2017-2018 Balanced Score Card:
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Sunnyside Elementary School</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Renee Marcy</td>
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</tbody>
</table>

SCHOOL VISION & CONTEXT

Sunnyside Elementary School is a warm, close K-5 community of close to 400 students that values diversity and strives to educate the whole child through rich, engaging experiences in the science, math, engineering and technology, and the arts. With critical thinking, citizenship, creativity, and well being, we support each child toward her or his greatest potential. Sunnyside welcomes a range of diverse families and students. The Sunnyside community includes sixteen general education classrooms and 2 classrooms for students with Moderate/Severe learning needs. Sunnyside fosters inclusive environments and true partnerships between its diverse students, families, and classrooms so that every child succeeds. The supportive and involved parent community enhances the dedicated work of teachers and staff. The Sunnyside teachers are dedicated. Sunnyside students' strong growth in reading and success in creating a welcoming culture is attributed to our work toward differentiating instruction, building authentic and enriching opportunities for teacher collaboration, and nurturing strong student relationships based in respect, safety and responsibility within an inclusive learning climate. As a team we embrace the shifts to the Common Core State Standards and working to implement the comprehensive approach to literacy with reading and writing workshop, guided reading, and word study. Teachers collaborate regularly to plan ELA spirals and engage students in the SFUSD mathematical curriculum’s rich and cognitively engaging tasks. The school-wide instructional emphasis is to build on students’ love of reading to elicit a deep love of writing and to support every student to become a proficient, expressive writer and thinker across content areas. Finally, Sunnyside teachers participate in continuous cycles of improvement toward improving instructional practices and ensuring access to quality instruction for each child. Sunnyside is a happy place that encourages artistic, musical, creative learners with an integration of the arts and promotion of digital literacy and coding experiences.
### 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 Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
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<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
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Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

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

- **SSC Roster** that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.

- **SSC Signatures** (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

- **SSC Bylaws**

- **SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.**

### 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEI/A, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

- All 2017-2018 Title I funds should be accounted for in the BSC

### 4. Title I Parent Involvement Policy

- All Title I schools have an SSC-approved *Parent Involvement Policy* (PIP) and *Home-School Compact* in their upload package
SECTION II: School Data Profile

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

Follow this (https://district.sfusd.edu/dpt/roa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

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

### Mid-Year Summary
(School-wide and sub-group performance in comparison to the district)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
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<tbody>
<tr>
<td>• Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td>• Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

### Contents

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

### English Learner Report 2016-17
(AMAO Trends and performance school-wide and pathway)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
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<tbody>
<tr>
<td>• Instructional Core: ELD</td>
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</table>

### Contents

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

### CORE SQLI Reports for 15-16
(SQLI Performance, definitions and thresholds)

<table>
<thead>
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<th>Strategies in Action</th>
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<td>• Instructional Core: ELA, ELD and Math</td>
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<td>• Student-Centered Learning Climate</td>
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<td>• College and Career Readiness</td>
</tr>
</tbody>
</table>

### Contents

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

### NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Support students as they transition from 3rd to 4th grade to continue rate of reading progress by expanding access to quality reading workshop strategy groups and project engagement with a school-wide focus on implementing strategy groups and conferencing in Reading and Writing Workshop. Support each grade level team to continue to accelerate growth for students in Reading, especially across subgroups. Expand student access to differentiated Tier I supports in reading across subgroups by implementing with fidelity reading workshop. Continue our progress toward planning and implementing with fidelity writing workshop. Support technology expansion for increased success in interfacing with computer-based reading assessments such as SRI and SBAC.</td>
<td>We will continue to make progress toward implementing with fidelity the comprehensive approach to literacy with reading and writing workshop so that growth continues to be accelerated across the school — refining the use of strategy groups and conferencing in writing workshop and differentiation. Further, our team will develop strategies to support students to refine their word study skills as we continue to shift toward developmental spelling in word study. Finally, supports for differentiation in Tier I to refine how students succeed with reading and writing across content — especially with mathematical reading of problems and responding and work with science.</td>
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</table>

**WASC Ch.5**
Sunnyside students continue to perform well in reading comprehension on average in K-2 according to F&P assessments. In 2015-17, more than 90% percent of our students in K-2 are proficient or higher, exceeding SFUSD average by just under 10%. Our school’s performance on the IWA demonstrates that continued work to improve writing is needed. In reading, the data does show that almost all of the growth acceleration is among white students, and thus we continue to have work to do as a team to provide access to Tier I strategies to subgroups of students to ensure ELA progress at high rates across all populations. Our school’s performance on the IWA demonstrates that continued work to improve writing is needed. The trend has been increasing over the last three years, however only 30% of our 3rd grade writers are proficient or above on IWA. Results of the IWA show a slight improvement overall in writing at 3rd grade again this year! While it is a different genre (information vs. opinion), we have seen our IWA go up from 2.4 in 2014-15 to 2.6 in 2015-16 to 2.8 in 2016-17. This bump in achievement on the Integrated Writing Assessment supports that our implementation of Writing Workshop is transferring to student writing. Further, while we continue to have room to grow our students’ growth as writers, all of our subgroups improved with the biggest growth among English Learner writers - from 1.5 in 2015-16 on IWA to 2.3 in 2016-17! We saw increases in our students’ proficiency across ELA in the SBAC, administered in 3rd - 5th, in April 2017. We need to continue our attention to technology and deepen our classroom strategies with differentiation and more robust instruction in the Common Core Standards. 57% of 3-5th graders were proficient or advanced in ELA up from 54% on SBAC, and assistance is needed for our Hispanic/Latino subgroup which dropped 10% on SBAC.

**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>Of the Tier II students that were provided support in 2016-17, several are still in need of intervention in the coming year to reach grade level, however there are new students and kindergarten students who are also not at grade level as they enter school. Our ARTIF grouped students and supported teachers so that most of these students reached benchmark last year, while other students were identified as needing support. We need to continue to provide supports with direct instruction in expanded flexible groups, such as guided reading, and conferencing in reading for developing writers and readers. Our 3rd grade writers are more proficient than the district overall on the IWA by 9%, but we have work to do with intervention for writing. We will continue to need the support of the ARTIF to target writing instruction to our students who are not proficient with 5 days a week of intervention in reading/writing through the conferencing strategy and guided reading.</td>
<td>Ensure that each teacher has reviewed the IEP’s at a Glance documents and student goals for each child with identified special needs in their classrooms. • Support teacher collaboration in support of student goals for students with IEPs • Implement guided reading with a dedicated schedule toward supporting all students toward mastery - 5 days a week, 3 days a week, or 2 days a week depending upon need • Continue to utilize RTI planning to target students with ARTIF support in guided reading 5 days a week with the Leveled Literacy Inventory kit – in 6-8 week intervention cycles. • School wide our goal is to increase access to teacher-to-student direct instruction daily with conferencing strategy in reading and writing workshop.</td>
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At the start of the year, provide release time for teachers to review the goals for students with IEPs with the RSP teachers. This will be part of the release day schedule in the early fall semester for each teacher. Our teachers are working to support students K-5 with strategic guided reading groups and conferencing strategy. We meet each trimester with release days to analyze our student’s data and plan for the coming units so that teachers can arrange their guided reading groups to align with the benchmark data as it is presented each trimester. Our ARTIF supports this work by maintaining and refining our data-tracking system for monitoring students’ reading fluency, comprehension, and decoding skills. The ARTIF supports some grade levels by providing guided reading to a few groups of students in Tier II. In addition, we will support the English Learners with targeted support just under 40% of the week with push in classroom support as well to target instruction in ELA. This role is especially important for direct instruction for kindergarteners to identify letter names and sounds and for these students to develop automaticity with high frequency word recognition. Further, teachers will set target classroom growth goals for each of these students who are not at grade level on Spring F&P results and Fall Reading Inventory and progress monitor these students bi-weekly in grade level meetings. We will partner with the Humanities Department to provide teacher professional development in conferencing strategies twice per month and support teachers to expand student-to-teacher direct instruction in the workshop model for intervention for students.

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

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

Our English Learners have made growth in writing on the IWA. A big jump from 1.5 to 2.3 on the assessment. Our students overall out perform our EL and low SES subgroups by significant margins and this continues to require are dedicated attention and focus for improvement. Our school performs 51% proficient on Reading Inventory, but only 14% of English Learners are proficient and only 30% of our students that are low SES. Furthermore, our Hispanic/Latino subgroup performance on the SBAC in 2017 dipped compared to rises across other subgroups.

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

Our goals are for every child in our subgroups, English Learners, our African American, and Hispanic subgroups, and our students in Low SES groups to be proficient readers on F&P, proficient writers, listeners, and speakers by the end of 2nd grade on the CELDT and teacher implemented writing genre assessments. In addition, we aim for our EL and students in low SES subgroups to increase the number that is proficient on the RI by 20% points by the end of 2018. By the end of 3rd grade, we aim for our subgroups named above to show an increase in writing proficiency on the IWA by 1.0 point Holistic score by the end of 2018. Finally, we intend to support our Hispanic/Latino students in critical reading and writing skills to reverse the trend toward increases in performance on the SBAC in 2018.

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

Special education team will meet with teachers in facilitated grade level collaboration to support students’ IEP goals. In addition, the RSP will participate on SAP and provide direct instruction in Leveled Literacy Intervention to additional students as directed by the ARTIF and trimester benchmark data. A specialist will provide the English Learners with targeted support just under 40% of the week with push in classroom support as well to target instruction in ELA. This role is especially important for direct instruction for English Learners in kindergarten and newcomers to identify letter names and sounds, so that these students to develop automaticity with high frequency word recognition. Finally, we will utilize focal student templates for data analysis in our bi-monthly data meetings with grade level teams around writing and reading.

### Mathematics Core Curriculum

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

### Analysis of Results Mathematics-All Students

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

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

Our goals are for every student to be proficient by 4th grade on state assessments and PARCC. We aim to increase our proficiency rates by 20% points by the end of 2018.

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

WASC Ch.5
Sunriside has made great strides toward implementing the Common Core State Standards in mathematics and the new SFUSD adopted curriculum, and while student performance is strong overall, more is needed to implement Tier I strategies across this content area. Student performance school wide on the Math Task assessment shows that students outperform the District by close to 20 percentage points with 72% proficient. While Sunriside students outperform SFUSD on average in mathematics for the 3rd -5th grade, performance on the SBAC and the IAB’s shows that we have work to do to support mastery of the content and mastery of the computer-based interface overall. Students’ scores increased to 58% percent overall and gains were seen with every subgroup except SES that remained the same. This still shows that we have growth to make toward school wide proficiency, but our strategies work toward improvement in this content area. Our performance overall matched the mid-year IAB performance which was 58% proficient. Teachers still report the challenges in keeping with the pacing guide and express need to understand more deeply how to support students’ conceptual development. We find a need for better assessments to determine math progress, and more is needed to support student and teacher development in mathematics and implementation of the scope and sequence in mathematics to hit key targets in the curriculum in time for the IAB.

Teachers continue to make great strides implementing with fidelity the Common Core Standards for Mathematical Practice. We aim to continue the refined use of the math tools such as math talks, three read protocol, and expand teacher development in collaborative learning and complex instruction. Further, teachers continue to need support in developing mathematical reasoning with students and in academic mathematical conversations. The strategy of providing student guidance and roles in collaborative group work and collaborative group work feedback is developing. We will introduce a Math’s Science Coach to support teacher development of complex instruction and group work feedback strategies aligned with academic conversations in order to increase student access to complex and rigorous math tasks during day-to-day instruction and more robust student response in writing to describe their thinking in mathematics, especially in support of our EL students.

**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>
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<tbody>
<tr>
<td>On SBAC, mentioned above, our gains brought is to only 58% of students are proficient. On Math Task assessments 28% of students demonstrate struggles with certain mathematical skills. There is a need to align our work K-5 so that teachers are aware of gaps in preparation across math content from one year to the next and can intervene in support. Our implementation of blended learning programs supported growth but more is needed to expand access for our SES to engage in math tasks.</td>
<td>• Deepen teacher understanding with the standards for mathematical practice and discuss as a school a scope and sequence for emphasis k-5. • Utilize our central office math supports to expand teacher understanding of how to facilitate student growth in mathematical thinking with professional development. • Support teacher collaboration in grade level meetings across grades to articulate our math alignment k to 5 and deepen understanding of complex mathematical tasks.</td>
<td>Implementing a data-tracking system to improve our identification of students in need of support and track progress for these students. Our Student Assistance Team will create a sheet with all students’ milestone data in order to begin to identify data markers for identifying student targets for trimesters. Teacher Leaders and Math Coach will lead professional development around collaborative group work and complex instruction so that teacher learning can for intervention strategies. We will review of trimester IAB and math task data in grade level meetings, we will create opportunities for flexible groups to be targeted for specific math skill and concept development. Some pull out for small group instruction will be provided in the classrooms.</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?

<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>
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<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.9</td>
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<tr>
<td>We will support teachers to create flexible groups within the grade level to ensure targeted instruction in mathematics for students in particular skills and to support concept development. In addition, we will arrange for students to perform in progress monitoring tasks to assess for mastery of concepts and re-development/shifting of flexible groups to match student needs.</td>
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<td>WASC Ch.9</td>
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</table>
Third through fifth grade students’ performance on the IAB in mathematics reveals parallels the results we see at Sunnyside for the ELA. The problem persists that students from low SES backgrounds and English Learners are not being prepared to succeed in mathematics compared to their peers. Students with IEP’s made significant gains this school year on the SBAC. However, only 34% of our students from low SES backgrounds performed proficient on the SBAC in April 2017 again, as this was the same in 2016.

- Support English Learners to achieve proficiency in mathematics the end of 5th grade on all measures • Ensure that English Learners are at grade level in mathematics according to the IAB assessment by the end of 5th grade. * Students from low SES backgrounds who achieve on par with peers in mathematics. - In addition, our students who outperform grade level targets are an additional target for support. We need to ensure that students who outperform grade level goals are still making progress.

### 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: Newcomers, Developing, LTE, LRECs, 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. WASC Ch.2</td>
<td>• Support English Learners to achieve reading comprehension proficiency by the end of 5th grade on all measures • Ensure that English Learners are at grade level in reading comprehension according to the RI assessment by the end of 5th grade. The shifts for our focal group are the same shifts needed to support our English Learners at Sunnyside. Provide direct instruction in ELD and support intervention as needed for students who are identified as not proficient - for the focal students within 3rd through 5th grade that did not meet proficiency on the RI assessment, for example. Teachers will set target classroom growth goals for each of these students and progress monitor these students bi-weekly in grade level meetings. In addition, a support teacher will provide support for these students 2 days a week with a stipend as a resource.</td>
<td>WASC Ch.5</td>
</tr>
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### Other Subject Areas (Secondary Schools, optional for Elementary)

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

### College and Career Readiness

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

### Elementary Schools

What is your plan for promoting college and career readiness?
Sunnyside Elementary promotes independent, self-aware learners who think critically and analyze information and information sources in order to prepare for college and for the next level of schooling – middle school. We support students with leadership opportunities as Junior Coaches or Student Council, authentic research experiences in fourth and fifth grade, and cross-grade mentoring opportunities with buddy classes and reverse mainstreaming. Further, Sunnyside is utilizing the SFUSD technology curriculum framework and digital citizenship curriculum as a guide to foster students’ 21st Century skills and access for all to media with our technology center and Library/Media teacher.

**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 will continue to meet in collaborative grade level teams weekly and monthly as a school for PD around student work in writing, reading, and mathematics. Our Instructional Leadership Team will plan and facilitate professional development on site for our grade level meetings that involve student data analysis and lesson planning around student needs. In addition, the ILT, which is focused on ELA, will plan and facilitate these meetings and our 3 Teacher Release days for ELA Professional Development. To plan and implement Reading Workshop, Writing Workshop and Word Study with fidelity and plan curriculum maps and unit plans, teachers will meet together two times/year in release days. In addition, we will add a planning day for mathematics. This Math Planning Retreat will be planned and facilitated by the Math Teacher Leaders Team and co-facilitated by the principal and Math Coach from the central Math Department. In addition to an ELA-focused Instructional Leadership Team, we have a Math Team, Positive Behavioral Support Team, SAP Team, SpEd Team, and each team meets monthly to plan strategies school-wide and communicate with grade level colleagues.

<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>Teachers meet in collaborative grade level teams weekly and monthly as a school for PD around student work in writing, reading, and mathematics Plan and implement Reading Workshop, Writing Workshop and Word Study with fidelity and plan curriculum maps and unit plans to do so two times/year. Our goal is to deepen our work with conferences and strategy groups for more targeted student differentiation in writing and reading. We will also conduct a full day release for Math planning that will be facilitated by our Math Teacher Leaders. All teachers will also participate in a “Math Planning Retreat” for one day of math planning and PD to deepen mathematical practices around our work toward student academic discourse in collaborative math work. We will support vocabulary development for ELs and also to pre-write with students in Math to support writing across content areas in our students’ work with Math Journals.</td>
<td>The Instructional Leadership Team and Math Teams will meet twice a month to plan our ELA professional development and math professional development. Teacher leaders will be trained with SFUSD math training internally, and we will support teachers to attend further instruction with Teacher’s College Reading and Writing Workshop training and Professional Development in summer and through the school year. Extended hours will be provided 1 hour a month for teachers on the ILT to extend this planning session once a month for one hour. Funds from the school site will support 2 grade level planning days with a clear agenda for unit planning, analyzing student work, and refining teaching points in each of the three spirals for ELA. Our ARTIF, supported full time (from school site funds) will support coaching this development and site-focused PD. Further, math team leaders will facilitate teacher release days to expand teacher capacity in implementing and analyzing student math work toward Tier II and Tier I supports to deepen mathematical practices. Teacher Mathematics Retreats (one day per grade level) will be provided with site funds to enable teachers to work within grade levels to expand mathematical supports for students as they move from Kinder to 5th grade in the Standards for Mathematical Practice Sunnyside will utilize our central office math department supports to expand teacher understanding of how to facilitate student growth in mathematical thinking with professional development offered by the department and Math Coach from the Math Department. Deeper understanding of constructivist practices as they support the goals of the CCSS is the aim.</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our 23 Sunnyside students with disabilities, K-5, are included in the general education program and we have 2 classes for students with severe disabilities that serves 10 students. Our data shows that the students in general education are proficient 38% to 20% on average, which is much lower than our overall school average. Our RTI and Student Assistance Process encouraged teachers to identify 2 weeks of specific interventions in support of students prior to recommending to SAP. As such, our referrals to assessment for SpEd were restricted to students who met criteria 100%.</td>
<td>We aim to accelerate growth for students with special needs so that proficiency is increased on average across grades within this population. We also aim to expand our work to support peer mentoring and reverse mainstreaming in our SDC classes with Lunch Bunch, students in upper grades who participate in lunch activities across strands, and equal opportunity in all of our arts programs and performances. Finally, our goal is to continue to facilitate a culture of Response to Intervention with data-driven decisions for student referrals to SAP and SSTs.</td>
<td>Our School Social Worker and ARTIF will continue to work closely together with school leader and Special Education team and General Education teachers to coordinate a clear benchmark - assessment and data tracking system to identify students at risk of not achieving grade level and support teachers to implement outcome oriented Tier II strategies. In addition, we will continue to move toward a school wide use of the BASIS system to track interventions and progress monitor. Organizing the school calendar around dedicated grade level SAP meetings supports teachers so that student needs are discussed for each grade level at least monthly.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Engagement/ Attendance</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our data shows that improvements have been made in attendance measures. From last year to this school year, chronic attendance has increased from 12% to 6% from fall 2014 to fall 2015. We continue to make positive progress to increase our student’s attendance.</td>
<td>We aim to lower the rate of chronic absenteeism by 3% more in 2017-18.</td>
<td>The school will utilize its Behavioral RtI team to support grade level, classroom, and school-wide incentives for attendance. Further, our SSW in collaboration with our SFUSD attendance liaison will facilitate, through clear information to families and twice monthly sessions with students’ families at risk for truancy, and regular Student Attendance Review Team meetings, communication and support with families for improved attendance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A close look at our student survey data on Culture and Climate demonstrates while families and teachers feel students are safe, students are not reporting a high feeling of knowing the rules or feeling safe. This is especially true for subgroups of students who do not perform as well on our standardized assessments. We feel more is needed to improve the climate for these students and to create PBIS strategies that support clear goals for students. Our low suspension rate remains at less than 1%. Through our anecdotal evidence provided in our restorative practices reflection sheets, it is clear that some students do feel isolated within the school. This is something we aim to improve.</td>
<td>We aim to increase our student’s feeling of belongingness within the school among all students, as evidenced by an increase in the amount of upper grade students who say they feel safe at school and feel they know the rules on the end of year survey.</td>
<td>The school will continue to implement Second Step with fidelity and utilize the School Social Worker to support teachers to do this weekly. In addition, the Responsive Classroom materials will be introduced to teachers and staff as we transition to the upcoming school year, in order to provide classroom tools for ‘morning meeting,’ and other community building strategies. Finally, training in PAX Good Behavior Game will assist our progress toward PBIS school wide. Two leadership programs will be further developed to provide prosocial opportunities for leadership in upper grades: Junior Coaches and Student Council.</td>
<td></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 School 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>Sunnyside families engage with the school in varied ways. In 2016-17, we depended our community school model with extended learning opportunities for almost 75% of our students and a robust community process to expand our programs to meet the needs of more families. Over 300 of our 380 students again participated in after school this year in some way this past year. A shift in how after-school programs were offered was determined by more than 130 families participating in a school survey on program goals, needs, and structure. The YMCA and Bay Area Community Resources organizations collaborate to provide programs in after school. In addition, our PTA represents well over half of our parents and is an integral and involved partner in school events, supporting student experiential learning with field trips and offers more than 6 community events throughout the school year that are co-organized with the teachers and administration. We are working to expand outreach to families at meetings in order to have a more diverse representation at governance meetings.</td>
<td>Create two community events around literacy and mathematics to build on the Science Fair. Expand data collection of who attends these events. Engage English Learner parents and African American parents.</td>
<td>We are implementing a calling reminder system for parents and utilizing this for broader and regular communication with parents about upcoming events, begin to use We Chat and Synergy Gradebook to message families. Our data collection at meetings with sign in/tallys of participants will assist this. We also had almost 100% participation at our student led conferences this past year, and we are expanding this style of conference to increase parent participation.</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** = $2,650

To support student needs we have set aside funds for our special education teachers to plan for instruction, provide resources, and attend extended student IEP’s. Substitute Release Days, object 1102 for $1410.86 Instructional Supplies, object 4310 for $1,239.14

#### 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** = $14,708

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

Our SCG-EL funds will target support for English Learners in order for a teacher to provide support during after school hours in small group instruction. This teacher will provide direct instruction in small groups to supplement the classroom ELD instruction so students have greater opportunity to work directly with certificated staff to support language development. 1108 Extended Calendar, stipend for teaching students in extended time, $14,707.90

#### 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** = $0

**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 (TIIIG) 07940

**Allocation** = $55,872

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

These funds support goals of social emotional supports for all students with behavioral response to intervention and our Student Assistance Process. Most of these funds go to match the Central Office funds for a .5 FTE School Social Worker. In addition, this will support materials for our writing/word study focus for purchases of materials for word study. Also, these funds go toward consultant support for blended learning for math and ELA. $46,945 for .5 FTE SSW $8,927 for Instructional Supplies, 4310 $5,100 for consultant, 5803

#### 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>$0 (31500)</th>
</tr>
</thead>
</table>

How do you plan to use these funds?

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

1% Title I Parent Set Aside = $0

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

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

Impact & Innovation Awards = $0

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 = $0 (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 = $0 (as applicable 16-17)

Identify Sub-group & specific actions

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

Other (PTA, external sources, School Quality Pairing/CoP work) = $100,000

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

The PTA will fund a .5 FTE Teacher on Special Assignment Instructional Reform Facilitator to support Math and Science Coaching, Professional Development, and creating intervention plans for mathematics with data driven strategies. The PTA will fund a .88 FTE Recess Support Paraprofessional, A03 to ensure strong culture and climate and systems on the playground and at recess time.

Select the Bryk Essential that most aligns to the use of these funds:
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>.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW</td>
<td>Elementary Advisor</td>
<td>T10</td>
</tr>
<tr>
<td>IRF</td>
<td>Literacy Coach</td>
<td>Academic RtI Facilitator</td>
<td>Hard To Staff</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>.6 Library</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**

Support for BRTI development and support of culture and climate. Implement and facilitate the SAP process. Implement and facilitate student behavioral data tracking on BASIS. Reduce attendance truancy with our SART and SARB and PBIS for attendance and behavior
**SECTION V: Recommendations and Assurances**

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
<tr>
<td>Yes</td>
<td>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.</td>
</tr>
<tr>
<td>Yes</td>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
</tr>
<tr>
<td></td>
<td>- English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td></td>
<td>- Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td>Yes</td>
<td>Other (list) Parent Teacher Association and Teachers</td>
</tr>
<tr>
<td>Yes</td>
<td>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.</td>
</tr>
<tr>
<td>Yes</td>
<td>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.</td>
</tr>
<tr>
<td>Yes</td>
<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
</tr>
<tr>
<td></td>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
</tr>
<tr>
<td></td>
<td>2. One meeting to present plan upon its completion before March 24, 2017.</td>
</tr>
<tr>
<td>Yes</td>
<td>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: 3/16/2017</td>
</tr>
<tr>
<td>Yes</td>
<td>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.</td>
</tr>
<tr>
<td>Yes</td>
<td>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.</td>
</tr>
<tr>
<td>Yes</td>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
</tr>
<tr>
<td>Yes</td>
<td>This school plan was adopted by the SSC on: 3/16/2017</td>
</tr>
</tbody>
</table>
# School Site Council Roster and BSC/SPSA 2017-2018 Attestation

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Miller</td>
<td>Chair, Voting Rep, Parent</td>
<td></td>
</tr>
<tr>
<td>Amie Latterman</td>
<td>Secretary, Voting Rep, Parent</td>
<td></td>
</tr>
<tr>
<td>Maria Benzon</td>
<td>Voting Rep, Parent</td>
<td></td>
</tr>
<tr>
<td>Cherylyne Rogers</td>
<td>Voting Rep, Parent</td>
<td></td>
</tr>
<tr>
<td>Andrew Cohen</td>
<td>Voting Rep, Parent</td>
<td></td>
</tr>
<tr>
<td>Renee Marcy</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Caitlin Janoff</td>
<td>Teacher, Voting Rep</td>
<td></td>
</tr>
<tr>
<td>Cynthia Payne</td>
<td>Teacher, Voting Rep</td>
<td></td>
</tr>
<tr>
<td>Lariece Williams</td>
<td>Classified Staff, Voting Rep</td>
<td></td>
</tr>
<tr>
<td>Steven Flanagan</td>
<td>Teacher, Voting Rep</td>
<td></td>
</tr>
<tr>
<td>Rommel Manuel</td>
<td>Parent Alternate</td>
<td></td>
</tr>
<tr>
<td>William Neil</td>
<td>Parent Alternate</td>
<td></td>
</tr>
</tbody>
</table>