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

<table>
<thead>
<tr>
<th>School</th>
<th>Presidio Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Thomas Ekno</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

At Presidio, we believe that students are most successful when they are challenged to develop their unique strengths. The academic profile of the Presidio Student Body shows most of our students are meeting or exceeding Common Core standards in the areas of Math and English Language Arts and that we are producing students who are ready for the academic challenges of high school. While our student body as a whole performs strongly on both Academic and SocioEmotional measures, when that data is disaggregated we are challenged to better serve our African American students, students with Disabilities, and English Language Learners. Our key priorities for the 2017-18 school year continue to be student achievement, with a focus on providing access to achievement of core curriculum for all students; creating a student centered learning climate; preparing our students for college and career success; and strengthening our ties to families and the community. We will continue reflecting on curriculum and assessment to ensure our work to support increasing academic achievement for all students reflects current best practices in education. Hand in hand in supporting student academic achievement, we will support students in developing positive habits of mind and productive citizenship behaviors. While our work is at all times intended to promote the growth of each one of our students, we will examine and develop our capabilities intentionally to better meet the needs of our African American students, Students with Disabilities, and English Language Learners. Our School Quality Improvement Index (SQII) tells us that we have significant work to do. Our English Language Learners must continue to be provided supports to access the curriculum and develop fluency in academic English so they see greater gains in English and Math. Our Students with Disabilities are also struggling in the area of English Language Arts. Our African American students must be supported to achieve a increased rate of High School Readiness. Our longterm English Learners require immediate support and intervention in the area of English Language Arts. Presidio’s Midyear Acceleration Reports shows us that all of our identified subgroups show a estimated negative change in the domains of English Language Arts and Math. Chronic absenteeism is greatest amongst our African American students and students with Special Education status. The average GPA of a Presidio student may be 3.5 but the average GPA of an African America student at Presidio is 2.8, a student with Special Education status averages at 2.9, and English Language Learners are achieving an average of 3.0. Our discipline data reveals that African American students receive more referrals and lose more instructional minutes as a consequence than any other subgroup of our population. We want to maintain our performance with all students and see a marked increase in achievement in the following areas: all categories of the SQII for African American students; gains for longterm English Language Learners; increase in attendance and in English Language Arts achievement for Special Education students. We will continue to investigate and adjust schoolwide grading practices; put RTI Tier 1 in place; begin to explore and develop cultural competencies to better work with a range of learners.
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**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 produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

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

These requirements include:
- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- 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

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

4. Title I Parent Involvement Policy

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

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

Follow this [link](https://district.sfusd.edu/dept/roa/aaO/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>Mid-Year Summary</th>
<th>Strategies in Action</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

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

**Contents**

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

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td></td>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

**Contents**

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

**NOTES:**

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

With the adoption 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>We want to maintain our performance with all students and see an increase of two (2) SQII Index Levels in achievement in the performance in Language Arts for our African American students; and an increase of two (2) SQII Index Levels for longterm English Language Learners, particularly in proficiency in English Language Arts and California English Language Development Test (CELDT) levels. Standardize grading practices and assessments to gain a more accurate representation of the skill proficiency of our students in all focal groups and use the resulting data to provide targeted support for struggling students. Provide additional differentiation opportunities for both high achievers and those who need additional support.</td>
<td>Standardization of grading practices Culturally relevant pedagogy. Common planning time for 8th grade ELA program. Adopt WINN (What I Need Now) two days a week and implement in a fashion consistent with teacher contract. Sustained Silent Reading will be additionally supported through inclusion of reading log in school planner.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will continue to place English Learner (EL) students in a 6th and 7th grade strand to enable access to additional supports for gaining fluency in English Language. We plan to include AVID Excel for our 7th and 8th grade English Learners to provide targeted support for them outside of their core classes. Although Presidio Middle School met and exceeded our CELDT targets, we are continuing to struggle with meeting the needs of our long term English Learners. Our Data shows that we have experienced an increase in our enrollment of long term English Learners and that we are struggling to reach our target goals for proficiency.</td>
<td>We expect to realize an increase of two (2) SQII Index Levels in achievement in the performance in Language Arts for our African American and Hispanic students; an increase of two (2) SQII Index Levels for long term English Language Learners, particularly in proficiency in English Language Arts and CELDT levels. Consider Hispanic ethnic group also to be a focal group. Provide additional differentiation opportunities for both high achievers and those who need additional support.</td>
</tr>
</tbody>
</table>

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

### Analysis of Results for Language Arts - Focal Group

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will continue to place English Learner students in a 6th and 7th grade strand to enable access to additional supports for gaining fluency in English Language. We plan to include AVID Excel for our 7th and 8th grade English Learners to provide targeted support for them outside of their core classes. Students with Special Needs will continue to receive meaningful and relevant academic programs and instruction that addresses their specific challenges in acquiring and utilizing Language Arts skills. Although Presidio Middle School met and exceeded our CELDT targets, we are continuing to struggle with meeting the needs of our long term English Learners. Our Data shows that we have experienced an increase in our enrollment of longterm English Learners and that we are struggling to reach our target goals for proficiency. Our data shows that our Students with Special Needs are struggling in the acquisition of Language Arts skills and proficiency. Our focal groups are performing well compared to the District but we believe we can do even better based upon within-school comparison.</td>
<td>We expect to realize a marked increase in achievement in the performance in Language Arts for our African American students; gains for long-term English Language Learners, particularly in proficiency in English Language Arts and CELDT levels; and gains in proficiency of our Students with Special Needs. Provide additional differentiation opportunities for both high achievers and those who need additional support.</td>
</tr>
</tbody>
</table>

### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Standardization of grading practices Culturally relevant pedagogy. Continue professional development with Math Coach Adopt WINN (What I Need Now) two days a week and implement in a fashion consistent with teacher contract. Use Self-Affirmation exercise at beginning of school year to reduce stereotype threat. Will be implemented through school planner.</td>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>
The SY 2016-17 data shows that when the majority of our students are performing well in Math. However, our identified subgroups performed significantly lower on the IABMath than their peers. Our School Quality Improvement Index (SQII) data also shows lower achievement by these groups. Grade distribution data also reflects this same trend. The data shows that when the majority of our students are performing well in Math. However, our identified subgroups performed significantly lower on the SBAC Math than their peers as reflected in our SQII: • All Students: 69.5% Proficient • African-American: 37.8% Proficient • Hispanic: 31.8% Proficient • English Learners: 21.7% Proficient • Special Education: 17.4% Proficient • Economically Disadvantaged: 57.7% Proficient.

Grade distribution data also reflects this same trend: A % B % C % D % F % • All Students: 44.6 30.6 17.4 4.2 3.2 • African American: 13.0 37.0 29.6 10.2 10.2 • Hispanic: 21.8 27.2 32.1 10.7 8.2 • English Learners: 24.1 17.0 39.7 12.1 7.1 • Special Education: 17.3 32.7 37.9 7.3 4.83 • Econ Disadv: 36.3 27.7 23.7 6.8 5.4

We want to maintain our performance with all students and see an increase of two (2) SQII Index Levels in achievement in the performance in Math for our African American students; an increase of two (2) SQII Index Levels Language Learners; and an increase of two (2) SQII Index Levels Students with Disabilities. Standardize grading practices and assessments to gain a more accurate representation of the skill proficiency of our students in all focal groups and use the resulting data to provide targeted support for struggling students. Provide additional differentiation opportunities for both high achievers and those who need additional support.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The data shows that when the majority of our students are performing well in Math. However, our identified subgroups performed significantly lower on the IABMath than their peers. Our SQII data also shows lower achievement by these groups. Grade distribution data also reflects this same trend. Consider Hispanic ethnic group also to be a focal group. Provide additional differentiation opportunities for both high achievers and those who need additional support.</td>
<td>Standardization of Grading Practices Culturally Relevant Pedagogy Continue PD with Math Coach WASC Ch. 5</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</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 data shows that when the majority of our students are performing well in Math. However, our identified subgroups performed significantly lower on the Smarter Balanced Interim Assessment BlockMath (IABMath) than their peers. Our SQII data also shows lower achievement by these groups. Grade distribution data also reflects this same trend. Our focal groups are performing well compared to the District but we believe we can do even better based upon within-school comparison. Provide additional differentiation opportunities for both high achievers and those who need additional support. Investigate top six SDAIE strategies.</td>
<td>Standardization of Grading Practices Culturally Relevant Pedagogy Continue professional development with Math Coach Adopt WINN (What I Need Now) two days a week and implement in a fashion consistent with teacher contract. Use Self-Affirmation exercise at beginning of school year to reduce stereotype threat. Will be implemented through school planner.</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 (By Typology: Newcomer, Developing, LTEEs, 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>WASC Ch. 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In a narrative, describe what your analysis of the data says about your school.

Our English Language Learners must continue to be provided supports to access the curriculum and develop fluency in academic English so they see greater gains in English and Math. While we have met our targets in gains of proficiency for annual growth on the CELDT and a surpassing targets for achievement of proficiency in English for students with fewer than five years as an English Language Learner, we are not meeting targets for growth for our Longterm English Language Learners. Our Latino English Learners have predicted negative gains in English Language Arts and Math according to our SY 2016-17 data.

We expect an increase of two (2) SQII Index Levels in achievement in the performance in both math and Language Arts for our longterm English Language Learners, particularly in proficiency in English Language Arts and CELDT levels. Provide additional differentiation opportunities for both high achievers and those who need additional support.

AVID Excel for 7th and 8th Graders English Learner Coordinator .20 FTE Staff
Professional Development Daily Sustained Silent Reading across all grade levels and all students Adopt WNN (What I Need Now) two days a week and implement in a fashion consistent with teacher contract. Ensure wider distribution of RI reading scores to enable library and all homeroom teachers to assist students in choosing appropriate material for sustained silent reading program. Sustained Silent Reading will be additionally supported through inclusion of reading log in school planner.

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>Science Teacher Leader participation in Next Generation Science Standards (NGSS) transition. Continue to offer a wide and rich variety of elective classes, clubs, and sports that expand students interests and skills beyond the core academic classes and increase their involvement and engagement with the school community.</td>
<td>Standardize grading practices and assessments to gain a more accurate representation of the skill proficiency of our students in all focal groups and use the resulting data to provide targeted support for struggling students.</td>
<td>Standardization of grading practices Culturally relevant pedagogy, Introduction and implementation of Next Generation Science Standards for 6th Grade in SY 2017-18. Social Studies teachers begin shift to the new California History/Social Science Framework and incorporate Civics. Continued integration of technology into the classroom in subject areas beyond Computer Science.</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)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidio continues to move towards implementing AVID practices and awareness throughout the school. All students keep an AVID binder to develop organizational skills and Cornell notes are used in many classrooms across subject areas. AVID Elective is offered to 7th and 8th grade students as a full year course and to 6th graders as part of an elective wheel. Peer Resources Elective is offered to 7th and 8th grade students to provide them with leadership opportunities. Community Service is encouraged and recognized as part of the school culture. High School Information Night featuring Presidio Alumni speakers is part of the Fall PTSA offerings. Career Fair is run by the school counselors in the Spring for all students to attend. We note that our High School Readiness (a precursor to College and Career Readiness) lags behind our performance on academics.</td>
<td>Continue to develop awareness of AVID strategies schoolwide; continue and strengthen schoolwide implementation of the AVID binder and Cornell Notes. Expand AVID to English Learners by offering AVID Excel. Train faculty in an additional AVID strategy for schoolwide use; eg. Socratic Seminar. We will address chronic absenteeism and implement restorative practices in order to improve our High School Readiness. Investigate top six SDAIE strategies.</td>
<td>Continue to build students’ awareness of Community Service opportunities to help them develop the connection between careers and communities. Adopt Schoolwide PBIS. Improve awareness and understanding of Community Service Points.</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?
**Strategies in Action: Schools**

In *Transform Learning, Transform Lives*, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Byk, 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?**

Retain and hire highly qualified, highly effective and student centered teachers. Hire and retain effective and student centered support staff. Data driven decision making Effective use of weekly Professional Learning Community (PLC) time Administration training with Instructional Leadership Team to design and drive PLC work. Improve teacher understanding of role of Instructional Leadership Team. Facilitate identification of Teacher Leaders who will lead department professional development.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site based professional development (PD) will take place during Common Planning Time in Department and Faculty Meetings. Additional PD will take place on site in Wednesday’s late start Professional Learning Communities. Prop A Hours will support staff in on and off site PD. Teacher Leaders representing their departments will attend district professional learning opportunities as available.</td>
<td>Site Budget PEEF Prop A</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>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourteen point eight percent (14.8%) of our students are identified as Students with Special Needs; Fifty-seven percent (57%) of our referrals were for Special Education students. Presidio is in its fifth year of inclusive practices. In consideration of SFUSD’s commitment to full inclusion, co-taught classes are an integral part of the Presidio master schedule. We note that our SPED students are doing well relative to the District, but we believe we can do better based on within-school comparisons.</td>
<td>Development of a Response to Intervention (RTI) Tier 1 across the school site to enable implementation of RTI Tier 2. Increase teachers’ knowledge of coteaching best practices, differentiated instruction, and engagement strategies in heterogeneous classrooms. Provide additional differentiation opportunities for both high achievers and those who need additional support.</td>
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</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>Overall, our chronic absence rate is 5.7% but our African American students have a 19.6% chronic absence rate; Hispanic/Latino at 9.1%; Special Education students showing 11.5% rate; and English Learners showing a 7.4% chronic absentee rate. We have shaped a more robust Student Assistance Plan (SAP) process this year but need to work to strengthen it further by using it as a means to provide interventions prior to at risk or chronic levels of absenteeism in individual students. In Presidio’s case, there are 65 students with a chronic absence rate over 10% out of a total 1136 students enrolled. We note that our absenteeism rates and discipline rates are affecting our High School Readiness.</td>
<td>Use Student Assistance Plan (SAP), Student Attendance Review Team (SART), School Attendance Review Board (SARB), and the Child Welfare Attendance Referral and Transition (CWART) processes more effectively to reduce rates of absenteeism.</td>
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</tr>
<tr>
<td>------------------------------</td>
<td>Partner with Pupil Services to develop a more robust SART and SARB process on site Strengthen current practices to integrate the following routines: Counselors to refer students receiving 3 truancy notices to SAP, Hold SART meetings for all families receiving 6 day truancy letters once every 6 week grading period. Hold SARB meetings for all families receiving 10 day truancy letters once every 6 week grading period. Adopt WINN (What I Need Now) program two days a week during homeroom. Adopt SWPBIS. Hire part-time Family Liaison.</td>
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</tr>
</tbody>
</table>

| School Climate | Expand Peer Resources program to enable students greater access to restorative circles and ownership of their own problems. Investigate causes of teacher dissatisfaction. | RTI Tier 1 & 2, combined with culturally relevant pedagogy and student centered assessment practices are intended to result in reduced disproportionality of discipline referrals for Special Education students. Provide Trauma PD to all staff. Provide CoTeaching PD for all co-teaching staff. Offer Study Skills classes for students with Individualized Education Plans (IEP) Work to design Master Schedule to enable Case Managers to have increased regular and predictable interactions with all students on their case loads. Adopt WINN (What I Need Now) two days a week and implement in a fashion consistent with teacher contract. Adopt SWPBIS. Hire part-time Family Liaison. Improve teacher understanding of role of Instructional Leadership Team. Facilitate identification of Teacher Leaders who will lead department professional development. |
The data from SY 2016-17 shows our 8th grade class holds a 67% High School Readiness rate. The only subgroups of students who fall below an acceptable rate for High School Readiness is African American students (25%) of whom are ready for High School according to this measure. As of this writing, 174 total referrals have been issued to 42 students (3.7% of all students). Ten students have 5 or more referrals. By far the greatest number of referrals (62 referrals) have been given to students who are African American (35.6% of all referrals). 117 referrals were issued to boys (66.4% of all referrals). 62 referrals issued to students with disability (35.6% of all referrals). 25 referrals issued to English Learner students (14.3% of all referrals). Ninety-eight (98) referrals have been issued for the primary reason of Disruption (98), Noncompliance (97), Violence (66) and/or Verbal Aggression (62). Twelve (12) suspensions have been issued to this point in the school year. One (1) students have received more than one suspension, and 7 students have received suspensions this year. One of the suspended students was female and 8 suspensions were assigned to boys. No (0) suspensions have been assigned to 6th Graders; 7 suspensions to the 7th Grade; and 2 suspensions to the 8th Grade. African American students have received 7 suspensions; Hispanic students have been suspended 1 time; and white students have been suspended 1 times. Of the 9 suspensions this year, 7 have been assigned to Students with Special Needs (78%). We note that our absenteeism rates and discipline rates are affecting our High School Readiness. We note that our teachers reported a significantly lower degree of satisfaction on the culture-climate survey than did our parents and students.

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>Who you are reaching/missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
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<td></td>
</tr>
</tbody>
</table>
Presidio Middle School has a very robust and engaged parent and school community. Our school offers an array of community events (Maker Faire, Lunar New Year Celebration, Black History Month Dinner, and Talent Show, Multicultural Night) and monthly Friday Coffees with the Principal. Presidio Middle School engages parents and the community with an effective and varied system of communications. We currently have 700+ parent & guardians signed up for Synergy ParentVUE. We have 400+ members in our Yahoo group. Yet we are still not reaching all of our families. To reach families that are not utilizing electronic means of communication, we send a hard copy of the Weekly Bulletin home every Wednesday through the students. Many of our students have split households, so this information does not always reach both parents. Based on survey data, parents would like to see more correspondence directly from the school. Based on survey data, use of School Loop among teachers does not seem to be consistent. The Presidio PTSA is our greatest support and an invaluable resources and guide. The PTSA organizes outreach to our feeder schools to help facilitate a smooth transition for our incoming 6th Grade families. Our PTSA is heavily involved in fundraising and in supporting student and teacher success in every class and everyday at Presidio Middle School. The Presidio School Site Council (SSC) is well established and vigorously engaged in advising the school’s administration in how to increase parent, student and staff engagement and involvement. Parent & teacher participation in the School Site Council community survey was low. The SSC received input from 311 families although the school has over 900 families. Of the translated copies of the survey, only 6 translated forms were returned. Twenty-nine of our teachers and staff responded to the survey. Almost 58% of the students participated in the survey even though students were allocated time in class to complete the survey.

Foster connections and relationships between families and the school. Build a more inclusive and welcoming school for our diverse student body. A STEAM related event for our families, students, teachers and staff. Increase connections between families who are not typically on campus. Educate students, families, teachers and staff about the different cultures at Presidio. Provide an intimate opportunity for families to visit campus and discuss important issues with the Principal and other families. Reach all our families to ensure everyone is up to date on important information about the school, and their students’ progress. Provide weekly translated documents to ensure all our families are informed. Foster community through outreach, communications, community building events, teacher support, fundraising and more. Engage our incoming 6th Grade families even before they start at Presidio. Provide an inviting and community based environment. Make all families feel welcome from the time they register in the Spring until their student graduates 3 years later. Increase parent involvement in school activities by 50% over the next 2 years. Improve parent engagement in our focal groups with the goal of improving chronic absenteeism and discipline rates among those groups.

Current communications include to our families include the School Loop website, School Loop discussion groups, Wednesday Envelope, Weekly Bulletin, and social media sites including Facebook, Twitter & YouTube. Educating families of all the various communication sources and assisting families signing up for School Loop are some of the proposed strategies. Provide translated documents on a more regular basis to reach out nonnative speakers. We will measure success by increased membership on School Loop and the Yahoo Group. We will also gauge success by responses in the SSC survey, and increased attendance at events. We will employ outreach to all five feeder schools via alumni or families with younger siblings. The PTSA will perform family outreach during registration, Step Up, Ice Cream Social and the First Day Coffee. We will extend invitations to attend community events such as the Open House, Drama Production, & Maker Faire. Hire part-time Family Liaison. Adopt SWBIS. Measure success by improved absenteeism and discipline rates among focal groups.
### SECTION IV: School Budget & Resource Priorities

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

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

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

| Allocation | $9,250 |

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 | $37,931 |

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

These funds will be used to partially offset the cost of an EL Coordinator (teacher @ $18,221) to provide direct classroom support to English Learners and support effective instruction for English Learners, and provide outreach, communication, and support for English Learners and their families (curriculum, PD and materials @ $19,710).

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

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

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

| Allocation | $0 |

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

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

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

**LCFF Concentration Grant (SCG-C) 07092**

| Allocation | $0 |

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

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

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

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

| Allocation | $0 |

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

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

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

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

Title I = $0 (31500)

How do you plan to use these funds?

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

1% Title I Parent Set Aside = $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 = $100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

Principal’s Innovation Fund will be used to support Professional Development, student enrichment, learning environments, and culture and climate. The BSC will be used to help guide the principal in utilizing the PIF.

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>.3 FTE Assistant Principal</td>
<td>1.0 FTE</td>
<td>.50 FTE</td>
<td></td>
</tr>
<tr>
<td><strong>Wellness Coordinator:</strong></td>
<td><strong>CHOW:</strong></td>
<td><strong>Elementary Advisor:</strong></td>
<td><strong>T10:</strong></td>
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<td>3.0 FTE</td>
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<tr>
<td><strong>IRF:</strong></td>
<td><strong>Literacy Coach:</strong></td>
<td><strong>Academic RtI Facilitator:</strong></td>
<td><strong>Hard To Staff:</strong></td>
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<tr>
<td>1.0 FTE Librarian</td>
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<td></td>
<td>.50 FTE Comp Science</td>
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<tr>
<td><strong>Other:</strong></td>
<td><strong>Other:</strong></td>
<td><strong>Other:</strong></td>
<td><strong>Other:</strong></td>
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<tr>
<td>2.40 FTE PEEF VAPA</td>
<td>.50 FTE Peer Resources</td>
<td>.40 PEEF World Language</td>
<td>.60 FTE 8th Grade Math</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:
**SECTION V: Recommendations and Assurances**

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list) 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 24, 2017.
- 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
- 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: 9/21/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annette Hurst</td>
<td>Parent / Chairperson</td>
<td></td>
</tr>
<tr>
<td>Justin Van Zandt</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Mary Tong</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Janet Yieh</td>
<td>Parent Alternate</td>
<td></td>
</tr>
<tr>
<td>Richard Lowden</td>
<td>Parent Alternate</td>
<td></td>
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<tr>
<td>Abeer Choudhury</td>
<td>Parent Alternate</td>
<td></td>
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<tr>
<td>Leslie Lum</td>
<td>Faculty</td>
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<tr>
<td>Craig Holveat</td>
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<tr>
<td>Brian Okita</td>
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<tr>
<td>Elena Bukareva</td>
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<tr>
<td>Malisa Sayasy</td>
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<tr>
<td>Melanie Gin</td>
<td>Staff</td>
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<tr>
<td>Abraham Dover</td>
<td>Staff Alternate</td>
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<tr>
<td>Thomas Ekno</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Emma Dunbar</td>
<td>Assistant Principal / Admin Alternate</td>
<td></td>
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<tr>
<td>Dava Munyon</td>
<td>Student</td>
<td></td>
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<tr>
<td>Ethan Kwong</td>
<td>Student</td>
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<tr>
<td>Matthew Chun</td>
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<tr>
<td>Michelle Song</td>
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