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

<table>
<thead>
<tr>
<th>School</th>
<th>Sherman Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Lisa Levin</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

Who We Are: Every student at Sherman receives differentiated instruction that pushes them academically and socially to achieve their highest potential. As a school, we will do this by implementing the Math and ELA California Common Core Standards and SFUSD Core Curriculum. Teachers deliver rigorous instruction that meets the needs of all students by providing differentiated instruction and scaffolds (as needed) for independence and academic growth. Students are engaged in problem solving and critical thinking in different content areas. School and Classroom Climate promote social and emotional development by building relationships, implementing a positive behavior system, and promoting restorative practices. All families and students feel appreciated and welcomed at Sherman Elementary School. "What We Learn Becomes A Part of Who We Are." Sherman is located in the Marina. Students come from a variety areas of the City including Treasure Island, Mission District and Bayview, Hunter's Point. Our student demographics include: 37.6% Socio-economically Disadvantaged; 11.2% SPED; 19 % ELLs. Sherman has an involved parent community and talented, experienced teachers who collaborate and maintain high expectations for all students. Areas of Success and Strength: Sherman implements Reading and Writing workshop school wide. Classroom environments provide rich opportunities for students to engage in meaningful, standards based Literacy instruction. Students read and write in a variety of genres throughout the year. Sherman teachers have participated in staff development with TCRWP Literacy coaches provide ongoing support and leadership in the implementation of effective strategies. The Sherman staff values collaboration and professional development- During common planning time teachers analyze student work and plan instruction to meet the variety of students academic needs. The Sherman community values inclusive practices and creating a school environment that nurtures all students interests and development. Areas of Challenge: Continue to develop a positive school climate for all students by implementing restorative practices and positive behavior systems. Provide services for students and families with social/ emotional needs. Increase parent engagement among our ELL and subgroups Decrease chronic absenteeism among our African American and Special education student populations Key Strategies: Identify students who need Tier 2 interventions in reading and writing; provide small group targeted instruction to ELLs and students who need acceleration Increase school safety and positive climate by implementing restorative practices and PBIS. Identifying and providing support for students with social/emotional needs Collaboration and school alignment in planning and implementing math instruction (SFUSD Core curriculum). Increase professional development opportunities in teaching mathematics and strategies for intervention.

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 metrics and targets used as part of the School Quality Improvement Index (SQII).

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 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.

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

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.
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></td>
<td>WASC Ch.2</td>
</tr>
<tr>
<td>Targets for 2016-2017: Maintain high percentage of students meeting or exceeding benchmark in K-2nd grades. Increase F&amp;P targets in 3rd-5th grades to 75-80% IWA and Writing Task: 60%-70% meeting or exceeding standards IAB: 100% participation in general education classrooms SBAC: 75%-proficient -decrease gaps within subgroups by 5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F&P assessments: EOY 2016 K-2nd grade:
88.7% of our students meet or exceed benchmark
Midyear 3rd-5th averaged 70% meeting or exceeding benchmark.
Kinder-1st grade students are demonstrating strong foundational literacy
skills through the balanced teaching model. As the text becomes more complex students need to be
taught strategies for vocabulary and inferential thinking. IAB ELA: 3rd grade 87%, 4th grade 84%
5th grade 86%
Writing: Midyear: Writing Task 41% meet or exceeded standards calibrate writing in
grade level teams and determine next steps. IWA: 50%
demonstrated proficiency ELLs struggled
with language conventions and vocabulary 3rd
grade opinion unit teacher will embed more text
based opinion writing. In writing workshop there
needs to be explicit mini-lessons on word choice
and sentence structure. We will develop mini-
lessons that address skills and strategies for word
choice and sentence structure.
SBAC ELA:
School wide 72% proficient 3rd grade 66%
proficient 4th grade 73% proficient 5th grade 68%
proficient. Continue to teach students to read,
respond and analyze and write a variety of text in
multiple genres through Balanced Literacy model.
Support and differentiate instruction by analyzing
student work and planning for tools and scaffolds
to support independence and teach small group
instruction.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts Intervention</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>
| F&P assessment data: Kinder; BOY 48% not yet meeting standard MOY 17% approaching
EOY: 8% not yet meeting standard 1st grade;
BOY 22% not meeting and approaching EOY
8% not meeting and approaching 2nd
grade;BOY 22% not meeting and approaching
EOY 12%not meeting and approaching 3rd
grade: BOY 30% not meeting and approaching
EOY 25%not meeting and approaching 4th
grade: BOY 33% not meeting and approaching
MOY 30% not meeting and approaching EOY
28% not meeting or approaching 5th grade;BOY
28% not meeting and approaching MOY 24%
not meeting and approaching EOY 20%
Not yet meeting or approaching Acceleration and
intervention at grades K-2nd is effective. Need
targeted support for grades 3rd-5th | Move 5-10% of students from Not yet at
Benchmark to Approaching during 2016-2017
school year Target intervention support for current
3rd grade Latino students (next year 4th graders) | Literacy coaches will facilitate grade level
planning each week with a focus on analysis
of data and student work. Teachers will plan
mini-lessons and small group instruction based
on data analysis and students needs.
Teachers plan units of study aligned to the
SFUSD Core Curriculum and spirals. Units
are revised based on student’s need and
analysis of data. Comprehensive Literacy
methods are used to support students literacy
instruction with an emphasis on shared
writing, reading workshop, writing workshop,
shared reading, close reading, word study and
interactive, instructional read aloud. Teachers
have opportunities to observe each other and
collaborate on implementing a variety of
strategies. Teachers plan literacy instruction
using a wide variety of genres; including
informational and literature. In grades 3rd-5th
students read from multiple genres including:
biography, historical fiction, informational,
social issues, mysteries, realistic fiction.
Students read independently and in book
clubs. Mini-lessons are rigorous, linked to the
CCS and SFUSD Core Curriculum and require
readers to think, and respond to their reading
All students are assessed 3 times a year
using F&P Students in grades K-1st and those
students needing acceleration will be
assessed more often to measure frequent
growth. Teachers in grades K-5th teach writing
workshop daily: Teachers plan writing units in
Narrative, Opinion/Argument, Informational,
Research and Response to Literature. Word
study is individualized based on words their
way assessments. Tier 1 interventions: Small
class sizes at 4th and 5th grade-class size
reduction class Students read at their
independent level for extended period of time
during the school day Students bring books
home to read independently for extended
periods of time. Students write in multiple
genres during the year. Guided reading,
interactive writing, shared writing small group
and conferencing is provided to students
requiring intervention in reading and writing.
Based on the analysis of the results, what are the specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQA?

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

**English Language Learners:** F&P: K-1st 80-90% at benchmark 2nd grade: 53% at benchmark IWA: average score 2.4 (lowest rubric organization and sentence structure) IAB 60% proficient SBAC ELA 29% proficient

*Increase the number of ELLs reading at Benchmark by 5% SBAC Increase number of ELLs proficient by 10% Increase students classroom participation -measured by classroom observations and report card comments.*

**Latino:** F&P: 2nd grade 60% at benchmark IWA: average score 2.2 (lowest rubric word choice, organization and sentence structure) SBAC ELA 25% proficient There is a significant discrepancy between the percentage of students proficient in reading and writing. We need to analyze student writing during units of study to determine specific skills and strategies

*Increase percent of students reading at benchmark to 65%-70% IWA average score 2.5 SBAC ELA 30% proficient Increase classroom participation and independence - measured by principal observation and report card comments. Provide engaging and culturally relevant books and text during RW Target students for Tier 2 and Tier 3 interventions*

**African American F&P:** 60% at benchmark IWA: average score 2.0 (lowest rubric word choice, organization and sentence structure) SBAC ELA 42% proficient SBAC

*F&P 65%-70% at benchmark IWA average score 2.5 SBAC ELA 45-50% proficient Increase classroom participation and independence - measured by principal observation and report card comments.*

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

**Teachers select ELLs as focal students in analysis of reading and writing- plan scaffolds and instruction to meet student’s needs. Target mini-lessons that address students language needs. Use oral rehearsal and interactive writing to promote Language structure. Provide students opportunities to read complex text closely. Heterogeneous partnerships during turn and talks Provide visuals, exemplars, sentence prompts, and vocabulary scaffolds during independence.**

**Teachers select Latino students in analysis of reading and writing- plan scaffolds and instruction to meet student’s needs. Target mini-lessons that address students language needs. Use oral rehearsal and interactive writing to promote Language structure. Provide students opportunities to read complex text closely. Heterogeneous partnerships during turn and talks Provide visuals, exemplars, sentence prompts, and vocabulary scaffolds during independence.**

**Teachers select AA students in analysis of reading and writing- plan scaffolds and instruction to meet student’s needs. Target mini-lessons that address students language needs. Use oral rehearsal and interactive writing to promote Language structure. Provide students opportunities to read complex text closely. Heterogeneous partnerships during turn and talks Provide visuals, exemplars, sentence prompts, and vocabulary scaffolds during independence.**

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### Mathematics Core Curriculum

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

**Based on the analysis of the results, what**
<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>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>2016-2017 SBAC 70% proficient Decrease the percent of students below standards in concepts and procedures to 25%-30% 100% participation in Math IAB</td>
<td>Teachers will use the SFUSD Math Core Curriculum that is built upon the Common Core State Standards. Each grade within the Core Curriculum maintains focuses that are described below: Kindergarten Instructional time focuses on: 1) using numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set, and eventually with equations. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. 2) Students describe their physical world using geometric ideas (e.g. shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. 1st Grade: Instructional time focuses on: 1) developing understanding of addition, subtraction and strategies for addition and subtraction within 20; 2) developing understanding of whole number relationships and place value, including grouping in tens and ones; 3) developing understanding of linear measurement and measuring lengths as iterating length units; 4) reasoning about attributes of, and composing and decomposing geometric shapes. 2nd Grade : Instructional time focuses on: 1) Extending understanding of base-ten notation; 2) Building fluency with addition and subtraction; 3) Using standard units of measure; and 4) Describing and analyzing shapes. 3rd Grade Instructional time focuses on four critical areas: 1) developing understanding of multiplication and division and strategies for multiplication and division within 100; 2) developing understanding of fractions, especially unit fractions (fractions with numerator 1) developing understanding of the structure of rectangular arrays and of area 4) describing and analyzing two-dimensional shapes. 4th Grade Instructional time focuses on: 1) generalizing and deepening understanding of place value, including using place value to understand multiplication and division as well as the relationship between them 2) understanding fraction equivalence, unit fractions, and operations with fractions 3) describing, analyzing, comparing, and classifying two dimensional shapes based on their properties. 5th Grade In grade 5, instructional time should focus on three critical areas: 1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); 2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and 3) developing understanding of volume Instruction Implement key strategies that are an integral part of the Math Core Curriculum: Math Talks, Three Read Protocol, and Participation Quiz or Group of the Math Core Curriculum: Focus on key strategies, such as developing understanding of volume, and analyzing two-dimensional shapes.</td>
</tr>
<tr>
<td>2014-2015 SBAC 64% proficient School wide-35% below standards in concepts and procedures 27% below standards in problem solving</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
<tr>
<td>3rd grade: 71% proficient 4th grade: 59% proficient 5th grade: 56.3% proficient Math IAB 2015-2016: 3rd grade 84% proficient 5th grade: 70% proficient 4th grade: 70.2% proficient 5th grade: 56.3% proficient 3rd grade: 74.1% proficient 4th grade: 64% proficient 5th grade: 66.5% proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Near, at or above standard 81%­84% Near, at or above standard 5th grade 70%</td>
<td></td>
<td></td>
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<tr>
<td>Teachers</td>
<td></td>
<td></td>
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<tr>
<td>Teachers administer the Math tasks and analyze results.</td>
<td></td>
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</tr>
</tbody>
</table>
Read Protocol, and Participation Quiz or Group work Feedback, Questioning strategies, and Re-engagement strategies. Students have opportunities to use math notebooks, math tools, manipulatives. Teachers assess students using the Math Milestone Tasks and Problem of the Month.

**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>Lowest performing sub-group IAB- Math 57% percent at, near or above standard SBAC Math 35% proficient SBAC Math increase to 47.2%</td>
<td>SBAC Math 40% proficient IAB Math 60%-65% proficient Increase student participation during math talks and problem solving as measured by classroom observations Increase students independence of math tasks as measured by classroom observations</td>
<td>Class size reduction in 4th and 5th grade Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, math games, manipulative, math tools. Provide opportunities for computational fluency and differentiation through math games, use of computer software.</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>African American: SBAC 43% proficient SBAC 2015-2016 64.7% proficient IAB 64% proficient</td>
<td>Increase percent of students proficient by 5%-10% in SBAC and IAB Increase student participation during math talks and problem solving as measured by classroom observations Increase students independence of math tasks as measured by classroom observations</td>
<td>Class size reduction in 4th and 5th grade. Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, math games, manipulative, math tools. Equity sticks for participation Analyze student work from subgroups during grade level planning meetings. Provide opportunities for computational fluency and differentiation through math games, use of computer software.</td>
</tr>
<tr>
<td>Students with Special Needs: SBAC 27% proficient SBAC 2015-2016 47.6% proficient IAB: 53% proficient</td>
<td>Increase student participation during math talks and problem solving as measured by classroom observations Increase students independence of math tasks as measured by classroom observations</td>
<td>Class size reduction in 4th and 5th grade. Implement modifications and non-embedded tools for SBAC and IAB assessments. Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, math games, manipulative, math tools. Equity sticks for participation Analyze student work from subgroups during grade level planning meetings. Provide opportunities for computational fluency and differentiation through math games, use of computer software.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
<td>Increase re designation rate for Latino ELLs by 5%-10% Reduce the number of long-term ELLs from 11 students to 8 students Increase the percent of Latino ELLs meeting CELDT criteria by 5%-10%</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
CELDT: school wide 45% met CELDT criteria. Latino is our lowest percentage of students meeting criteria at 38%. F&P: 58% meet or exceed grade level benchmark Redesignation rate in 47.6% Redesignation rate for SPED 9% Redesignation rate for Latino 16.7% IAB: ELA 60.9% Near, At or Above standard SBAC Math 27% proficient 2015-2016 45.8% proficient SBAC ELA 44% proficient 2015-2016 54.4% proficient

Designated ELD All ELLs receive at least 30 minutes of ELD instruction within language proficiency. Integrated ELD ELLs are engaged in collaborative discussions. Teachers establish structures and routines for academic conversations. Language conventions for conversation are explicitly taught. Use of Equity sticks to promote participation. Teacher targets ELLs when listening in to collaborative conversations Provide sentence frames, prompts, conversation starters, think/pair/share, extended wait time. Target small group instruction and conferencing on language structures and vocabulary. Teachers plan scaffolds that include: Building on student’s previous knowledge and experiences. Choosing and using text intentionally (close reading of complex text) Use of collaborative learning structures Ask questions that promote critical thinking and extended discourse Provide language models and support Promote elaborated responses to extend thinking and language Paraphrase what a student says and model language Connecting Language with Literacy and Content: Use close reading and shared reading methods to analyze text organization and grammatical features in text. Use shared and interactive writing to explicitly teach language structures, use of vocabulary and organizational structures of different writing genres. Focus on the language demands of texts Carefully sequence tasks to builds understanding and effective use of the language in texts

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. W ASC Ch.2</td>
<td>Ensure that all students have access to hands on science at least twice a week. Students use science notebooks to record scientific thinking. Provide students with regular opportunities to engage in science investigations that provide them opportunities to make claims and support with evidence.</td>
<td>Develop a school wide plan for Science-articulate content across grade levels. Collaborate with Education Outside to plan units linked to the NSS. Integrate science content within Reading and Writing Workshop units, PE and computer science. Teachers use the NSS to assist with planning their science.</td>
</tr>
</tbody>
</table>

5th grade STAR Science Assessment: 78% meet standards SBAC Research: 42% Above standard 47% At/Near standard IAB Research: 86% Near, At or Above standard

College and Career Readiness

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

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

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

**Narrative describing college going culture** (using indicators suggested above) WASC Ch.2

**What are your targets/goals?**

**What shifts will be required to achieve these goals?** WASC Ch.5

Elementary Schools

**What is your plan for promoting college and career readiness?**

Teachers promote college and career readiness by discussing and presenting different career tracks and college experiences. We will have a college and career day; parents will visit classrooms to talk about college and careers. Integrate and discuss various careers when studying core subject areas. When students are reading biographies discuss college and career of various people (current and past). Increase participation in the SFUSD African American Honor Roll event.
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?

Teachers have two release times during the week to meet in grade level teams to plan and receive PD in Literacy and Math. When teachers are meeting to plan: students will be receiving art, library, PE and/or computer lab. Grade level planning will be facilitated by Literacy coaches and Math leadership team members. Monthly Instructional and Climate/Culture leadership team meetings. PLCs or study groups to research a specific element of teaching and learning. Math leadership team will collaborate with District Math Team to structure ongoing PD Monthly staff meetings focused on Instructional Practices PD/ Monthly staff meetings focused on Climate and Social/Emotional PD Principal meets weekly with Literacy coaches to plan PD and discuss grade level collaboration and coaching cycles. Principal to meet regularly with Math leadership team to determine PD content, structures and facilitation.

<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>Two hours a week for grade levels to meet for collaborative learning and reflective practice. Literacy coaches and Math leadership team facilitate grade level planning meetings which include agendas, notes, and analysis of student work and data. Plan and facilitate a year-long PD sequence around Restorative Practices and Meeting students Social/Emotional needs. (Including trauma, Autism and de-escalation strategies) Plan and facilitate an ILT retreat in August to draft a PD plan for the year Plan and facilitate a Climate/Culture retreat in August to draft a PD plan for the year Para-professionals to attend PD in August and during parent/teacher conferences. Plan and facilitate a staff retreat for the first two days of service focused on Math, Literacy and Restorative Practices. Engage the ILT to plan and implement a peer observation system, walk throughs, and lab classrooms. Engage staff in PD on inclusive practices and PBIS Build staff capacity to utilize Google Docs in the writing process, supported with on-site, after-school training on Google Docs and Drive, using a district-provided module that will be delivered jointly by Technology Lead teacher and our ELA teacher-leader in September of 2016. Literacy coaches support teacher’s implementation of writing workshop and provide professional development in meeting the needs of different writers through effective strategies. Literacy Coaches will provide instructional coaching with an emphasis on strategies and tools that support diverse learners and subgroups.</td>
<td>Site budget PTA Prop A hours Grant to fund continued PD with TCRWP</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 (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

Students with Disabilities/ Promotion of Inclusive Practices: percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA,EL). Your community is called upon to consider SFUSD’s commitment to full
### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>11% of students identified as SPED. School wide implementation of inclusive practices. SPED staff attends grade level planning meetings and Professional development</td>
<td>Increase the attendance of SPED students. Increase LRE opportunities for students with moderate disabilities. Be mindful of referrals for SPED</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>Report card comments: 82% Listens attentively 88% works independently 89% meaningfully participates in classroom activities Chronic absenteeism 6% Lowest performing subgroup 26%</td>
<td>Report card comments increase to 90% for participates, listens and works independently Attendance: Reduce chronic absenteeism to: School wide: 5% Lowest performing subgroup: 20%</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>2014-2015 Climate Survey Results 7% of families completed the survey 86% of students completed survey On a scale of 1-5: Growth mindset 3.74 Self-efficacy 3.81 Self-management 4.28 Social Awareness 3.92 Knowledge of fairness of discipline, rules and norms: Family: 70% Students: 76% Staff: 51% Safety: Family: 64% Students: 68% Staff: 70% Sense of Belonging: Family: 83% Students: 82% Staff 60% 2015-2016 Climate Survey Results 189 families 27 Staff members 109 students Growth Mindset 60% Self Efficacy 62% Self-Management 75% Social Awareness 67% Knowledge of fairness of discipline, rules and norms: Family:95% Students: 76% Staff: 98% Safety: Family: 90% Students: 55% Staff: 80% Sense of Belonging: Family: 96% Students: 67% Staff 94%</td>
<td>Decrease the number of office referrals for physical and verbal altercations between students. Increase the percent of families participating in survey to 45% 100% of students complete survey Monthly CARE/SAP meetings facilitated by Social Worker Increase climate percentages by 10%</td>
</tr>
</tbody>
</table>

### 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>&lt;br&gt;Who you are reaching/missing (And how you know…)&lt;br&gt;Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)&lt;br&gt;Sherman has a strong and involved PTA&lt;br&gt;Parents attend school and classroom events&lt;br&gt;Publishing celebrations are well attended by families&lt;br&gt;Our school continues to draw the same group of parents to parent meetings.&lt;br&gt;We have limited interest in our stakeholder groups (ELAC, SSC)&lt;br&gt;Community Partnerships: Teachers College Reading and Writing Project Reading Partners After school Enrichment programs&lt;br&gt;Monthly ELAC meetings&lt;br&gt;Regular meetings with SPED parent group&lt;br&gt;Increase attendance at SSC and Community Meetings&lt;br&gt;100% parent participation at parent/teacher conferences&lt;br&gt;100% of parents have access to Shark net&lt;br&gt;Community partnerships that directly impact the social emotional learning of our students and meaningful involvement of our parents.&lt;br&gt;Increase community ties that support student engagement in academics; ie; after school enrichments, math mentors&lt;br&gt;Grant to support continued partnership with TCRWP.</td>
<td>Monthly ELAC meetings&lt;br&gt;Regular meetings with SPED parent group&lt;br&gt;Increase attendance at SSC and Community Meetings&lt;br&gt;100% parent participation at parent/teacher conferences&lt;br&gt;100% of parents have access to Shark net&lt;br&gt;Increase community partnerships that directly impact the social emotional learning of our students and meaningful involvement of our parents.&lt;br&gt;Increase community ties that support student engagement in academics; ie; after school enrichments, math mentors&lt;br&gt;Grant to support continued partnership with TCRWP.</td>
<td>1. Supporting Strong Relationships: Facilitate grade level meetings with families at the beginning of the year.&lt;br&gt;2. Facilitating Two-Way Communication: Provide multiple opportunities for families to provide input: Monthly principal talks, PTA meetings, SSC and ELAC Use parent surveys to receive ongoing feedback.&lt;br&gt;Ensure that all families receive school communication in primary language.&lt;br&gt;3. Linking to Learning: Provide opportunities for families to attend family learning nights and principal talks. Coordinate with community services connected to technology.&lt;br&gt;4. Valuing Diversity: Recognize school diversity by promoting events connected to diverse background of students. Provide opportunities for parents to meet in differentiated communities.&lt;br&gt;5. Speaking Up for Every Student: Empower families to be advocates for their own and other children, to ensure that students are treated fairly and have equitable access to learning opportunities.&lt;br&gt;Principal talks on the effects of trauma and inclusive practices.&lt;br&gt;6. Connecting Families to Community Resources: Increase partnerships with community resources and services.</td>
</tr>
</tbody>
</table>
# SECTION IV: School Budget & Resource Priorities

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

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

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

**Allocation = 2,150**

Instructional materials to support students with special needs. Sub release days to support new SPED teacher.

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 = 28,263**

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

Literacy coach to support instructional strategies for ELLs and provide intervention.

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

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

**Allocation =**

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

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

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

**Allocation =**

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

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

### Targeted Instruction Improvement Grant (TIIBG) 07940

**Allocation =**

*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?*

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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>31500</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How do you plan to use these funds?</strong></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)

### 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.

<table>
<thead>
<tr>
<th>Date your school’s Parent Involvement Policy was reviewed by your School Site Council:</th>
</tr>
</thead>
</table>

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) = 150,000

*How do you plan to use these funds to support your school-wide actions?*
Class size reduction teacher for 4th and 5th grades

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

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

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

Two to three high leverage strategies that will be accomplished:

- Facilitate SST and 504 meetings
- Coordinate community services for students and families
- Provide support and outreach for students and families with attendance issues
- Service students with social/emotional needs
- Support a positive and safe school climate
- Facilitate CARE/SAP team meetings
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:

1. The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. 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.
3. 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
4. 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.
5. 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.
6. 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.
7. 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: 9/22/2016
8. 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.
9. 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.
10. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
11. This school plan was adopted by the SSC on: 9/22/2016
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>Heather Rothert</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Lara DeCaro</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>John Kunze</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Frank Slacik</td>
<td>Community member</td>
<td></td>
</tr>
<tr>
<td>David Pascal</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Frances Trefny</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Frances Rabbitt</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Michelle Kishimoto</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>John Kwiatkowski</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lisa Levin</td>
<td>Principal</td>
<td></td>
</tr>
</tbody>
</table>