Mission Statement: The Sanchez community is dedicated to developing students who are analytical, curious, and happy by providing a wide range of experiences and learning, guided by high expectations, student success, and equal opportunity for each student and their family. Sanchez Elementary School serves its students through either our Spanish Bilingual Pathway, or our English Language Development Pathway. Students are predominately Latino (79%), with 68% of students being identified as English Learners and 21.5% of students receiving the support of Special Education services. 78% of our students receive a free or reduced lunch. Sanchez teachers continue their work in adjusting teaching practices based on the Common Core State Standards, Next Generation Science Standards, and the new California English Language Development standards by maintaining a focus on academic discourse in all subjects. Students are encouraged to ask questions and seek answers, and teachers are working to align work in core subject areas with work in STEAM subject areas in the classrooms and in collaboration with enrichment teachers. Strengths Over the past 5 years we have seen a significant improvement in overall reading proficiency for students at Sanchez including English Learners. Our commitment to consistent implementation of Tier I instructional strategies, data-driven planning routines, opportunities for collaboration for teachers, and strategic use of Tier II and Tier III reading intervention has supported our growth in this area. Additionally, our analysis of use of instructional minutes and re-alignment of minutes to the school-wide goals resulted in a significant growth in math. The culture of data-driven decision making at our site, has resulted in improved student outcomes. Areas of Growth ACCESS / EQUITY We continue to be concerned about the gap between reading and other standards based assessment measures (including writing) and will continue to address this through an alignment of instructional practices in writing and continued professional development and instructional coaching in this area. This gap is widest for our students learning English as a second language, and in the coming school year, we will invest in professional development around designated and integrated ELD, focusing on scaffolding access to content for our EL students within core subject areas. Although we have seen great growth, math is another area for growth for us, and professional development, collaboration and strengthening our Tier I support for students in math including the opportunity for teachers to engage in lesson study around math will continue to guide our work for the coming year. Additionally, however, in this, year two of our strategic plan, we will invest in Tier II and III resources for our students with the support of our site-funded RTI specialist. We are especially concerned about the gap in achievement that exists between our students receiving special education students, our students learning English as a second language and the rest of our school population. Our grade level planning and data-driven inquiry cycles will focus on meeting the needs of these students. Additionally, the newly added site-funded RTI position will focus on in-classroom supports and modifications for “at risk” students and track the effectiveness of intervention to advocate for resources and appropriate supports for students. The coming year (2017-2018), equity and access for students with special needs will be driven by work that was started with the consultation of Stetson and the work through Step By Step. SSC funded enrichment teachers will play a vital role in including and providing opportunities for students with exceptional learning needs including high achieving students as well as students with disabilities. Collaboration time between teachers will include support for co-teaching and collaborative practices between special education and general education teaching staff. Co-teaching and inclusion opportunities will be driven by the support of our enrichment team, our commitment to whole-school implementation of Second Step curriculum and opportunities for English Learners with and without IEP’s. RELATIONSHIPS Our families and students are facing increased challenges given the current economic and social climate of San Francisco. We are concerned that our school is not currently a place where students, families and staff members feel valued, engaged and supported. This has resulted in a drastic increase in extreme student behavior, a decrease in parent participation and a decrease in all stakeholders’ feeling of safety on campus. We believe that investing in relationships with and an increase in services for families will result in a greater sense of community and belonging. We expect to see this have an impact on improved student behavior, attendance, increased parent presence on campus, and an overall more positive tone. During the 2016-2017 school year, we made significant gains toward building a more proactive approach to supporting students and families. We engaged in trauma informed practices as a school wide, we committed to bi-weekly community circles, adopted MOSAIC as a school wide diversity curriculum, and opened a school wide wellness center. We have seen students and teachers focus on “readiness” for learning and addressing self-monitoring of readiness. We have re-committed to Restorative Practices as an approach to teaching students the pro-social skills they will need and supporting a safe and positive school culture. This year we will build on this work with the support of our Family Liaison, our partnership with Mission Graduates, and our newly funded R70 Community Liaison position. We will increase and improve communication between the school and home with the support of administration and these key staff members, and track participation throughout the year in order to tailor and target our outreach to a diverse and representative group of families. Key Strategies As we adjust our Balanced Score Card, we are continuing our focus on academic discourse while looking into new ways to support emerging English Language Learners, students receiving special education services, and engage and respond to the needs of the students, families and community we serve. ACADEMIC Key Strategies: - Readers’ and Writers’ Workshop - Comprehensive Approach to Literacy - Integrated ELD (GLAD) - Designated ELD framework - Guided Reading - Tier II and Tier III Literacy Intervention SOCIAL-EMOTIONAL / CULTURE-CLIMATE Key Strategies: - Parents as Partners Week - Schoolwide PBIS Structures - Trauma Informed Practices - MOSAIC - Second Step Curriculum with Tier II Bounce Back - Partnership with ACCESS Institute
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**Supplemental Reference Documents**

- [Vision 2025 Graduate Profile](#)
- SFUSD’s 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

**Transform Learning, Transform Lives** is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of **Transform Learning, Transform Lives**, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

These requirements include:

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

**BSC Development Checklist**
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the **2016-18 School Site Folder** found on the “School Balanced Score Card” page **by March 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.sfsud.edu/dept/roa/aao/DataDisk/default.aspx](https://district.sfsud.edu/dept/roa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

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

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

**Contents**

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

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

**Contents**

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

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

**Contents**

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

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Sanchez will decrease the gap between % of students meeting and exceeding GL expectations on F and P and other standardized literacy measures through: -Increased student performance on RI -Increased student performance on RIA IDA benchmark assessments -80% of students will meet or exceed GL expectations on F and P -Those 20% of students not meeting GL expectations (on F and P) will achieve accelerated growth targets at each benchmark leading to 1.25 or more years of growth in a year</td>
<td>Continue and deepen the work around key practices: Readers’ and Writers’ Workshop Comprehensive Approach to Literacy Guided Reading Continued weekly ROCl and Grade Level collaboration, Spiral Release Days and Data Release Days New school-wide focus on EMBEDDED ELD through the use of GLAD Strategies.</td>
</tr>
</tbody>
</table>

23.8% of students at Sanchez scored as proficient on SBAC 2015-2016. This represented a significant rate of growth for us. Our mid-year data review suggested that this rate of growth had continued into the 2016-2017 school year as measured by the Fountas & Pinnell reading progress made from the beginning to the middle of the year. Our Spring 2017 SBAC data, however, represented a dip in proficiency to 14.8 percent. Our most significant challenge from our language arts data analysis continues to be the inconsistency between F&P reading level data and other measures of proficiency in language arts including writing proficiency and more standards based measures (SBAC, RI and district IDA). We notice that as students’ reading levels increase, and we approach 80% overall school-wide proficiency in reading level, the gap between reading and writing skills grows.

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>We would like to see students reading below grade level as measured by F&amp;P accelerating progress toward grade-level reading proficiency. We would like to increase annual reading growth for students reading more than a year below grade level to 1.25 years, and students reading .25 to 1 year below to 1.5 years’ growth.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
While school-wide data reflects overall growth and acceleration, outcomes for students have been inconsistent. Students receiving site-based intervention have grown an average of .12 years from F&P reporting period 1 to 2. These students represent the students more than one year below grade level who are not receiving SAI minutes to support their reading level through an IEP: Students receiving intervention through our site-based relationship with Reading Partners have grown .24 years. These are the students who are between .25 and 1 year behind. Our data suggests that we need to adjust our programming for Tier III students requiring intervention.

**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 SIQI?

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

- Data related to our EL students suggests that while as a school we’re growing, the growth is not translated for improved outcomes for EL students. EL’s lag behind non-EL peers in terms of overall proficiency as well as rate of growth on standards-based measures (SBAC, writing tasks) even though F&P rates of proficiency are the same or exceed that of non-ELs. In addition, our EL re-designation rate is below average compared to CORE districts resulting in a higher percentage of LTELs. We notice that many students are becoming “stuck” at the Intermediate CELDT performance band due in large part to lagging skills in Reading and Writing subtests even when F&P data measures students as “on grade level” in English reading. This is consistent with our school-wide problem of practice. Students in our Bilteracy Language Pathway outperform district averages for students in Bilteracy Pathways across measures. They also outperform their EL peers in our ELD pathway. This is true even though the rate of chronic absenteeism is higher in the bilteracy pathway strand. We believe that access to primary language support and development of strengths in L1 has proven to contribute to our positive results for students in the bilteracy pathway.

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

- Our goal is to close the gap between EL students and non-ELs on Standards based measures (District Writing Task, SBAC) - increase SBAC proficiency for ELs from 11% (2015-2016) to 18% (goal for 2017-2018) - increase Writing Task Proficiency for ELs from 1.6% (Window 1 2016-2017) to 6% (Window 3 2017-2018)

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

- Above Tier II interventions will support the progress of target subgroup as well as the following specific interventions: - Address the specific needs of Newcomers and LTELs strategically as part of our intervention plan (strategic and specific goal of MTSS supporting ARTIF). - Support coaching of teachers / support for planning differentiation by site-funded pre-referral / case management position and IRF (MTSS supported) - Increase structures to support "strand alike" planning opportunities to address support for ELs specific to the EL language pathway - Focus on improvement of routines / structures related to Designated ELDs - Participate in PD / whole-school learning around Integrated ELD using GLAD strategies to increase access to complex tasks and text in content areas - Continue to refine implementation of our site’s move toward more inclusive practices by including SpEd teachers in grade level planning / release structures

### 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**
As a school we saw significant growth for in mathematics achievement in the 2015-2016 school year. Overall achievement in math as measured by 2016 SBAC was 27%. SBAC math proficiency in 2017 dropped significantly to 15.1%. Efforts we made to align long-term unit planning and invest in “previewing” a unit as a grade level team before launching had been proven effective in helping teams identify supplemental lessons and materials appropriate to their groups. Our shift in focus in the 2016-2017 school year to address social-emotional learning and readiness in classrooms may have contributed to the dip in achievement in math. There continues to be a significant gap between skills measured on “benchmark” assessments and “math tasks”. Students are demonstrating proficiency as measured by math tasks at a significantly higher rate. 34.5% on tasks as compared to 12.7% on benchmark assessments (during assessment window 1). As we have worked to help students deconstruct and access task-centric problems, we have not seen the skills generalize to computational or more procedural level math skills. This is a continued area of work for us.

Students will continue to increase in overall proficiency (from 15% to 30% on SBAC) measured by district benchmarks as well as SBAC proficiency for 3-5th graders. Students will demonstrate skills and knowledge across assessment formats and demonstrate an increased proficiency in number-sense related standards and grade-level computation skills as evidenced by a closing of the gap between math task proficiency and district benchmark measured proficiency.

Grade level planning and collaboration will include support for backwards mapping standards and developing internal formative assessment measures to make instructional adjustments within the unit/spiral. School-wide participation in lesson study as a primary means of PD delivery will leverage on-site math teacher leadership and re-focus teaching staff on best practices in math 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 RII Facilitator, please articulate how that staff will be utilized in pursuit of those goals?**

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics- Interventions</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>Site-based intervention has focused on literacy and not math in the past. Teachers use small group instruction around specific skills in order to differentiate to meet the needs of struggling students.</td>
<td>Students currently performing as &quot;far below&quot; grade level expectations will accelerate progress toward grade level standards by moving up more than one achievement band as measured by internal district measures (IAB) for K-3 and SBAC for 4-5.</td>
<td>Site-funded pre-referral / case management personnel will support teachers with struggling students in math, and design and implement number-sense related &quot;boot camp&quot; to help close the gap for students. Site will explore technology resources related to development of math computational and fluency skills to support number sense and access to math problem solving at grade level.</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>Gap between EL students and non-EL students is significantly less in mathematics than in English language arts (about 5% as measured by SBAC). The gap is larger on math tasks (with a greater demand on embedded language).</td>
<td>EL students will accelerate progress at a rate equal to (or exceeding) the rate of progress of non-EL students. EL students will close the gap between math benchmark and math milestone tasks (language embedded tasks) to a rate equivalent to or less than that of non-English Learners.</td>
<td>Integrated ELD refinement will focus specifically on access to grade level content in mathematics for students learning English as a second language. PD will focus on use of “talk moves” during math instruction to allow students to practice academic and content-dependent language in context.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELS, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WASC Ch.5</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
EL students at Sanchez are not making progress on CELDT consistent with meeting reclassification requirements by 5th grade. We saw a significant drop (-44.8%) in our reclassification rate between 2015 and 2016. When we look at subtest scores, the majority of students who did not grow a level, were hindered by their progress in demonstrating proficiency in READING and WRITING subtests. This is consistent with our school-wide problem of practice related to demonstration of more discrete / standards based skills. Students in our biliteracy pathway strand outperform their EL peers in the general education (English) pathway including in the rate of reclassification. On SBAC in 2016, 7.7% of students from the General English strand scored as proficient on ELA, compared to 12.8% of student in the Spanish biliteracy pathway. In terms of CELDT growth, the rate for students in the BE pathway was 51.9% compared to 56.6% in the biliteracy pathway. The reclassification rate for students in the GE pathway was 0%, compared to 6% for students in the biliteracy pathway. As noted above, SBAC scores for EL students in English Language Arts (3rd - 5th graders) are significantly lower (almost 13%age points lower) than school total. Interestingly, however, ELs demonstrate reading proficiency (measured by F&P) at a rate equivalent to or higher than non-EL peers. This to us indicates an opportunity to adjust practice to support demonstration of proficiency in other ways.

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

College and Career Readiness

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

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

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

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

Elementary Schools

What is your plan for promoting college and career readiness?

This is an area of growth for us. Some improvements/goals are: - including “college pride” day in our annual spirit week - increased “school pride” fundraisers: T-shirt sale, bumper stickers - increased “career day” events - guest speakers, etc... (in class or school-wide assembly) - embed college / career opportunities for existing school-wide events (family literacy nights / STEAM fair) - Workshop on using K2C accounts - increased partnership with Mission Graduates for family / parent leadership development and advocacy

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?

Site-based LEAD team (Principal, IRF, Literacy Coach, RTI Specialist and ARTI Facilitator) with work in collaboration with Instructional Leadership Team to develop a PD structure for the year that will include: - staff meetings (2 x per month) - 4 hours of professional development supported by the Early Release structure (Thursdays) - weekly grade level meetings (ROCI) supported by enrichment teachers (1.5 - 2 hours weekly) - end of spiral data analysis (teacher + admin + IRF) supported by substitute release - an additional paid hour per month for teachers to work in PLC Structures for delivery of PD will include: - lesson study (in math in cooperation with the Master Teacher program) - opportunities for peer collaboration / peer observation structures - new teacher “boot camp” paid through Prop A and/or extended hours as necessary

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Frame the work of the year around RIGOR and students' access to grade level standards as it relates to growth mindset. - Clarify and restructure use of MTSS and site-funded support positions to ensure support for BOTH Academic and Social-Emotional / Culture-Climte needs in Tiers I, II and III - Use Prop A and extended hours to support involvement of ALL staff members (classified and certificated) in professional development opportunities related to PBIS - Invest in class size reduction at the upper grade level to eliminate 7/8 split class, and support student and teacher retention - Focus on integrated ELD to scaffold support to GRADE LEVEL content standards in both Language Arts and Math (using GLAD strategies) - Work toward integrating science and social studies into the core instruction in order to create opportunities for inquiry and project-based learning to support writing across the subject areas and generalization of skills - Create opportunities for strategic collaborations between teachers (grade-level partners, cross-grade level partners, strand teachers, same-level designated ELD teachers, etc..) to align practice - Focus on backwards mapping of grade level specific goals aligned with school-wide goals for all students</td>
<td>Prop A professional Development. MTSS: - Literacy Coach, IRF, ARTIF. - Site funded Extended Calendar hours - Afterschool, Title I, Site funds for ELL - Devote at least 80% of total contractual PD (and/or meeting time) to continuous cycles of improvement. - Each grade level team takes time to create a plan outlining their cycle goals (perhaps one per spiral or semester) including an area of focus (math, reading, or writing), EL supports, pre/post/formative assessments, work analysis and reflection.</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

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

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This year, each student in the SDC was placed in a “homeroom” classroom. Students participate in math (3-8th grade students) and specials (library, science, technology) with their homeroom classes. Students with disabilities make up a significant percentage of our school population (21.5%). Students with disabilities consistently underperform on formal and informal measures of academic achievement.

Increase student achievement for students with disabilities from 0% to 10% in ELA, and from 9% to 12% in MATH.

- Deepen our commitment to inclusive practices as a site by cohorting students with IEPs in GE classrooms and creating structures for co-teaching with members of the SpEd staff (SDC teachers and RSP teachers) - create intentional opportunities for collaboration between members of the the SpEd team on a regular basis - continue to offer weekly grade level release to SpEd teachers in collaboration with GE teaching partners to increase opportunities for curriculum alignment and co-teaching - support classroom level modifications / accommodations for all students (currently identified and “at risk”) students with coaching and planning support by our site funded RTI specialist.

**Student Engagement/Attendance**

Our rate of chronic absenteeism is high at 23%. Midyear data suggests that we are on-track for a slight improvement, but we continue to be concerned about our attendance rate. We notice that the rate is highest with students with disabilities, and worry that some of the chronic health conditions and medical needs of students in the SDC classes prevent regular attendance in the school.

We will reduce our rate of chronic absenteeism from 23% to 18%. The rate of chronic absenteeism for students with disabilities will reduce to more closely reflect the overall rate of the school.

- Include attendance data (chronic absenteeism and “at risk” for chronic absenteeism) in all data review cycles - continue monthly school-wide incentives / recognition for perfect attendance (class-wide and student level) - family liaison and attendance liaison conduct regular parent workshops about the importance of regular school attendance in elementary school (target K-1st grade students) - school nurse will work with parents / families of students in the SDC classes as well as teachers on the SpEd team to address the rate of absenteeism for students with significant medical needs - build capacity among teachers to make attendance related phone calls targeting at-risk students at regular periods (aligned with grade level data review)

**School Climate**

Survey data from Spring 2016, indicates that Sanchez students rate themselves as below the district average in all measured areas - Growth Mindset, Self-Efficacy, Self-Management and Social Awareness. In Growth Mindset, Social Awareness and Self-Management, students rated themselves more than 10% points below the elementary school rate. Cultural and Climate Survey Results indicate generally positive feelings about the school climate with the highest being in “Support for Academic learning” (94% family, 76% students and 85% staff) and the lowest in “Safety” (89% family, 49% students and 49% staff). The ratings in “Safety” by students and teachers especially compared to elementary school average was significant.

Target increase in Socio-emotional skills for students to accelerate towards District average. Target student and staff sense of safety. Increase to 60% students and 70% staff.

- Ensure that new staff members have access to Trauma Informed Practices training - use site-funded “wellness advisor” to support school-wide PBIS structures including student recognition, play skills, cafeteria systems / structures - target support for classrooms with high concentrations of students with significant needs (using support from wellness team) - Tier II / Tier III level systems for supporting challenging behavior will be aligned school-wide with the support of our site-funded RTI specialist - develop sustainable partnerships with community organizations to support on-site access to mental health services for students and families - PD for teachers to connect “growth mindset” with access to rigorous / standards aligned tasks and activities.

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>culture</th>
<th>What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current structures for family participation and involvement include: - additional early release week with the goal of creating partnerships between families and teachers - Back to School Night - district sponsored parent teacher conference weeks with incentives for 100% participation - 2 family literacy nights per year - monthly &quot;coffee with the principal&quot; related to a topic relevant to the month of the year - monthly SSC/ELAC meetings - Monday and Friday morning community circles with announcements for the week (Monday) and celebrations from the week (Friday) - Monthly awards assembly to recognize achievement, growth, citizenship and attendance - Winter Program / Performance - Annual &quot;May Dance Festival&quot; - First annual (2016-2017) Talent Show Participation is highest for our families in the literacy pathway track, and highest for Spanish speaking families. Participation is very high during parent-teacher conference week. As a school we meet with over 80% of families during this structured time. Family literacy nights were named by parents as very popular events.</td>
<td>Increase involvement of parents from backgrounds other than Spanish speaking Latino households. Increase opportunities for parent leadership including increasing activities of the site PTO. Increase opportunities for parents to participate in workshops related to topics of interest to parents. Refine systems for communicating about upcoming events with parents including written notification (monthly newsletter), a weekly &quot;reminder&quot; bulletin board, morning announcements in the Monday community circle, and weekly Sunday after noon call-outs (one early, one &quot;reminder&quot;). Develop a template for monthly communications with families from the front office to include dates for the month and a monthly message or theme. Hold three &quot;community meetings&quot; per year to share data and formalize structures for communicating school-wide strengths and needs throughout the year (rather than waiting for budget season). Refine the use of social media to maximize consistent communication with families and school-marketing to new and prospective families.</td>
</tr>
</tbody>
</table>
### SECTION IV: School Budget & Resource Priorities

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

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

<table>
<thead>
<tr>
<th>Special Education Weighted Student Formula (WSF-SpEd)</th>
<th>Allocation = $3,300</th>
</tr>
</thead>
<tbody>
<tr>
<td>These funds will focus specifically on increasing access to technology for students with disabilities on our campus including adaptive devices as well as software licenses.</td>
<td></td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
<th>Allocation = $69,669</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?</td>
</tr>
</tbody>
</table>

.5 funding for site based pre-referral / inclusion specialist to support classroom level modifications for “at-risk” students focusing on the needs of EL students ($49,000) split funding for 2nd K literacy pathway teacher to support enrollment strategy and growth plan for Sanchez (.0995) ($10,000) extended services days to support pre-service planning for deeper integrated ELD and GLAD strategies ($11,410.85)

#### 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

<table>
<thead>
<tr>
<th>Allocation =</th>
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</thead>
<tbody>
<tr>
<td>How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Allocation = $55,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
</tr>
</tbody>
</table>

Substitute days to support planning for differentiation and student-specific support ($5605.38) - release days for upper grade (3-5th grade) teachers to administer F&P - 3 times yearly release for data meetings with principal, teacher and IRF to reflect on practice and set goals to meet the needs of all target subgroups - release days for spiral planning and site-based ILT learning walks to implement instructional strategies to support school goals Funding to support technology upgrades for the site and software licenses to support differentiation during core subject areas ($3885.90) Funding to support partnerships with Reading Partners (for Tier II reading intervention) and Education Outside and Mission Science Workshops to increase access to inquiry based science enrichment ($44,834)

#### 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

<table>
<thead>
<tr>
<th>Allocation = $363,004</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your school site receives a TIIBG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?</td>
</tr>
</tbody>
</table>

.5 funding for ELD teacher to support class-size reduction in 4/5 ($48,000) .6 funding for enrichment teacher to support teacher collaboration and access to enrichment subjects to support student engagement ($58,000) 1.0 funding for technology integration specialist to support teacher collaboration and integration of technology during core subjects ($96,000) .5 funding for site based RTI specialist to support classroom level modifications for “at-risk” students ($49,000) 4600 funding for Americorp volunteer (increase of the allocation from School Health) to support Tier I PBIS and facilitation of site’s Mentor for Success program to support at-risk students ($8,000) 1.0 funding for classified Tier I PBIS support including support for playground and cafeteria systems, student recognition systems and push-in support for classrooms with high concentrations of students with significant needs ($53,000) funding for instructional supplies to augment classroom libraries to include books of interest and culturally-relevant current titles ($5,000) funding for upgrades to classroom furniture to support environment conducive to collaboration and increase in student talk ($6,000)
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 work related to either district priorities or school initiatives.

| Title I = $61,631 | (31500) |

How do you plan to use these funds?

.5 funding for Family Liaison to increase the MTSS allocation to full time to support family engagement including facilitating communication between school and home, developing parent leadership and supporting parent and family needs ($31,000) substitute days and additional hours for multidisciplinary teams (including enrichment teachers and SpEd teachers) to collaborate and plan specifically around the needs of target subgroups of students using data-driven inquiry protocols ($188,51) funding for instructional to support school-wide goals: word work resources for Spanish and English, guided reading books and classroom library books - Spanish materials will support building of literacy transfer from L1 to L2 as well as to build foundational skills in native language, library book budget will prioritize Spanish language texts ($21,254.01)

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 = $616

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.

Set aside for parent resource room, materials for parent workshops and meetings

Date your school's Parent Involvement Policy was reviewed by your School Site Council: 3/22/2017

Select the Bryk Essential that most aligns to the use of these funds:
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards = 

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"

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>.5</td>
<td></td>
<td>.5</td>
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<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>.75</td>
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<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
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<tbody>
<tr>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>X</td>
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<tr>
<th>Other:</th>
<th>Other:</th>
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</table>

Two to three high leverage strategies that will be accomplished:

KEY STRATEGIES - INSTRUCTIONAL FOCUS: students will have access to high quality, differentiated, and relevant instruction designed by collaborative and multi-disciplinary teams of teachers with an emphasis on scaffolding access to grade level content through the use of GLAD strategies in integrated ELD - SOCIO-EMOTIONAL FOCUS: social worker will focus on coordinating support for high needs students and collaborating with community-based mental health consultants to meet the needs of students with Tier II / Tier III level needs. Social worker will also coordinate the site wellness team in providing access to the site-based Wellness Center and teaching critical self-monitoring skills so that students are developing and internalizing strategies to support their social-emotional and ultimately their academic outcomes. - FAMILY ENGAGEMENT: Family Liaison will focus on increasing consistency of communication between school and families as well as providing a welcoming place for families where they feel included and heard. Elementary advisor will work with families in developing plans for regular student attendance and engagement in school. Both positions will focus on increased levels of parent leadership and presence on campus for all student groups (including groups in the minority at Sanchez).
### 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 24, 2017. |
| ✅ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 10/19/2017 |
| ✅ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ✅ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ✅ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ✅ | This school plan was adopted by the SSC on: 10/19/2017 |
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>Ann Marin</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Tony Lopez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Alma Jimenez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Eyad Abdel-Khaled</td>
<td>Teacher (Alternate)</td>
<td></td>
</tr>
<tr>
<td>Rayven Wray</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Karen Novelo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Julia Schorr-Sherer</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Susan Jassan</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>James Kennedy</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Fiona O’Shea</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer McCarlin</td>
<td>Other Staff Member</td>
<td></td>
</tr>
</tbody>
</table>