San Francisco International High School (SFIHS) provides a safe, supportive environment that prepares immigrant youth for college and their careers. Our school is designed entirely to support the academic and socio-emotional needs of recently arrived immigrant youth. Every student is known well and supported to succeed. We are a small school with small classes. Our team structure allows for personalization, growth and success for our students. SFIHS students are involved in internships, community service, and service learning within the larger community. 90% of Internationals students graduate and 90% of Internationals graduates go on to college. One of the main differences in our program and what is available at other schools is that students are never tracked or separated by their level of English proficiency. All of our instruction is in English, but students are supported to continue the development of their literacy in their native language as well. We support students to use all of the strengths that they bring to their new community to help them develop their academic English skills and adapt to their new culture while preparing them academically to go on to college. We know that there are many indicators of student success, so we use a variety of benchmarks to evaluate our work including: student portfolios, course pass rates, attendance rates, standardized test results, graduation rates, and college entrance rates. We also work very closely with families to ensure that they are involved in the educational process and empowered to be advocates for their students.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school’s top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school’s top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, “what is the school mainly working on right now,” what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budget Guide
SECTION I: Overview and Key Components

Overview
Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- Content Knowledge
- Career and Life Skills
- Global, Local, and Digital Identity
- Leadership, Empathy, and Collaboration
- Creativity
- Sense of Purpose and Sense of Self

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2015-2016 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and the metrics and targets used as part of the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

These requirements include:

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

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

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

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

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

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

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

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
What instructional shifts will be required to meet the desired outcomes for students?

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. <strong>WASC Ch.2</strong></td>
<td>• The percentage of 11th grade students who meet or exceed SBAC ELA standards will improve by at least 14 percent (2015: 4 percent) • The percentage of students who meet or exceed SFUSD math standards will improve by at least six percent (2015: 4 percent) • Twenty percent of SFIHS students will perform at early advanced or advanced on the CELDT (2015: 11%, 2014: 11%) • Twenty percent of SFIHS students will score 800 or above on the SRI (2015: 10 percent) • SFIHS will reduce the percentage of students scoring &quot;BR&quot; on the SRI to below 20 percent (2015: 30 percent) • Students will achieve the student learning outcomes identified in the CCSS. For example, each student will produce narrative writing, informative/explanatory writing, and persuasive writing. • Dedicate PD time to evaluate and measure our work around growth in reading and solidify shared structures around reading, language &amp; literacy. • Continue to create a culture of reading by investing in books of all levels and in the languages of our students and by refining and improving upon shared structures - advisory, buddy reading, literature circles (11/12) and SSR (9/10) • Teachers will develop long-term curriculum maps, unit plans and lesson plans. • Teachers will revise curriculum throughout the year based on progress monitoring. • Students will participate in academic conversations to deepen their understanding and perspectives, participate in close readings of complex texts to uncover both meaning and craft, and produce writing using evidence from texts to tell a story (narrative), build an argument and/or explanation.</td>
<td>Instructional routines and assessments will align with CCSS student learning outcomes, including: • Increase selection of library books to use in the general collection and in the book carts • Increase the selection of class copies for teachers to use in their curriculum • Increase the selection of high interest, low-level texts so emerging readers can find selections of interest • Increase the selection of copies of high interest young adult literature to be used in literature circles • Develop teacher leadership year-long calendars and areas of focus • Continue school-wide buddy reading program where every student reads two novels per year with a peer • Implement of 9th &amp; 10th grade SSR • Implement of 11th and 12th grade literature circles</td>
</tr>
</tbody>
</table>
Reading, language, and literacy development has been and will always be a critical need at SFIHS and will continue to be our central focus of professional development. In order to serve our student population, ensure that they are ready for college and career, SFIHS students will continue to need extra support in language and literacy from foundational literacy skills to advanced metacognitive reading and critical thinking.

Update September 2016: - The percentage of SFIHS students who scored proficient or above in ELA increased by 360 percent (5 percent to 23 percent) in 2016.
- The percentage of SFIHS students who scored proficient or above in math increased by 350 percent (4 percent to 18 percent) in 2016.
- Longitudinal comparisons of CELDT are difficult because the majority of SFIHS 9th and 10th grade students arrive with no English. Furthermore, the educational background of new students (e.g. whether new students have some familiarity with English or are SIFE) seriously impacts aggregate CELDT scores. Thus, aggregate CELDT scores are not a great measure of instructional effectiveness. Rather than look at aggregate scores, we looked at the scores of current 12th grade students over time. There are drawbacks to these data as well (e.g. the cohort of students typically grows over time as we take on new students), but a longitudinal analysis of one cohort gives a more accurate view of instructional effectiveness over time. According to our analysis, 87 percent of current SFIHS 12th graders scored in the “beginning” range as 9th graders. Three years later, that number decreased to 24 percent and the number of students who scored intermediate or higher increased from four percent to 36 percent. These numbers are very encouraging and we will use them as a baseline moving forward.

**Academic Tier Two**

**What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program?**

If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers will use a reading inventory or progress monitoring tool to track literacy development over time. • Students with interrupted formal education (SIFE) will receive additional literacy support through a literacy elective class. • Teachers will include supplemental instruction in addition to the core that supports literacy and/or English language development • Increase staff capacity regarding differentiated instruction • Identify SIFE and unaccompanied minors earlier and more efficiently • Increase support of wrap-around services and teacher training to serve SIFE, students with IEPs, and unaccompanied minors • Increase use of inclusive practices for all Special Education Students and a multi-tiered Response to Intervention (RTI) model for all students.</td>
<td></td>
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</tr>
</tbody>
</table>
Based on the analysis of the results, what are your targets/performance goals? 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 SOII?

<table>
<thead>
<tr>
<th>Focal Group: Language Arts-Focal Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino students, particularly students with interrupted formal education (SIFE) perform lower on standardized test scores and qualitative measures. SFUSD does not disaggregate data for SIFE. Update September 2016: The number Latino students who scored proficient on SBAC ELA increased by 276 percent (6.3% to 23.7%) - The number Latino students who scored proficient on SBAC math decreased by 100 percent (3.2% to 0%) - The suspension rate for Latino students decreased by 81 percent (8% to 1.5%) - The number of Latino students receiving referrals decreased by 66 percent (491 to 165) - The four-year cohort graduation rate for Latino students increased by 86 percent (27.6% to 51.4%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino students and students with interrupted formal education will improve literacy skills, as measured by formative and summative assessments, including the Scholastic Reading Inventory, CELDT, common writing assessment, and other teacher-developed assessments and rubrics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continued professional development on utilizing restorative practices. • Aligning structures and processes between classrooms. • Teachers will utilize instructional strategies to facilitate student engagement and self-monitoring, including collaborative learning, self-assessment, and dyads. • Students will utilize evidence from text to develop narrative, argumentative, and informative/explanatory essays with appropriate scaffolds. • Staff will collaborate with the Student Support coordinator to ensure that students with interrupted formal education receive appropriate academic interventions and supports. • Staff will increase and refine differentiation through projects and collaborative structures so that all students have access to and are challenged by rich content. • Refine our 9-12 scope and sequences around a clear vertical alignment of projects to ensure that skills are built upon sequentially and there is an alignment of CCSS of knowledge, skills and outcomes. • Increase the consistency in which we use school-wide rubrics (English Use Behavior Rubric, Groupwork Rubric) • Continue to strategically build students’ metacognitive skills by assisting them to craft their own next steps with self-assessments and reflections</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?
### Analysis of Results Mathematics-All Students
In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

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

What instructional shifts will be required to achieve these goals?

**WASC Ch.2**

| 4.2 percent of 9-11 grade students met or exceeded standards on SFUSD Math benchmark test in fall 2015 | The percentage of students who meet or exceed SFUSD math standards will improve by at least six percent. (2015: 4 percent) Teachers will engage in weekly grade level/course planning meetings grounded in practice and reflection (i.e. lesson planning, analyzing student work, sharing classroom experiences, and revision). Students will engage in math tasks and lesson series that build on concepts and skills over time. Students will engage in math learning with the Standards for Mathematical Practices. A particular focus for this year will be on increasing student discourse (student lead whole class discussion; peer to peer interaction.) Students will collaborate in heterogeneous settings (class, groups, and/or pairs). Grade/course level teacher teams will use the SFUSD Core Curriculum units collaboratively to plan lessons. All students will participate in the SFUSD benchmark assessments. Teachers will score and analyze student thinking collaboratively. | Teachers will facilitate student engagement and learning math by talking and doing math problems in small groups or pairs. Teachers will provide students with adequate time to make sense of problems, without step-by-step instruction, and to persevere while solving problems. Teachers will provide space for students to make mistakes and learn from them. Teachers will encourage students to demonstrate their understanding by using multiple representations and the connections. Teachers will encourage students to find multiple pathways to a solution. Teachers will utilize formative assessments and progress monitoring to inform instruction. |

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 percent of 9-11 grade students met or exceeded standards on SFUSD Math benchmark test in fall 2015</td>
<td>The percentage of students who meet or exceed SBAC math standards will improve by at least six percent. Teachers will engage in weekly grade level/course planning meetings grounded in practice and reflection (i.e. lesson planning, analyzing student work, sharing classroom experiences, and revision). Students will engage in math tasks and lesson series that build on concepts and skills over time. Students will engage in math learning with the Standards for Mathematical Practices. A particular focus for this year will be on increasing student discourse (student lead whole class discussion; peer to peer interaction.) Students will collaborate in heterogeneous settings (class, groups, and/or pairs). Grade/course level teacher teams will use the SFUSD Core Curriculum units collaboratively to plan lessons. All students will participate in the SFUSD benchmark assessments. Teachers will score and analyze student thinking collaboratively.</td>
<td>SFIHS staff will identify a core group of 11th grade students to participate in a Math Literacy elective class. Students will engage in the learning math by talking and doing math problems in small groups or pairs. In addition to ongoing formative assessment, teachers will encourage students to self-assess and engage in peer assessment. Teachers will provide students with adequate time to make sense of problems, without step-by-step instruction, and to persevere while solving problems. Teachers will provide space for students to make mistakes and learn from them. Teachers will continue to use structured language practice and encourage students to make meaning through sentence starters, sentence frames, etc. Teachers will encourage students to demonstrate their understanding by using multiple representations and the connections. Teachers will utilize formative assessments and progress monitoring to inform instruction. Teachers will frequently use exit tickets and other informal assessments to determine student understanding and progress. Exit tickets should inform how you give feedback to students (i.e. written feedback, in class discussions, etc.) about what students know and connecting to what they still need to learn.</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 percentage of students who meet or exceed SBAC math standards will improve by at least six percent. Teachers will utilize formative assessments and progress monitoring to inform instruction.</td>
<td>The percentage of students who meet or exceed SFUSD math standards will improve by at least six percent.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
Latino students, particularly students with interrupted formal education (SIFE) perform lower on standardized test scores and qualitative measures. SFUSD does not disaggregate data for SIFEs. September 2016 update: - The number Latino students who scored proficient on SBAC ELA increased by 276 percent (6.3% to 23.7%) - The number Latino students who scored proficient on SBAC math decreased by 10 percent (3.2% to 0%) - The suspension rate for Latino students decreased by 81 percent (8% to 1.5%) - The number of Latino students receiving referrals decreased by 86 percent (491 to 165). - The four-year cohort graduation rate for Latino students increased by 86 percent (27.6% to 51.4%).

**English Language Development (ELD)**

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

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

### Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)

In a narrative, describe what your analysis of the data says about your school.

WASC Ch.2

### Based on the analysis of the results, what are your targets/performance goals?

- 100 percent of students will demonstrate improvement on the CELDT.
- SFHIS will improve the four-year redesignation rate (2014 baseline: 23.4 percent) • On average, students will improve by 135 standard scale points on the CELDT (2014 baseline 122) • 60 percent of students will improve at least one proficiency level on CELDT (2014 baseline 48%) • 30 percent of students will achieve proficiency (early advanced/advanced) on the CELDT (2014 baseline 22 percent)

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

- Continued progress monitoring, alignment between holistic CELDT standards (reading, writing, speaking, listening) and CCSS. • Teachers will use a reading inventory or progress monitoring tool to track literacy development over time. • Students with interrupted formal education (SIFE) will receive additional literacy support through a literacy elective class. • Teachers will include supplemental instruction in addition to the core that supports literacy and/or English language development • Increase staff capacity regarding differentiated instruction • Identify SIFE and unaccompanied minors earlier and more efficiently • Increase support of wrap-around services and teacher training to serve SIFE, students with IEPs, and unaccompanied minors • Increase use of inclusive practices for all Special Education Students and a multi-tiered Response to Intervention (RTI) model for all students

### 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?**

- Increase the alignment of content, language, and skills for 9-12. • Increase the use of formative assessments to inform day-to-day curriculum and instruction. • Increase the rigor and alignment of the content in portfolios 9-12.

**What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?**

WASC Ch.5

- Focus our professional development on the alignment of content, language and skills. Discuss the use of formative assessment of that content, language and skills to inform day-to-day curriculum and instruction. • Provide time for teachers to implement and reflect on tools that they created as part of this year's differentiation-focused PD. • Provide time for teachers to reflect on the rigor and alignment of portfolios.
Language and literacy are central to the curricula in science, history, art, and health. Students work to achieve both content and language objectives in each of these classes every day. In science and history, students work on authentic projects and engage in experiential learning. In students’ summative portfolio assessments, they explain content that they learned in their subject areas. Students are not assessed methodically on content, language, and skills that build from one grade level to the next. Also, the curriculum and instruction that students engage with is not usually modified based on data from the previous day’s formative assessments. Students are sometimes using the tools that teachers made in working groups during this year’s differentiation-focused PD. September 2016 update: All subject area teachers have engaged in vertical alignment by grade level during Fall 2016.

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### College and Career Readiness

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Increase UC applications to 50 percent (2016: 24%, 2015: 48%) • Increase CSU applications to 90 percent (2016: 82%, 2015: 77%) • Increase percentage of “proficient” students on CELDT to 20 percent (2015: 11%, 2014: 11%) • Increase percentage of SFIHS graduates who attend college • Increase percentage of “on track” students, particularly students with interrupted formal education (SIFE) • 100 percent of SFIHS graduates will enroll in college in the fall after graduation according to NSC data (2015: 75%) • Maintain high FAFSA/CalGrant completion rates (baseline 100%, currently the highest in SFUSD for three consecutive years) • Students will master study habits necessary to pass classes, apply for college, and succeed in college according to the English use and group-work behavior rubrics (no baseline) • 11th grade students will understand the requirements for high school graduation, develop a post-secondary plan, and understand the college application process, as measured by a College and Career pre/post survey.</td>
<td>• 11th and 12th grade curriculum dedicated to college readiness. • Identification of &quot;off track&quot; students and follow-up with targeted interventions. • Financial Aid workshops for families and students in the summer during and after school. Head Counselor trains adult volunteers for 30 minute and provides a checklist beforehand to help families ensure that everything is correct before they submit. • Senior seminar classes dedicated to all components of the college process, including financial aid, college application process, etc. • Continued support of current and former students via the SPAN program</td>
</tr>
</tbody>
</table>
Preparation for college is a high priority at San Francisco International. Most of SFIHS’s families arrive in the United States without any prior knowledge about college, so we have a two-pronged mission: one, to inform students about the opportunities available with a college education and two, to support students as they set college and career goals and apply to colleges. In the eleventh and twelfth grades, students take college field trips to universities and community colleges. Each year, recent SFIHS alumni return for a panel discussion about their college experiences. During twelfth grade, the focus of advisory class is college; advisers help students make plans for after high school, apply to universities and community colleges, and apply for financial aid/scholarships. In order to educate parents, we hold an annual college information night, during which teachers present information about college choices, funding sources, and careers for families. A major source of support for twelfth graders is our college counselor who helps students make plans, complete applications, and register for tests and support programs. SFIHS has found that developing a career goal is a major motivating factor for students to learn about college. To help students set goals, each eleventh grader takes a College and Career class where they learn about different careers. Furthermore, all twelfth graders take an Internship class and have a job. Internship class helps students develop career interests, introduces the job interview process, and provides support for their mandatory internship. Each year, SFIHS staff organizes a SFIHS Career Day, during which all students engaged with guest speakers from different career fields. To support students in recognizing the connection between their work in high school and being ready for college, teachers regularly discuss and expect students to portray “college student characteristics”, which include responsibility, resourcefulness, honesty, and self-motivation. This expectation increases as students progress through the grades, with twelfth grade teachers regularly reminding students of “what a college student would do” or “what a college class would be like.” One aspect of our college-preparation program that needs improvement is student recognition of the connection between academic performance in high school and their future opportunities. Some younger SFIHS students seem unaware of the rigorous requirements for college admissions and standards for college-level work. As a school, SFIHS can better clarify to students that their high school experience lays the foundation for their post-secondary success. Baseline measures: SFIHS had a total of 71 seniors this year and 58 were eligible to apply to a 4-year college: 82 percent (58/71) of seniors applied to CSU 24 percent (17/71) of seniors applied to UC 23 percent (16/71) applied to private universities 99 percent (70/71) of seniors applied to CCSF 99 percent (70/71) of seniors completed FAFSA. This was the highest rate in SFUSD for the third consecutive year. 56 percent (40/71) of seniors submitted their “letter of intent” to colleges and said they will attend four-year college in the Fall. 44 percent (31/71) students said they will attend CCSF in the Fall September 2016 update: - According to the SQII analysis, four-year cohort graduation rates increased by 68 percent (41.3% to 69.2%) in 2015. - According to CDE data, 76 percent of SFIHS students graduated met UC/CSU eligibility criteria, compared to 60 percent of all SFUSD students. - The number of SFIHS students who took an AP test increased by 180 percent (10 to 28).
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?

SFIHS staff work together in professional learning communities. In addition to regular meetings with their planning partners, teachers work closely with cross-content teams who work with the same group of students. We will continue to align CCSS within content curriculum and provide scaffolds for our students.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in district sponsored Complex Instruction Professional Development groups as well as CCSS R&amp;D groups.</td>
<td>No additional resources required</td>
</tr>
<tr>
<td>Our 9/10 team and 11th grade ELA teacher already have common preps and collaborate on a weekly basis. Teacher collaboration is a cornerstone of our instructional model.</td>
<td>No additional resources needed</td>
</tr>
<tr>
<td>Three SFIHS instructional coaches and student support coordinator provide support for all SFIHS teachers, particularly new teachers.</td>
<td>Continued funding of two instructional coaches and student support coordinator.</td>
</tr>
<tr>
<td>Teachers receive release time to do peer observations and provide feedback.</td>
<td>Sub days and extended hours for teachers to do peer observations, outside site visits, and peer coaching.</td>
</tr>
</tbody>
</table>
The special education program at SFIHS is unique. Unlike other schools, we are typically the first school our students attend and therefore have been responsible for ensuring the proper identification and provision of services to students without the benefit of students' educational history. Many students are identified as students in need of special education assessment in the tenth or eleventh grade, when they have acquired sufficient English to display signs of learning differences. As a result, most students at SFIHS who receive special education services are 11th or 12th graders. All students with IEPs at SFIHS are included and supported in general education classrooms. Students with IEPs perform at similar levels on standardized tests (e.g. CELDT, SBAC), but attendance rates among our small special education population is significantly lower than the population as a whole (79 percent instructional time for students with IEPs compared to 90 percent of the overall population). The chronic absentee rate of students with IEPs is double that of SFIHS's overall population.

**Student Engagement/Attendance**

Attendance is an ongoing challenge for our school. We have examined the root causes of our students’ attendance struggles and have identified several barriers. First, a large percentage of our students work full time outside of school and many support their families financially and work late into the night. Second, our students come from all around San Francisco and other parts of the Bay Area. Student attendance rates have steadily declined from 95 percent in 2010-11 to 90 percent in 2014-2015. SFIHS’s chronic absentee rate was 23 percent in 2014-2015.

- Increase in attendance rates and credits earned, particularly for students with interrupted formal education and students with IEPs
- Decrease in the number of off-track students at all grade levels
- Increased outreach to families of chronically absent students at school and through home visits

**School Climate**

According to research, relational trust is the “glue” or the essential element to effective school improvement (Bryk, et al, 2010). Furthermore, “positive and sustained school climate is associated with and/or predictive of...student learning and achievement, increased graduation rates, and teacher retention” (Thapa, et al. 2012). Results of SFUSD student, parent and staff satisfaction surveys indicate that SFIHS has high levels of relational trust and positive school climate. SFIHS is committed to using restorative practices. The goal of behavior interventions is to make things right among stakeholders in our community, not to punish. Suspension is a last resort, used only for certain violent incidents, drug offenses, and other serious violations of California Ed Code. The feedback from students, parents, and staff on climate surveys are higher at SFIHS than at other SFUSD high schools. The number of suspensions and disciplinary referrals has reduced dramatically over the last year.

- Continued decrease in number of suspensions and disciplinary referrals
- Continued high scores on student, parent, and staff climate surveys
- Community circle prompts that are accessible to EL students
- Observation of Monday community circles and peer-led circles
- Implementation of structures, norms, and curriculum that reinforce school values and norms
- Continued use of restorative practices and discipline
- Collaboration between teachers and student support teams via the Student Support Liaisons and Student Support Coordinator
Parent-School Communities Ties

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

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

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

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

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td>• Increase participation at family events and meetings, outreach in native language by phone, email and mail. • Increase ways for families to communicate with the school • Increase in response rate and scores for CORE parent survey</td>
<td>• Increase outreach to families via phone, email, and flyers. • Develop partnerships with Wellness and CBOs to do additional family outreach • Expand recruitment efforts ensure a diverse student body and staff • Increase access so all families have a voice in our school community • Build staff capacity to do direct outreach with families. • Consider funding community walks in future years.</td>
</tr>
<tr>
<td><strong>Who you are reaching/missing (And how you know…)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SFIHS utilizes a range of structures to both receive and analyze feedback from parents and to share student information with parents. On-site events like Back to School Night and Family Day, held annually, and School Site Council meetings, held regularly during the school year, provide person-to-person interaction between family members and school staff. School Site Council meetings are an especially effective venue for parent involvement, allowing a space for parents to discuss and vote on issues ranging from budget management to yearly focus. Translation is present at these on-site events whenever possible. Phone calls home are frequent, again in native language whenever possible. Many times these phone calls turn into invitations for the parent to attend a meeting with the students’ teachers and/or principal and the student. Sometimes these meetings develop into SSTs, and always these meetings conclude with action plans that are translated for the parent. Teams of teachers often invite parents in to discuss their student's progress and brainstorm ways to collectively support the student. The students’ advisor is usually the main point of contact with the parent. SFIHS sends mail to parents for the purposes of sharing information and for gathering feedback. Notes home are common both as informal positive notes from teachers and as more formal notes from the school regarding attendance, school calendar, etc. In terms of gathering feedback, parents receive native language parent surveys from both SFUSD and SFIHS. The SFUSD surveys ask questions about equity, accountability and achievement, and the results of the surveys are shared with staff at PD meetings. The internal survey was developed by members of the School Site Council. The biggest struggles with parent involvement involve accessibility. Barriers to involvement such as work and family obligations, unfamiliarity with the US school system, and no computer/Internet availability make it difficult to reach and be reached by all parents. Some next steps for overcoming these barriers are engaging in more telephone and email outreach in native language (including the utilization of Robocall software) and hosting additional family events. September 2016: - 237 parents participated in a family survey about school climate. In all four areas of the survey (support for academic learning; knowledge and fairness of discipline, rules, norms; safety; and sense of belonging), the percentage of SFIHS families who responded favorably was significantly higher than all SFIHS high schools. The average score for SFIHS families was between 96 and 98 percent favorable in the four categories.
### 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 = 450**

While we have a small number of students who are officially classified as students with IEPs, our services for special education students and students with an interrupted formal education (SIFE) are similar. These funds will be used for instructional and assessment materials for our RSP.

**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 = 109,014**

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

Because our school is 100% English language learners, all of our funding goes to support their needs. We focus on teacher collaboration for curriculum development and differentiation, training for teachers in language and literacy development, supplemental materials and supplies for scaffolded instruction, and meeting students academic and socio-emotional needs through the advisory program. In addition, these funds are used to support FTEs for English teacher positions, part of an academic counselor's FTE, as well as part of a case manager for our most struggling students.

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

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

**Allocation = 80,141**

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

Because our school is 97% students who qualify for free or reduced lunch, all of our funding goes to support their needs. We focus on small class sizes, teacher collaboration for curriculum development and differentiation, training for teachers, supplemental materials and supplies for students, and collaboration time for teachers to plan for meeting students academic and socio-emotional needs through the advisory program. In addition, these funds support a teacher and part of a case manager who focuses on support for our most high needs students.

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

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

**Allocation = 50,000**

*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?*

Because so many of our students come to us with an interrupted formal education, we will use these funds to support a paraprofessional in sections of a literacy support class for students who may not be readers or writers in their native language, and supplemental materials and supplies for these classes.

**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 = 85,625**

*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?*

Because so many of our students come to us with an interrupted formal education, we will use these funds to support sections of a literacy support class for students who may not be readers or writers in their native language, part of a paraprofessional salary, and supplemental materials and supplies for these classes.

**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)

**QEIA Carryover =**

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

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

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

**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>Support</th>
<th>FTE</th>
<th>Support</th>
<th>FTE</th>
<th>Support</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>1</td>
<td>Social Worker</td>
<td>0.5</td>
<td>Family Liaison</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>1</td>
<td>CHOW:</td>
<td></td>
<td>Elementary Advisor</td>
<td>2</td>
</tr>
<tr>
<td>IRF:</td>
<td>1</td>
<td>Literacy Coach</td>
<td></td>
<td>Academic Rtl Facilitator</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td>Other:</td>
<td></td>
<td>Hard To Staff</td>
<td></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) |
| ✔️ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ✔️ | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ✔️ | The school held two (2) community meetings prior to the completion of the school site plan. |
| ✔️ | 1. One meeting to gather input from the school community including all advisory committees. |
| ✔️ | 2. One meeting to present plan upon its completion before March 25, 2016. |
| ✔️ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/20/2016 |
| ✔️ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ✔️ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ✔️ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ✔️ | This school plan was adopted by the SSC on: 9/20/2016 |
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Kessler</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Ben Neumann</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Elizabeth De Rham</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Chris Maldonado</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Nicholas Chan</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Amanda Chui</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Rica Tirona</td>
<td>Student</td>
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</tr>
<tr>
<td>Vivan Ma</td>
<td>Student</td>
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<tr>
<td>Axel Estanislao</td>
<td>Student</td>
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<tr>
<td>Marleny Monterosso</td>
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<td>Carlos Tupul</td>
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<tr>
<td>Grimanesa Argueta</td>
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