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

<table>
<thead>
<tr>
<th>School</th>
<th>Starr King Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Darlene E Martin</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

Starr King Elementary is a student centered and ethnically diverse community located atop Potrero Hill in the southeast corner of San Francisco. Our school offers four programs to incoming families: PreK, General Education, Mandarin Immersion and a Moderate-Severe Autism Specific Special Day Education Program which make up a student body of approximately 350 students. Our mission is that all members in the Starr King community (staff, students, parents, and community members) will have ownership in developing a safe, collaborative, inclusive and strength based learning environment for all students and families. We strive to work on one school united by three core values: commitment to academic excellence, recognizing students as individuals and fostering a diverse and compassionate community. We prepare our students to build bridges across cultures, act responsibly as earth's citizens and be stewards of our environment. We are successful in drawing a diverse group of student families to our school and have a strong volunteer program in assisting teachers and students in the classrooms. The faculty and staff members are committed to creating a safe, respectful and culturally diverse learning environment where all students achieve academic proficiency, social competency and emotional intelligence. Currently, we are working on narrowing the achievement gap in our English Learners and African American's academic progress. There is also a high need to servicing some of our students’ mental/emotional health to help them succeed in the learning process. Similarly, we continue to work on a culture of mutual respect and of understanding across programs and ethnic groups. We are challenged in reaching out to our general education and English Learner families to engage in the school’s activities and build partnerships in the students' school life. Our top priorities for the coming school years are in implementing a rigorous common core standards based English Language Arts and Mathematics curriculum, developing a literacy intervention support program, partnering with Seneca Mental Health to provide behavioral support for our students and connecting with our under represented parent population to engage them in the students' learning.

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). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

### What Has Changed?

<table>
<thead>
<tr>
<th>The School Data Profile section has been added</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

| The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression. | SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.). |

### Key Requirements

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

These requirements include:

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

### BSC Development Checklist

To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
1. **Balanced Score Card/ Single Plan for School Achievement**

- All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

2. **School Site Council Roster*, Signatures, Bylaws & Agendas**

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

3. **Budget**

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

4. **Title I Parent Involvement Policy***

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

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

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

Follow this [https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx](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. WASC Ch.2</td>
<td>Our targets/performance goal for our K-2 students is to increase their F &amp; P reading level by a minimum of one year's growth, with 90% of the students reading at their desired instructional and independent levels in their respective grade levels. Our target/performance goal for our grades 3-5 students is to increase their F &amp; P reading levels by a minimum of one year's growth, with 70% of the students reading at their desired instructional and independent levels in their respective grade levels. On the IAB district assessment, we will aim at a 10% increase and continue to meet or exceed the district average. On the writing tasks, we will aim at meeting the district average in the first year and 10% above in the second.</td>
<td>Teachers will continue to revise and implement the SFUSD common core curriculum spirals and writing units, including lesson plans that captivate the interests of all students in the classrooms. For students in the Mandarin Immersion program, ELs and students with IEPs, teachers will differentiate the core curriculum instructions so to make it accessible to these students. All teachers will implement the literacy workshop model by continuing to engage in reading and writing workshop PDs led by district teacher on special assignment (TSA) and site Instructional Reform Facilitator (IRF). Emphasis will be on interactive read-aloud, minilessons, guided reading, shared writing, independent writing and word study. Grade level planning time will be provided for teachers to create assessment rubrics, examine student work and analyze the various assessment results (F &amp; P, IWA, IBA, onsite data wall), revise lesson plans and create differentiated objectives for ELs and SPED students, do peer observations and receive coaching support throughout the school year and improve instructional effectiveness. At grades 3-5, students will all be assessed using F &amp; P, in addition to the SRI, to better diagnose learning needs and develop teaching plans. School will continue subscription of Reading A-Z and use other online applications to supplement students' literacy skills.</td>
</tr>
</tbody>
</table>

Our aggregate ELA achievement looks excellent; however, disaggregated data show the following subgroups need improvement: African Americans (AA), Hispanic, English Learners (ELs) and Special Education (SPED) students. According to the 2014-2015 School Quality Improvement Index SQII/Smarter Balance Assessment Consortium (SBAC) for grades 3-5 students, 55% of our students met/exceeded standards and placed at 10/10 index level, the highest possible. Our EL students also performed fairly well at 35% proficient, index level 8/10. The 2014-2015 administrations of K-2 Fountas/Pinnell (F&P) showed positive results. The percentages of students meeting or exceeding the grade level benchmark from beginning of the school year to midyear for kindergarteners showed a 30% increase, 1st graders -2% and 2nd graders -1%. Overall data for grades 1 and 2 indicated that 66.4% of the students met/exceeded benchmark, with a 1.4% growth rate. On the Scholastic Reading Inventory (SRI) taken at grades 3-5, the results showed positive growth in grades 3 and 4, and negative growth at grade 5. However, there is a large discrepancy in the number of students taking the SRI during beginning of the school year (121 students) and midyear (79 students), so these results may not tell the whole story for 5th grade. On the Interim Assessment Lab tasks IAB for grades 3-5, 38% of the students met/exceeded benchmark, with an acceleration rate of 16.4% which is above the district average. On the writing task for grades for grades 3-5, 21.4% of the students met/exceeded benchmark, 9% below the district average of 30%.

WASC Ch.2
**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>Examining our subgroup performance, it is clear that our AA students need extensive literacy support, especially in the K-2 level, so they are more equipped with the skills they need to perform well in the upper grades and the SBAC assessment. Mid year F &amp; P data showed that at the K level, students remained at 0% met/exceeded standards from the beginning of the school year. At grade 1, the growth is negligible, with 29% of the students met/exceeded at midyear to 28% met/exceeded at the beginning of the school year. At grade 2, there was an 8% regression from 50% of the students met/exceeded targets mid year to 58% met/exceeded targets in the beginning of the school year. Similarly, looking at the SBAC results for grades 3-5 students, 18% of our AA students met/exceeded targets compared to 76% of Asians, 81% white, and 35% of ELs met targets. Growth for this population remained flat in 2015-2016 with 16% of AA students meeting or exceeding expectations.</td>
<td>Target/performance goal for this subgroup is one year’s growth on the F &amp; P, 10% growth on SBAC assessments.</td>
<td>The IRF will guide teachers in implementing intervention strategies and provide targeted instruction for these students to increase literacy levels within the classrooms. Teachers will receive training on developing lessons and employing strategies for ELs to access content and achieve necessary literacy skills. Based on the reading data, the ARTIF will perform push in and/or pull out reading intervention groups aimed at increasing student’s reading and comprehension levels. Classroom paraprofessionals will be trained to assist students individually or in groups with reading and writing skills. Academic volunteers will be working with targeted students regularly to improve on reading skills.</td>
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**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-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>
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<tr>
<td>Examining our subgroups performance, it is clear that our AA students need extensive literacy support, especially in the K-2 level, so they are more equipped with the skills they need to perform well in the upper grades and the SBAC assessment. Mid year F &amp; P data showed that at the K level, students remained at 0% met/exceeded standards from the beginning of the school year. At grade 1, the growth is negligible, with 29% of the students met/exceeded at midyear to 28% met/exceeded at the beginning of the school year. At grade 2, there was an 8% regression from 50% of the students met/exceeded targets mid year to 58% met/exceeded targets in the beginning of the school year. Similarly, looking at the SBAC results for grades 3-5 students, 18% of our AA students met/exceeded targets compared to 76% of Asians, 81% white, and 35% of ELs met targets. Growth for this population remained flat in 2015-2016 with 16% of AA students meeting or exceeding expectations.</td>
<td>Target/performance goal for this subgroup is one year’s growth on the F &amp; P, 10% growth on SBAC assessments.</td>
<td>The IRF and ARTIF will develop intervention groups to provide highest level of reading support on a weekly basis to increase students’ levels. The ARTIF will instruct these groups and document on a weekly basis to identify growth and needs for more differentiated lessons. Classroom paraprofessionals, as well as academic volunteers will be working with targeted students daily/weekly to improve students’ reading skills.</td>
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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?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points</td>
<td>Target/performance goal for this subgroup is one year’s growth on the F &amp; P, 10% growth on SBAC assessments.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
Based on the analysis of the results, what are your targets/performance goals?

What interventions are required to ensure all students reach mastery?

**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</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
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</table>

The performance target for these groups is 10% improvement on SBAC overall and in all subgroups.

We will initiate an individualized learning plan (ILP) for focal group students and provide grade level planning time for teachers to analyze claim results for 2015-2016 SBAC. Focal students will be provided with differentiated lessons that emphasize concepts that our students who are scoring "nearly met standard" need. These differentiated lessons include the utilization of high interest common core aligned computer based math practice via Ten Marks. Teachers will also receive professional development on skill based small group instruction. When teachers facilitate skills/strategy groups, they will be able to pinpoint specific struggles students may be having in the moment and teachers will be able to provide scaffolds to support student learning. Additionally, a classroom practice that can raise our 3-5th grade students’ mathematical performance is ongoing formative assessment. Initializing classroom routines like “exit tickets”, or creating a poster that illustrates students’ thinking, can aid teachers in truly knowing where their students are prior to an assessment.

**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>School wide data showed that we have made significant gains in showing annual growth and attaining English Proficiency on the CA English Language Development Test CELDT. Seventy-one percent of our ELs gained at least one proficiency level compared to the target level 62%. Thirty-seven percent of our ELs attained English proficiency on CELDT compared to the target level 25.4%. However, for the few long term ELs at our school (5 years of more), they continued to lag behind and have not met the criteria to be reclassified. By subgroups, our Hispanics at 28.6%, Asian Americans at 43.8%, ELs at 36% and SPED at 25% meeting CELDT criteria, need additional support to increase their English skills in order to access the grade level core curriculum. We also have an increasing group of newcomers in our K-5 classes where special attention needs to be paid to them with English development while accessing the content instruction. Our ELs showed improvement in the F&amp;P results from the window 1 to window 2 periods: K increased by 25%, 1st grade by 7% and 2nd grade by 6%.</td>
<td>We will aim at increasing our EL students’ comprehensible input by 50% by using best practice instructional strategies in all classrooms. Our target/performance goals are to have our long term ELs be reclassified by the end of 5th grade, to increase our AMAO 1 by 10% to 81% and our AMAO 2 by 10%. To 47%.</td>
<td>We will ensure that all EL students receive a solid and meaningful 30 minute ELD instructional time to boost their English skills. Teachers will be trained on the new ELD standards, develop and implement lessons appropriate at the students’ English levels. PD time will be provided to build teachers’ capacity in embedding ELD standards within the ELA instructional block so that EL students continue to access the content and work on their English skills. Teachers will employ best practices (visuals, tonality, repetition, non-verbal gestures, kinesthetics, heterogeneous grouping, etc) to increase comprehensible input and provide language models for ELs to increase their comprehension skills. Teachers will utilize tech based applications such as Imagine Learning and Grammar Gallery to support individual learning at school and at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Subject Areas (Secondary Schools, optional for Elementary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Results - All Students</td>
</tr>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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>
</table>

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

Currently, we are a top saver school. We will continue to promote by hosting multiple K2C sessions during school sponsored events at each trimester, collect the forms from parents, connect parents to the K2C representative Annie to respond to inquiries and have our K-3 students go on the K2C sponsored field trips to visit the bank. Teachers will implement some of the lessons provided by K2C to promote college awareness. Providing leadership opportunities for students within the school to survey other students, gather student input into school site decision-making and providing student voice and advocacy to enhance leadership and interpersonal skills. Students are also provided the opportunity to participate in social emotional skills development and lessons within the classroom and outside the classroom in small groups. This opportunity provides students a deeper understanding of critical thinking skills, problems-solving and conflict resolution which is an integral part of college and career success. We will also host several college and career days.

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 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?

Academic Training - site based grade level ELA/math, workshop PD days in collaboration with Humanities TSA, IRF/Literacy coach -instructional rounds -classroom teacher peer observations -grade level meetings examining student work, lesson plans and objectives -data analysis meetings/reflections on next action steps -district offered ELA/math training -CLRP Behavioral Training -trauma informed, de-escalation techniques, district safety training, RP

<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>To further increase our teachers and staff's capacity in their instructional and social emotional effectiveness when working with the students, we will 1. Plan a retreat day for the ELA and Math IIT teams, administrators to identify and plan for PD sequence 2016-2017 2. Plan and facilitate a ELA/Math PD sequence for the school year for teachers and staff 3. Build in grade level teacher release/planning time as part of their teacher workday 4. Build in additional teacher prep time on a weekly basis 5. Develop assessment review and calibration PD time for the school year to revise lesson plans 6. Build teachers' and staff's capacity to utilize technology in communicating and collaborating with each other led the the onsite tech lead teacher- Google Docs and Drive to write curriculum, GMail, School Loop, Google Calendar, Doodle and EXCEL 7. Employ academic tutoring program Experience Core to perform ties II and III literacy interventions 8. Provide and engage all teachers and staff on positive behavior intervention strategies PBIS at tiers I, II, III levels 9. Continue implementing social emotional learning curriculum SEL and community circles in all classrooms 10. Continue culturally and linguistically relevant pedagogy CLRP PLCs and empower teachers and staff on better understanding and working more successfully, with our ethnically and culturally diverse students 11. Increasing student attendance from our chronic and truant student group 12. Increase participation from our hard to reach families (mainly AA and EL student families)</td>
<td>The resources that will help achieve these plans are from 1-5 MTSS IRF, ARTIF, AP, our site teacher leadership teams, site funded release days, including Title I funding, additional funding for PE instructor 6 Onsite tech lead teacher, onsite PD time, extended hours, Prop A hours 7 Academic Experience Core, site funding and parent/community volunteers 8-10 Our site based Seneca support team, social worker, Pupil Services, Office of Equity &amp; Access, site provided PD times within the workday and site funded release time/extended hours focusing on safety care training and de-escalation, restorative practices and trauma informed practices. Staff will be provided both on-site and off-site training and consultation with support staff including but not limited to school social worker, pupil services coach, Seneca support team and other community based organizations. 11-12 Social worker, district’s attendance and family engagement support personnel, Portero Hill and YMCA CBOs with their education liaison and funding from the HOPE grant will provide targeted interventions through identification of students in SART meeting. Students with chronic attendance concerns will be provided tier 2-3 interventions including walking school bus pick up from Starr King support staff, weekly student attendance group with personalized incentives and SST and/or SART meetings with parentsAP, IRF/Literacy coach/ ARTIF will plan and facilitate PDs</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 inclusion and increased expectations for students with disabilities.

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

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

### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Measure individual goals IEP’s, 504 and SST process with teacher, staff and parent input</td>
<td>Students identified through SST, 504 or IEP process</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>Our overall attendance rate comparing Feb 2015 to Feb 2016, showed a slight drop from 94.36% to 94%. There are some improvements in the numbers of students attending school from our truant student pool.</td>
<td>We will work on improving the school wide overall by 1% and the subgroups by 10%</td>
</tr>
<tr>
<td>School Climate</td>
<td>We have seen a 75% decrease in student behaviors resulting in a CORF since our peak in October. Over that same time we have seen a 57% decrease in visits to the wellness center. With that said, in our most recent months measured (Nov &amp; Dec), behaviors by African American students are accounting for a percentage of total CORFs at a disproportionate proportion to their percentage of the population. Observations suggest this has not been changing significantly from month to month</td>
<td>All students, with a particular emphasis on students disproportionately represented in exclusionary discipline (African American students).</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.

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>All students, with a particular emphasis on students disproportionately represented in exclusionary discipline (African American students).</td>
<td>We want to increase the participation of parents in our General Education strand within formal school groups (SSC, PTA etc) and at informational or celebratory events. We will increase participation of our underserved student family populations (AAs, Pacific Islanders and ELs) attending school events by 20%.</td>
</tr>
</tbody>
</table>

We want to increase the participation of parents in our General Education strand within formal school groups (SSC, PTA etc) and at informational or celebratory events. We will increase participation of our underserved student family populations (AAs, Pacific Islanders and ELs) attending school events by 20%.
The pattern persists that our highly active parents are white and some Asian American families mainly in the MI program; PTA meetings and most school events are predominated attended by these parents. Our missed opportunities are our AAAs, Pacific Islanders, Latinos and EL families. Even though the school has sponsored some activities such as the Aptos visit, community literacy fair and family breakfast, the turn out has been low. There is a disconnect among the underrepresented families whom we need to reach so to support their voice and students’ instruction and sense of well-being at the school. We have had several attendance gatherings but were able to attract under 10 families. Additionally, we see minimal (1-2) families from our General Education strand regularly participating in PTA meetings. Family presence at the school is not representative of the diversity of our student and family populations.

Engagement strategies we will employ include creating affinity groups, and utilizing interpretation equipment to increase the school’s ability to help families access community resources, organizing student recognition events/achievement, attendance awards assemblies, open house, family fun nights, etc, partnering with CBOs - PHSC YMCA, Ed and parent liaison in sponsoring community events. Attendance will be taken at all events to see patterns of attendance.
### 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 | 3,650 |

This funding will be used to purchase instructional supplies for our students with special needs, including specialized materials and technology identified to increase our students’ language achievement, as well as social emotional development in the moderate-severe autistic special day and the inclusion programs.

**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 | 27,896 |

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

The funding will be used into the following ways: Postage-$500 After school EL tutoring - $20,000 Purchase of instructional materials - $5,000 Promote more active family engagement - $2,396 The ELAC members have proposed the three areas based on previous years’ success of seeing our EL students’ growth in their English skills as a result of the additional hours of tutoring performed by onsite teachers and staff members. Additional instructional materials for ELs are also a need as we continue to build up reading materials that match our EL students’ levels. Last, the need to host and actively seek EL parent engagement has always been a challenge and we connecting this work with the CBOs by hosting social events and workshops that will draw the parents to school and purchasing interpretation equipment to more actively engage families in their first language.

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

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

| Allocation | 0 |

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

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

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

| Allocation | 15,000 |

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

The funding will be used to contract Aspiranet/Experience Core and provide additional individual and small group literacy support for our EL and at-risk students - $10,000 Purchase tech based instructional materials and equipment such as Access Kits for newcomer students to engage and focus students’ learning in ELA and math during instructional time - $2000 Provide local field trips to expose students to practical applications of math and language such as Asian Art Museum storytelling, Giants Geometry and Mission Science workshop.$3,000

**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)

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

| Allocation | 173,628 |

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

The funding will be used to Fund 1 classroom teacher at $94,928 Fund 1.2 Mandarin teacher at $18,985 Fund 1 paraprofessional to implement literacy interventions in the classrooms at $51,796 Release classroom teachers 3 times a year to assess students on F & P - $7,919

**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 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>Categorical Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I</strong> = 49,487</td>
</tr>
<tr>
<td>31500</td>
</tr>
</tbody>
</table>

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

The funding will be used to:  
- **Purchase tech based instructional materials and equipment to engage and focus students’ learning in ELA and math during instructional time** - $16,440.40  
- Ten Marks (Math) and Razz Kids (ELA) provide grade level teacher release PD planning times for at risk students - $9,999.91  
- Provide grade level teacher release days to develop Individualized Learning Plans - $4548.69  
- Provide stipends for teachers to perform committee work in developing curriculum and positive school climate initiatives - $18,000

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)

**1% Title I Parent Set Aside:** 498  
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.*

We will host and organize parent involvement activities as required - $489. This may include holding family breakfasts and nights in the parents’ native language, Spanish, Cantonese and Mandarin to encourage participation in all school-wide events throughout the school year. In addition, we will provide parent workshops on the new report card, understanding SBAC scores and how to assist students in reading while at home.

**Date** your school's Parent Involvement Policy was reviewed by your School Site Council: 3/22/2016

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

**Impact & Innovation Awards** = 0

**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:** 0  
*(For Middle Schools and PK-8 Schools as applicable)*

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

**Equity Grant** = 0  
*(as applicable 16-17)*

**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** = 0

**Select the Bryk Essential that most aligns to the use of these funds:**
<table>
<thead>
<tr>
<th>Other (PTA, external sources, School Quality Pairing/CoP work)</th>
</tr>
</thead>
</table>

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>Role</th>
<th>Social Worker</th>
<th>Nurse</th>
<th>Family Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>1.0</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td></td>
<td>0.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>Assistant Principal 1.0</td>
<td>PE 0.6</td>
<td>Librarian 0.6</td>
<td>VAPA 0.4</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Staff members will collaborate with site personnel in improving the school culture through PBIS (Positive Behavior Intervention Strategies) and students’ academic performance via more student centered and targeted instruction using the workshop model in ELA English Language Arts and math conversations. Assistant principal will partner with the principal in overseeing the school’s wellness center, positive discipline, coaching and program instruction to improve school climate. The IRF/literacy specialist/ARTIF will coach classroom teachers and work with tier 2 and 3 students who need in depth literacy and math interventions. The social worker, elementary advisor and family liaison will support students’ social skills, work with families to improve student attendance and engage families to be active members in the students’ education. They will also connect families to resources so to better support the whole family. The nurse will oversee students’ health/medical needs and educate students and families on healthy habits to prepare students for school. The PE instructor, librarians and VAPA artists will continue to provide physical, technology and arts instruction for students.
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) PTA |
| ✓ | 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. |
| ✓ | One meeting to gather input from the school community including all advisory committees. |
| ✓ | One meeting to present plan upon its completion before March 25, 2016. |
| ✓ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/22/2016 |
| ✓ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ✓ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ✓ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ✓ | This school plan was adopted by the SSC on: 3/22/2016 |
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>Bart Balocki</td>
<td>Member/Parent/Co-chair</td>
<td></td>
</tr>
<tr>
<td>Sandy Wan</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Katrina Grant</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Lujuana McKinnon</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Cathy Bellin</td>
<td>Member/SPED</td>
<td></td>
</tr>
<tr>
<td>Cheryl Liu</td>
<td>Member/MI Teacher</td>
<td></td>
</tr>
<tr>
<td>Christina Quiroz</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Darlene Martin</td>
<td>Member/Principal</td>
<td></td>
</tr>
</tbody>
</table>