



2017-2018 Balanced Score Card:

The 2nd Year In A Two-Year Single Plan for Student Achievement

School	Roosevelt Middle School
Principal	Michael Stachon

SCHOOL VISION & CONTEXT

Set in a historic building in the Richmond neighborhood, Roosevelt Middle School maintains high expectations and standards for all learners. The staff and community work collaboratively to ensure that students are provided with rigorous and meaningful learning experiences in their classrooms, in extracurricular activities and in a number of special school-wide events. Our vision is that all students will grow emotionally, socially, and academically within a safe, respectful and supportive environment. Students will be inspired to become successful, technologically literate and globally minded, as our staff prepares them to participate as socially responsible citizens in the 21st century world. Our mission is to enable students to become independent critical thinkers, as well as productive, concerned, and engaged citizens. We will prepare students to achieve proficient or advanced status on the state's assessment tests and enter high school academically prepared. Key priorities for the 2017-2018 school year include: a) the continued development and implementation of the Common Core curriculum (English, mathematics and science) with a focus on student centered learning that supports and facilitates access to the curriculum for every student; b) The integration of technology in classrooms through our VILS iPad grant, and development of 21st Century teaching pedagogy throughout the building; c) The development and expansion of a Dual Language Chinese Immersion Program; d) A focus on narrowing the achievement gap for targeted groups of students; e) The continued development of the RTI Framework (behavioral and academic) and RP to support students and promote a positive school climate; f) The development of AVID supported teaching practices that help students develop critical thinking skills, become more organized, and promote a college and career mindset.

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- 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.

What Has Changed?	Why Has it Changed?
The School Data Profile section has been added	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.
The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.	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.)

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 24, 2017](#).

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 2017 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
- 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 (<https://district.sfusd.edu/dept/rpa/aa/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_SQII_Reports_for_15-16"

<p style="text-align: center;">Mid-Year Summary (School-wide and sub-group performance in comparison to the district)</p>	<p style="text-align: center;">Strategies in Action</p> <ul style="list-style-type: none"> • Instructional Core: ELA, ELD and Math • Student-Centered Learning Climate
<p>Contents</p>	
<ul style="list-style-type: none"> • School Data Puzzle provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report • Acceleration for ELA/Math provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only) • Performance Summary provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only) • Mid-year Chronic Absenteeism Rates • Mid-year Suspension Rates • Illuminate Spring 2017 Assessment Reports provides direct links to the most current data for drilling deeper • BSC Revision provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional) • Fall Grades Distribution (grades 6-12) provides overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average • NSC College Data (high school only) provides college attendance trends for high school graduates 	
<p style="text-align: center;">English Learner Report 2016-17 (AMAO Trends and performance school-wide and pathway)</p>	<p style="text-align: center;">Strategies in Action</p> <ul style="list-style-type: none"> • Instructional Core: ELD
<p>Contents</p>	
<ul style="list-style-type: none"> • 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. 	
<p style="text-align: center;">CORE SQII Reports for 15-16 (SQII Performance, definitions and thresholds)</p>	<p style="text-align: center;">Strategies in Action</p> <ul style="list-style-type: none"> • Instructional Core: ELA, ELD and Math • Student-Centered Learning Climate • College and Career Readiness
<p>Contents</p>	
<ul style="list-style-type: none"> • Overall and sub-group SQII 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 	
<p>NOTES:</p> <ul style="list-style-type: none"> • 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?

<p>Analysis of Results Language Arts-All Students</p> <p>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</p> <p>WASC Ch.2</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional shifts will be required to achieve these goals?</p> <p>WASC Ch.5</p>
<p>An analysis of whole-school data shows that 70% of Roosevelt students are performing at standard on the SBAC English Language Arts assessments. This is a 10% growth from the previous year, and considered a very positive result in comparison to similar schools. SBAC data also shows that growth among targeted subgroup, (AA students), continues grew almost 10% from last year's SBAC assessment. English Language Learners and SpED score's also grew about 10%. Reading scores are measured often at Roosevelt, with all students taking the reading inventory during the second week of school, and again at the end of October and early November. Our first data set had 60% of all Roosevelt students reading at grade level. Our second assessment showed Roosevelt students reading at 64% proficiency. These scores are up significantly from the previous year, where only 50% of our students were reading at grade level proficiency. Currently we are at over 70% on grade level reading. Finally, our ELLs showed significant increases in their CELDT scores. Over 56% of our ELL students reached CELDT level 4 or 5, up 31% from the previous year. More importantly, 56% of our LTELs reached level 4 or 5 on their CELDT assessment, up 17% from the previous year. Last year Roosevelt had a 53% redesignation rate. This percentage was too high, and partly the result of a backlog of students that needed to be redesignated from previous years.</p>	<p>Roosevelt feels it is at a tipping point where all students are gaining momentum in their reading and language arts proficiency. Continued growth is expected, with a goal of 75% schoolwide. Subgroups that traditionally struggled will also show gains, especially with our SpED and AA students. These gains are due to strong co-teaching practices and training among both our SpED and Gen. Ed staff around co teaching practices that support students with IEPs. Scores for SpED and AA students should reach 20% proficiency on the 17-18 SBAC assessment. Reading scores should also continue to improve. Roosevelt's goal of 80% proficient on the Reading Inventory assessment should be achieved by the end of the 2017-2018 school year. CELDT scores should level out, with an average redesignation rate of about 25% year over year.</p>	<p>There are several key factors that are driving the shift in our improved language arts scores. Significant improvement is coming from our reading acceleration classes, where students that are non EL, and non SpED are pulled from electives to receive support in reading comprehension skills. Students in this class, many of whom are students of color, have shown significant growth. A change in culture around the need to read is resulting from smaller class sizes, continued monitoring of RI scores, and a focus on intensive reading strategies. Another area of significant growth is with our ELLs, and the work our ELA team is doing to support their development. 6th grade ELLs are placed in a double period of reading and writing for their English Language Arts. The 7th and 8th graders are divided into an intensive reading and writing class for CELDT level 1-3, and an AVID Excel class for CELDT level 4-5. Our ELA department has been very involved in developing AVID strategies that focus on critical thinking skills, and student centered learning strategies that encourage students to discuss and debate the topics they are reading and writing about in class. Finally, our SpED department has focused on co teaching strategies that have brought our students with IEPs into the Gen. Ed classroom, with support, allowing them to flourish. Students are seeing and reading grade level text, with support, and receiving the same critical thinking and student-centered learning skills their peers are receiving. This leads to improved morale and a desire to learn.</p>

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 Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>Roosevelt has a strong Reading Acceleration program. Two sections are devoted to pulling students that are non ELL or SpED, but are still reading below grade level. These students receive intensive instruction on metacognitive reading strategies that will further their engagement and comprehension of grade level text. Students are tested regularly, and track their gains with specific target goals.</p>	<p>Currently at our last review of eligible students for our reading acceleration class, students that were scoring 100 points below their grade level proficiency on the Reading Inventory exam were selected. Each semester the number of students reading that far below grade level shrinks, requiring us to raise the number to maintain 40 students in the two sections. The goal of the Reading Acceleration class is to have less than 40 students, school wide, that are reading below grade level and collapsing the class to only one section.</p>	<p>Students are given instruction on specific metacognitive reading strategies that follow the reading workshop model. Strategies that are focused on include questioning, making connections, visualization, and making inferences/predictions. Students are also given direct instruction on literary elements including the narrative arc, characterization, motifs, and conflict. Students engage in regular class discussions and written activities around these strategies, with an emphasis on basing their arguments around specific connections to the text. The class size is maintained at a maximum of 20 students to ensure individualized attention. Students move out of the class each semester as reading scores increase making room for new students that are identified as the lowest readers in their grade.</p>

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	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>African American students continue to be one of our primary focal groups at Roosevelt. SBAC ELA proficiency percentages rose 10% to 22% of the AA student population. Special Education student scores improved by only up to 9%. CELDT scores show significant growth, especially for our LTELs. Of all ELL students, 56% scored a level 4 or 5 on their CELDT assessment, with a 31% change from the previous year. LTELs also improved significantly with 56% reaching level 4 or 5, an increase of 17%. All subgroups show less growth than the Roosevelt average, but show positive results in comparison to other schools within the CORE waiver.</p>	<p>Continuing to support our African American students is a priority, with about half also carrying an IEP. Target SBAC goals for our AA students in 2017 are a proficiency percentage of 25%, or 10 of our 41 students meeting proficiency. Special education students should also benefit from several practices that are being used at Roosevelt, especially around co teaching. Roosevelt hopes to see 20% of our students with IEPs meeting proficiency by the end of the year on their SBAC test. ELL students should also see continued growth with our AVID Excel program focusing on supporting these students in a variety of ways. 25% should reach proficiency. Reading scores should also continue to climb for all targeted sub groups. Currently 13 of the 37 students in our reading intervention class are African American and our goal is that 50% of all Roosevelt AA students will be reading at grade level by the end of the year. This increase will also improve SpED reading scores to 25%.</p>	<p>Roosevelt's biggest ELA gains are coming from our ELL support classes, and our reading intervention classes form non ELL and non SpED students. Maintaining these classes is critical to the success of our ELL students. Co teaching practices that are happening in our ELA classes are also helping our SpED and AA students achieve greater success. Continued support for both the SpED and Gen. Ed teachers that support co teach classrooms will help strengthen the supports these students are receiving. Next year administration will also work to align preps where ever possible with our Gen Ed and SpEd co teachers allowing for increased collaboration and continued improvement in our co teach classrooms.</p>

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?

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals?
<p>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</p>	<p>Roosevelt's whole school math scores on the SBAC assessment improved 3% to 63% of students achieving proficiency. Benchmark data for the year is not yet available</p>	<p>WASC Ch.5</p>

Roosevelt met its math score goal of 68% last year. Because the math department has spent so much time on the both studying and delivering the CCSS curriculum we feel we can again achieve at least 5% whole school gains reaching 65% proficiency school wide.

There has been several school wide focus areas that are designed to not only improve the delivery of instruction to all students, but also strategies that allow students to better understand the material being studied. Roosevelt has spent significant time focusing on AVID strategies that help students develop critical thinking skills that help improve understanding and mastery of material. We have also continued to work on a student centered learning environment that encourages student talk in a way that is structured and focused on content. Special Education continues to work on stronger co teaching strategies that are designed to give students with IEPs exposure the grade level content while supporting their diverse learning needs.

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 Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Roosevelt Middle school provides after school academic intervention to students identified by their math teachers. ARTI support is focused on both supporting the current curriculum and building foundation skills to ensure these students are receiving the full benefit of their education.	Target goals for Math are stated above. TIER II interventions are in place to support all students and not targeted to address any specific subgroup.	Roosevelt's ARTI TIER II supports are funded by a grant that expires at the end of this year. Funding to pay teachers for extra work is needed to add an extended math intervention to our academic day.

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

Analysis of results for Mathematics-Focal Group WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5
Our African American students are our identified ethnic subgroup in need of extra support. Almost 40% of our AA students are also SpED. Significant attention has been given to Special Education to ensure that our students with IEPs are placed in a co teach setting that provides the support they need to access the grade level curriculum.	Our target goal for our AA and SpED students is 20% proficiency, up from 9% and 6% respectively. This would be a significant increase, but based on current teaching and learning changes that have occurred in our math department over the last 12 months, we feel it is achievable. Because so many students are significantly below grade level we are also hoping to move BAND 1 students down from 71% to below 50%.	Roosevelt needs to continue to support co-teaching practices to ensure both our SpED and AA students are able to reach grade level standards in math. An increase in the number of co teach classes, to lower the number of IEPs in the 7th and 8th grade, will help students receive the support they need to reach grade level.

English Language Development (ELD)

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

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

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5
In a narrative, describe what your analysis of the data says about your school. WASC Ch.2		

English Language Learners test scores are mixed, based on the assessment. On SBAC data from the end of the 16-17 school year ELL students showed a gain on ELA scores, increasing 10%, to 25% overall proficient or at grade level. In Math, scores increased by 13% to 36% overall proficient. CELDT scores paint a different picture. About 56% of Roosevelt's ELLs scored advanced or early advanced on the CELDT, 31% more than the previous year. LTELs also showed significant gains, with 56% scoring CELDT level 4 or 5, up 17% from the previous year. Last year Roosevelt redesignated almost 50% of our ELL students. This was in large part due to a backlog of non redesignated students from previous years.

Redesignation rates are critical for Roosevelt students heading to high school. Last year's scores were a result of a backlog of non-redesignated students, and we hope to level these numbers out to a more appropriate and consistent 25% year over year. Test scores will continue to stay at a low rate based on the ELL students that Roosevelt is receiving. More and more of our ELL students are newcomers who are entering our school because we have a Chinese Immersion pathway. Our last four ELL students assigned to Roosevelt were 7th or 8th grade, and Roosevelt was the first American school they were attending. They have had little or no exposure to English before arriving.

Roosevelt currently has strong interventions and support classes for our ELL students. All 6th grade ELLs are placed in a ELD ELA/SS core with a heavy focus on reading and writing. The class is taught by our reading specialist. Seventh and 8th grade ELLs are either enrolled in an ELD elective (CELDT level 1-3) or an AVID Excel class (CELDT level 4-5). The ELD class focuses on AVID strategies that will help the students receive the full benefit of all of their classes throughout the day. The ELD class focuses on reading and writing strategies at the foundational levels, once again designed to help these students access the curriculum in their other classes.

Other Subject Areas (Secondary Schools, optional for Elementary)

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5
<p>Roosevelt has no data on outside subject areas at this time. We offer a variety of elective offerings that include: Home Arts, Fine Arts, Band, Orchestra, Drama, and Mandarin in our Chinese Immersion program. Roosevelt students have a 50 minute PE period each day. All students are tested in the mile for overall time and improved time over the course of the year. All PE classes have one day dedicated to cardiovascular fitness with timed goals for a variety of physical fitness activities. This year we also added a coding class, and are participating in a one to one iPad grant that helps teachers modernize instructional practices to be more efficient and develop improved student engagement.</p>	<p>Roosevelt has no target goals, but we would like to offer a Mandarin World Language class next year to support language interest for students outside of our Chinese Immersion Language Pathway.</p>	<p>none</p>

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
<p>Roosevelt has an active College and Career minded culture full of activities and events to inspire our youth. Our CELDT 4/5 students are enrolled in an AVID Excel class that focuses on College and Career readiness, as well as developing organizational and critical thinking skills central to a college mindset. Roosevelt also takes numerous college field trips to Bay Area universities. These trips are focused on seventh graders and led by our Aace tutoring director. Roosevelt also has College Tuesday each month, when members of the staff promote their university experience. Homeroom on those Tuesdays often features a college video that highlights a university.</p>	<p>Roosevelt would love to have an AVID class for non ELL students.</p>	<p>Funding the AVID class is a long term goal of Roosevelt.</p>

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?

Roosevelt Middle School has three areas of focus for its professional development. They are: 1. AVID Teaching Strategies to support all students in the development of critical thinking and student engagement strategies. All staff PDs will be devoted to continuing our work from last year around supporting LTELs and improving student centered learning by developing strategies that engage students and increase the depth of instruction. Strategies will follow the AVID model as we move to whole school implementation of AVID strategies. PDs are led by the AVID site team and directed by SFUSD District support. 2. Technology Training to support teachers with the integration of 21st century teaching practices into daily instruction. Through the Verizon Digital Promise grant, teachers will be trained to fully integrate technology into their instructional practices. The school community will have early release days on the last Monday of the month, at which time all staff will be working with Denman and Hoover as full sites and inter-school departments to develop lessons and projects that utilize technology throughout the instructional days. Also, Roosevelt has an instructional coach who is supporting the Digital Promise Grant and working with each department to support the development of 21st century lessons, performance tasks, and other projects that will help teachers improve technology integration into their instructional practices. 3. Roosevelt’s Student Support Professional Development focus area is continuing the work with the counseling department around RTI and RP practices. These professional developments occur every Tuesday at our counseling department CPT meeting, as well as our Grade level meetings held on the second Wednesday of each month. This year the counseling department, under the guidance of the principal and AP, will be splitting the meeting with grade level counselors to provide an all staff PD around RTI practices. Topics the staff will be trained on include: Restorative Circles, not just to restore but to strengthen relationships The use of the Student Intervention Matching tool (SIM) to find out what supports would work best for students receiving extra support Check In Check Out what the CICO form can do to help address student behavior needs Small group social emotional learning (SG-SEL) groups Behavior Contracts, and how teachers can support them in the classroom This year department meetings have been scheduled to not overlap with each other departments during the month. Department meetings take our all-staff PDs around AVID strategies and student supports and mold it to meet the needs of each departments individual curriculum. Departments also focus on aligning curriculum across grades, and scaffolded through each grade so that students are receiving a similar and comprehensive learning experience regardless of which teacher they are learning with. Significant money has been set aside to also provide targeted PD to each department as needed. Math begun (and will continue) working with our district curriculum department on scaffolding up to ensure all students are challenged by the district provided curriculum, including those performing above grade level. Special Education has been focusing on co-teaching practices, and with the help of district level and outside support they will continue to improve their co teaching pedagogy. All other departments are using sub days to participate in district wide PDs that support both the curriculum and teaching strategies that improve student understanding of the district learning goals.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
<p>AVID: Roosevelt is finishing it's year one implementation of AVID strategies. Roosevelt has an AVID Excel class for ELLs and devotes on monthly professional development to developing the staff's understanding and implementation of specific AVID strategies in their classrooms. An AVID leadership team leads this PD under the guidance of the principal and the SFUSD AVID team. This team also meets once a month to develop their own AVID skills and prepare for the professional development. Our AVID teacher participates in numerous all day AVID trainings throughout the year. Roosevelt has a team of teachers that participate in the AVID summer institute in Sacramento as well.</p>	<p>AVID strategies are developed through our AVID leadership team. They receive training at the summer institute and in Monday morning team trainings. The district supports our AVID training and summer institute costs.</p>
<p>Leverage technology to transform learning and close the digital divide by giving students access to engaging instruction with technology tools and experiences that will prepare them for an increasingly connected, networked society. Participate in second year of Verizon, Innovative Learning School grant where each student will have "anywhere, anytime access" to online learning and an iPad and we focus on powerful use of technology to redefine learning.</p>	<p>WSF, Department of Technology, Verizon Digital Promise grant and Title 1 through Technology Coach. Prop A. Work with LEAD, Michael Bloemsma, Principal's Innovation Fund</p>
<p>Continue to introduce, review and reinforce strategies related to B-RTI and Restorative Practice to improve school climate and classroom management strategies.</p>	<p>WSF, Prop A, sub release. Pupil Services and School Health programs.</p>

WSF, Prop A, sub release days.

Continued focus on strengthening teacher understanding of the curriculum, and develop improved strategies in the delivery of instruction through department meetings held twice each month. Teams will also focus on ensuring that the learning experience is consistent throughout the building, regardless of the teacher. Teams are also looking at other grade levels to ensure there is strong articulation throughout each grade.

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

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices	Roosevelt has devoted significant time to improving co teaching practices with its SpED and Gen. Ed staff. For RSP students, 11 of our 15 SAI sections are in a co teach setting. SpED students are more engaged, have fewer discipline referrals, and are showing gains on reading scores and classroom test scores. Roosevelt's Autism and SDC programs are also in integrated part of our school community. All students in SpED have both PE and their elective class with Gen Ed students and para support as needed.	Roosevelt plans to continue to focus its SpED classes in a co teach setting. As students are evaluated we hope to close at least one of our SAI classes and move students to a co teach environment.	To improve co-teach practices, administration plans to adjust the master schedule to align Gen Ed and partner SpED teachers preps so that greater collaboration can occur between partnered staff. The Special Education department is always continuing to look at student's performance and move students out of SAI classes to the co-teach setting whenever possible.
Student Engagement/ Attendance	Roosevelt's chronic absenteeism was at 7%. African American students as a subgroup were 30% chronically absent, a drop of 2.6%, but still a significant concern. Special Education absenteeism was 9.6% and showed a drop of 5.3%.	Roosevelt devotes a significant portion of its time to addressing student absenteeism issues and concerns. We are seeing a rise in chronic absenteeism in groups that are not traditionally identified as a concern, and we are actively working with Pupil Services to address these concerns. We expect an increase in our overall absenteeism numbers, but a decrease in AA and SpED numbers by the end of the year.	Roosevelt has monthly SAP meetings solely devoted to attendance concerns. Counselors are trained and have been implementing TIER II supports to encourage students to attend school. Calls home by the Counseling Secretary have improved the situation significantly, and a new automated call system is now in place to further support her efforts. Our student support team is regularly working with Pupil Services to support our most chronically absent students.
School Climate			Roosevelt has continued to work with both the teaching and support staff on RTI TIER I and TIER II supports for students. The counseling staff has improved in its tracking of student incidents, and addressing identified students with appropriate supports. Continued training for staff, both teaching and support, as well as adequate human resources to address student's needs, is required to maintain such strong climate numbers.

	<p>School climate at Roosevelt is very positive. Both teaching and student support staff work together to prepare numerous all-school activities that promote inclusion and acceptance. Some of these activities include Peace Week, Inclusive Schools Week, and a multicultural fair. During lunch, Roosevelt's PTSA sponsors 15 lunchtime clubs where teachers and students can build relationships outside of academics. These relationships help to foster bonds that can affect classroom and hallway climate throughout the day. Suspensions are down almost 3% from the previous year, and down in all subgroups as Roosevelt looks to alternatives to suspension, and working with staff to build positive relationships with children. AA suspensions are down almost 8%. Roosevelt has built a strong RTI support system that includes an average of 6 weekly small group SEL classes provided by the counseling staff or an outside CBO, continued training for both counseling and teaching staff around the use of RTI TIER II supports, regularly scheduled SAP meetings to review data and identify supports for at risk students, and a strong PBIS system.</p>	<p>Roosevelt is continuing to look for ways to make a strong learning environment, while ensuring that students have fun on campus at the same time. We are continuing to work on alternatives to suspension, while at the same time addressing students' social emotional learning needs. Our goal is 0 suspensions, but knowing that at times suspensions are unavoidable we hope to have a suspension rate under 1%. Last year we were at .3%. So far Roosevelt is on target to have fewer suspensions than the previous year.</p>	
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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

Narrative describing Parent-School-Community culture 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...)	Targets	Strategies & Impact What is the strategy & how will you know you were successful?
	<p>As our school demographics continue to change, we are looking to increase our PTSA membership. We are also measuring family participation in school fundraising activities, and increased attendance at our schoolwide community building events. Although we have partnered with several CBOs, we are not having a lot of success with families pairing with outside organizations that support parents. We are looking for these organizations and inviting them to meet with our counseling staff whenever the opportunity presents itself.</p>	<p>The PTSA has set a goal of raising over \$100,000 to support the Roosevelt school community. The PTSA also is looking to hold monthly community events, whereas currently we are holding approximately 6 for the year. To build our CBO relationships, our strategy is to work with the counseling staff to build our capacity to connect families with organizations, so that they are enrolled in programs throughout the city.</p>

Roosevelt has an active PTSA community that has been increasing its membership from previous years. Our PTSA is focused on fundraising to support programs that will be unfunded once we no longer receive Title I funding. The PTSA holds monthly meetings, with an Executive meeting held two weeks beforehand. The PTSA has also focused on creating both fundraising and community events that encourage families to come together. This year we held an ice cream social, wine auction fundraiser, movie night, and we will be hosting another auction fundraiser and end-of-year ice cream social and BBQ. Roosevelt has also increased the number of ELAC meetings, and increased its outreach to ELL families. Our ELAC has partnered with Parents for Public Schools to present on topics that include; SBAC assessment, the family feedback survey, and the CELDT exam, as well as providing a community meeting to address the unique needs of its ELL student's families. Roosevelt also uses School Loop to facilitate home school communication. Currently all of our teaching staff use regularly use School Loop for grades, assignments, and parent email communication. Some staff members also send out weekly or monthly newsletter announcements to families. Finally, Roosevelt's counseling department has been building relationships with CBOs in the communities where our families live, to provide services to families in need. To date, 6 CBOs have attended counseling support meetings to share the services they can provide, and build a relationship with our staff.

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 = \$4,250

Because Roosevelt has such a strong co-teaching philosophy, all Special Education students are integrated into our General Education classroom's daily. Roosevelt's Special Education dollars will be applied to supplies that support staff in delivering a high quality education to our students with special needs. Our SDC and HFA program will also draw their needed supplies from our Special Education budget.

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 = \$31,351

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

.2 AVID Excel FTE for Long Term English Learners to increase reclassification and preparedness for high school and college. This class also allows ELL students who are almost ready to transition a variety of skills that allow them to better access the curriculum throughout their instructional day. Remaining funds are to be set aside for instructional supplies and materials that support our AVID Excel class, our ELD class for CELDT level 1-3, and our 6th grade core ELD/ELA class that support all of our 6th grade English Language Learners.

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 =

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 = \$15,000

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?

Roosevelt's concentration grant is dedicated to providing instructional materials and supplies for all classes at Roosevelt. EL/LI students are in every section of Roosevelt's instructional day, and providing teachers with the resources they need to provide a high quality education is critical in supporting our students academic success.

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 =

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 = _____ (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside = _____

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council:

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

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

Impact & Innovation Awards = _____

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

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

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

Principal's Innovation Fund = _____ (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

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

Equity Grant = _____ (as applicable 16-17)

Identify Sub-group & specific actions

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

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

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

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

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

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

Central Supports & Resources

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5	.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			3
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

Two to three high leverage strategies that will be accomplished:

Roosevelt's MTSS was cut by a .5 School Social Worker (SSW) and full 1.0 counselor. These kinds of supports are critical to the academic success highlighted above and will be backfilled with funding from our Weighted Student Formula to maintain supports for children. Some of the many supports our SSW and grade level counselors impliment are: Our SSW is our primary point of contact in supporting our high risk African American students, many of whom are in need of significant supports due to circumstances outside of their control. She not only ensures that our AA, and other at risk students, are receiving the TIER II support they need to access the curriculum. She also often connects families with CBOs and other community resources that will provide the necessary supports they need to support their children at home. Our SSW is our primary point of contact for students who are chronically absent. Absenteeism has been identified as one of the key measures in leading to students dropping out of high school, and addressing absenteeism is one of the most challenging supports to engage because the students are not on campus to be served. Our SSW and grade level counselors schedule and attend SARB hearings, conduct home visits, and call families to ensure students are coming to school as expected. Our SSW also works with the families that are experiencing mental health issues that prevent their children from attending school, and she finds or recommends resources they can access to support themselves and their children. Our SSW has developed a reputation of trust with our LGBTQ students, especially those who are just beginning to question their identity, and who are looking for ways to safely explore what it means to be queer in a world where it is currently making it harder to find acceptance. She works closely with our GSA teacher to counsel and provide supports to both students, and often families that are also struggling with their long standing gender stereotypes, to ensure these children feel safe and supported both at school and at home. Our SSW oversees all safety assessments and safety plans, ensures the staff is accurately making any CPS calls and supports the staff when they are required to do so. She case manages all CPS related situations that arise. She joins all of our students and families at Health and Human Services for TDM hearings, and works with counseling on our community building events (Peace Week, Inclusive Schools Week, Spirit Weeks). Counselors and our SSW are present in our hallways during transition times, lunch, and before and after school, and lead trainings for the staff around student support issues, many of which were listed above. Our SSW champions our PBIS program which is supported by the counseling team to ensure students are practicing what they are taught to maintain a positive school climate.

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:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 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.
<input checked="" type="checkbox"/>	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: <i>2/22/2017</i>
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <i>3/4/2017</i>

School Site Council Roster and BSC/SPSA 2017-2018 Attestation

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

Name	Role	Signature
Michael Stachon	Principal	
Mitchel Robinson	Para Professional	
Jenny Levine	Teacher	
Melanie Buntichai	Teacher	
Erika Kniffel	Teacher	
William WatsonPayne	Teacher	
Kirsten Johansen	Parent	
Deborah Peralta	Parent	
Jamie Fernandez	Parent	
Jillian Lee 6th grade rep	Student	
Gabriel Leung 7th grade rep	Student	
Amy Vo 8th grade rep	Student	