

What is your plan for promoting college and career readiness?

---

**Strategies in Action: Schools**

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

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

**Leadership, Instructional Guidance & Professional Development**

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

**How will you structure site-based and district professional development/learning?**

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
</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>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>16-17 Target: Students with IEPs passing rate no less than overall passing rate 15-16 Outcome: 14-15 Outcome: How is our program supporting SPED students?</td>
<td></td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>13% in 2016-2017 chronically absent (2014-15: 18.9%)</td>
<td></td>
</tr>
</tbody>
</table>
2016-18 BSC Goal: 100% of students who are suspended or have 3 or more referrals have an SST/Addendum IEP/FBA 2014-15 SQII Suspension Baseline: 6% Total 11% AA (10 AA students) 6% L 4% EL 17% SPED 7% SES Disadvantage Referrals (2015-2016:3/11/16) -156 referrals total, with 102 coming from 19 students -3 W -4 AA -9 L -1 F -2 other -5 SPED -50 total referrals went to students with IEPs (32% of referrals) -73 referrals for Latino (59% of population) -44 referrals for AA students (15% of population) - Suspensions (2015-16:3/11/16) -20 out-of-school suspensions (5 AA students; 6 L students; 1 F student) -1 in-school suspension -3 with expulsion recommended TBD Jan - Mid-Year Student Survey TBD Survey Analysis Jan 1 in ILT and Feb 13 in CLT Parent-to-Parent call log analysis in Dec 2 parent team meeting 16-17 Target: 1) Total Referrals: 2) # of repeat Referrals 3) # of Sped Referrals 4) # of suspensions 13-14 2AA suspensions 2.8% 14-15 10AA suspensions 15-16 25 5.8% AA 7 13.7% population 15-16 Referral Outcome: -156 referrals (3/11/16) -102 referrals (19 students) -50 referrals from students with IEPs -21 suspensions (20 out of school/ 1 in school / 3 expulsion recommendations) 14-15 Outcome: -156 referrals (3/11) -102 referrals (19 students) -50 referrals from students with IEPs -21 suspensions (20 out of school/ 1 in school / 3 expulsion recommendations) 16-17 Target: 80% belonging, safety, academic support for students, staff and parents (SEL survey) 16-17 Target: Every parent contacted by parent leaders at least once per marking period (academic info and school events) 15-16 Outcomes: Belonging: 57% (students), 69% (staff), 95% (families) Safety: 70% (students and staff), 67% (families) Academic Support: 73% (students) and 81% (staff), 87% (families) 14-15 Outcomes: Belonging: 50% (students), 57% (staff), 74% (families) Safety: 64% (students), 55% (staff), 64% (families) Academic Support: 68% (students), 73% (staff), 70% (families) PBIS work school-wide, including restorative conferences and mediation when appropriate SPED department conversations about disproportionate referrals for students with IEPs, and individual positive behavior supports Track in counseling mtg students with 3+ referrals or suspensions for follow up Daily use of BASIS Dean of students being point for all discipline and coordination of support via Student Support Services Correlation of SST/SAP follow up with student progress (Student Support Services are point) CLT focus on student based culture Increased usage of Boilerbucks Focus on incentive economy w/ OC Bodega Off campus for Upper Division Students who have a 2.5 GPA or higher. Students must now show their ID’s w/ sticker verifying GPA PBIS work school-wide, including restorative conferences and mediation when appropriate Track in counseling mtg students with 3+ referrals or suspensions for follow up Hired Student Leadership Teacher focus on rallies, student ASB and student leadership Continue Community Expectation campaign w/ Positive behavioral system and economy: Boiler Bucks and weekly OC student store/OC Bodega Implement Tier 1 PBIS practices Student Success Coach PLC meets monthly, navigating their role and building SEL competency in LD curriculum Mid-year Student Survey (Jan) Parent-to-parent phone call spreadsheets TBD Jan - Mid-Year Student Survey TBD Survey Analysis Feb 1 in ILT and Feb 13 in CLT Parent-to-Parent call log analysis in Dec 2 parent team meeting

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.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td>Who you are reaching/missing (And how you know…)</td>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</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

**Allocation** = 4,950

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) Allocation

**Allocation** = 28,997

How will your site use SCG-EL resources to increase and improve services for English Learners? 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)

### Supplemental Concentration Grant - Low Income (SCG-LI) Allocation

**Allocation** = 80,735

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) Allocation

**Allocation** = 30,000

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?

Supplemental strategies to increase or improve services to under served students and to provide access for all students to high quality programs. LCFF funds are specifically allocated to

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) Allocation

**Allocation** = 709,095

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

TIG is strategically targeted to address critical areas for students. 1) All math teachers are paid for by TIG with a targeted strategy to increase and improve services to under-served students and to provide access for all students to high quality programs. Note: Only 12% of students met proficiency therefore these funds benefit targeted students. 2) student success coach is also paid for by TIG which support students directly in lower division houses 3) attendance senior clerk typist is dedicated to maintain accurate attendance records and run data which the entire support services team uses.

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 = 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)
- [ ] 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 = 0**

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

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

**Principal’s Innovation Fund: 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)
- [ ] 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)
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>Abero, Amy</td>
<td>Stuart, Dick</td>
<td>Flores, Rebeca</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>Amigone, Carley</td>
<td>Bravo, Valentina</td>
<td></td>
<td>Gallardo, Juan</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rt Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Panjabi, Anber</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:
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) PTSA |

| ✔ | 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: 3/2/2016 |
| ☐ | 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: 4/27/2016 |
School Site Council Roster and BSC/SPSA 2016-2017 Attestation

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Alvarado</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Norma Hernandez</td>
<td>Certificated</td>
<td></td>
</tr>
<tr>
<td>JR Arimboanaga</td>
<td>Certificated</td>
<td></td>
</tr>
<tr>
<td>Amy Abero</td>
<td>Certificated</td>
<td></td>
</tr>
<tr>
<td>Rebeca Flores</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Lesbia Paredes</td>
<td>Parent/ELAC</td>
<td></td>
</tr>
<tr>
<td>Leti Gonzalez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Patricia Baraza</td>
<td>Community</td>
<td></td>
</tr>
<tr>
<td>Jocelyn Gonzalez</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Annalis Hernandez</td>
<td>Parent/Chair</td>
<td></td>
</tr>
</tbody>
</table>