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

<table>
<thead>
<tr>
<th>School</th>
<th>Sunnyside Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Renee Marcy</td>
</tr>
</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 arts, science, math, and technology. 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 K-5 classes and 2 Special Day classes 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.

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
### Overview

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

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

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

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

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and the 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>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.).</td>
</tr>
</tbody>
</table>

### Key Requirements

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

These requirements include:

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

### BSC Development Checklist

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

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

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

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

### 3. Budget

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

### 4. Title I Parent Involvement Policy*

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

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

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

Follow this (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.
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.

### 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?
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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 schoolwide 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>
</tr>
</tbody>
</table>

Sunriside students grew in reading on average in K-2 according to F&P assessments. 86% percent of our students meet or exceed grade level midyear 2015-16. Our school’s performance on the IAB assessment demonstrates strong writing performance for students in both windows, with 79% near/al/above standard. In all but two grades, more students exceeded standard in reading in Window 1 than Window 2, showing that student growth is accelerated in most grades. The data does show however that almost all of the growth acceleration is among white students, and this shows, as we discuss below, that we 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. Results of the IWA show a slight improvement overall in writing at 3rd grade. This bump in achievement on the Integrated Writing Assessment supports that our implementation of Writing Workshop is transferring to student writing. Further, we continue to have room to grow our students’ growth as writers. We do see a slight decline in our students’ proficiency on the SBAC, administered in 3rd - 5th, in April 2016. We need to continue our attention to technology and deepen our classroom strategies with differentiation and more robust instruction in the Common Core Standards. 65% of 3-5th graders were proficient or advanced, and assistance responding to writing is needed since only 50% of our students are proficient according to the the SBAC assessment.
Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

<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>More than half of our incoming 5th grade students, 36 students, did not meet benchmark for English Language Arts on the SBAC assessment at the end of 4th grade. Further, 30 students moving into 4th grade also are not performing at benchmark for ELA on the SBAC. The 26 students that were provided support in Semester 1, our ARTIF grouped students and supported teachers so that most of these students reached benchmark 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, for developing writers and readers.</td>
<td>• 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. • We need to target instructional support to the fourth and 5th grades in order to increase engagement in ELA for more of these students.</td>
<td>Sunnyside has made great strides toward implementing guided reading and teachers work with guided reading daily, however a dedicated push toward implementing guided reading with fidelity 5 days a week for students needing accelerated growth and 3 to 2 days a week for students in Tier II is needed. Our ARTIF will provide dedicated support in guided reading 5 days a week to students identified through our assessment and SAP team process. Further, reading conferences with students will assist students from moving into Tier II. PD is needed to support teacher development in providing individualized conferences. Dedicated time with teachers to discuss student IEP goals at grade level meetings is needed to work toward implementing students’ IEP goals in collaboration with the resource specialist, mild/mod credentialed case manager. Further, we will provide push in differentiated support by strategically utilizing our full time Library Teacher/Technology instructor for 40% of her time in the 4th and 5th grade classrooms. In addition, we will support the English Learners with targeted support 40% of the week with push in classroom support as well to target instruction in ELA.</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, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Of our African American students, 100% (11 students), perform at or above grade level in reading comprehension on the F&amp;P assessment. In computer-based assessments on the SBAC, upper grade African American students do not do as well as they perform on the F&amp;P assessments for reading. Sunnyside’s students from low SES backgrounds are not succeeding as well as students overall on average; however, of these 101 students, 71% are at or above proficiency in reading comprehension mid-year. The English Learner and Special Education subgroups are groups for focus as these students are only 33% proficient and 23% proficient in reading comprehension at mid-year 2015-16. On the SBAC assessment, only 34% are proficient in ELA and this is a slight decline from the previous year.</td>
<td>• Support English Learners to achieve reading comprehension proficiency by the end of 5th grade on all measures • Ensure that English Learners and students with special needs are at grade level in reading comprehension according to the SRI assessment by the end of 5th grade.</td>
<td>Provide direct instruction in ELD and support intervention as needed for students who are identified as not proficient - for the 16 focal students within 3rd through 5th grade that did not meet proficiency on the SRI assessment, for example. Two teachers will provide reading tutoring and language development support for the 17 students that are not meeting proficiency in reading at mid-year after school in extended learning. Further, teachers will set target classroom growth goals for each of these students and progress monitor these students bi-weekly in grade level meetings. Special education team will meet with teachers in facilitated grade level collaboration to support students’ IEP goals. Support will be targeted to upper grades at strategic times, as the concentration of EL students are located in 3rd through 5th grade, so that teachers may provide direct intervention daily in support of students during a flood block of intervention with the ARTIF and Library teacher (and reading specialist if provided this school year with PTA funds).</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

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

<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 that are internally developed and/or qualitative.</td>
<td></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?

### Right now, almost half of the upper grade students would be considered Tier II in mathematics based on the SBAC and IAB results. Only 58% of students are at or near proficient in IAB Window 2 for mathematics and SBAC, mentioned above, is less, with 53% proficient. Our Tier II students are identified more readily with the Window 1 and Window 2 Math Task assessments. These 28% of students demonstrate struggles with certain mathematical skills. In particular, a large number of 4th grade students were underprepared for the fraction assessment mid-year. 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.

- 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

Teacher development is needed in how to implement intervention frameworks in mathematics and how to provide ccss instruction. We will identify sites to visit to observe mathematics instruction and debrief as grade level teams. In addition, professional development will be provided at the site to promote teacher learning for intervention strategies. Using our review of 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.

### 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?

Third through fifth grade students’ performance on the IAB in mathematics reveals parallels the results we see at Sunnyside for the ELA. Students from low SES backgrounds and students with IEP’s and English Learners are not being prepared to succeed in mathematics compared to their peers. Only 34% of our students from low SES backgrounds performed proficient on the SBAC in April 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 will achieve on par with peers in mathematics.

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.
English Language Development (ELD)

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

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

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

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

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

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

- 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 SRI assessment by the end of 5th grade.

**At Sunnyside our focal group for ELA and Math are our English Learner students because we have strides to make in assisting all students to reach the high academic levels that most of our other students reach. What is very promising, however, is that we re-designated many students who would have otherwise been Long-Term EL's in 2014-15, and in the current semester will recommend 11 more students who have reached proficiency. Our newcomer population is very low with only 2 students, and we see small growth in their reading comprehension. Most of our EL’s are developing and our goals below reflect the school’s ELA and Math goals as these students are our target for improvement, as EL’s are only 55% proficient in ELA mid-year and in math only 23% proficient in the IAB assessment.**

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

**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 16 focal students within 3rd through 5th grade that did not meet proficiency on the SRI assessment, for example. Two teachers will provide reading tutoring and language development support for the 17 students that are not meeting proficiency in reading at mid-year after school in extended learning. Further, teachers will set target classroom growth goals for each of these students and progress monitor these students bi-weekly in grade level meetings. Support will be targeted to upper grades at strategic times, as the concentration of EL students are located in 3rd through 5th grade, so that teachers may provide direct intervention daily in support of students during a flood block of intervention with the ARTIF specialist who will be funded by our site funds and push in to upper grades to support our English Learners.**

**Other Subject Areas (Secondary Schools, optional for Elementary)**

**Analysis of Results - All Students**

For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.

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

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

Our Universal Screener data shows that 18.5% of students in K-4th grade in the current school year, are identified by teachers as showing internalized or externalizes high risk factors for social emotional concerns.

**Our goal is to reduce the number of students with externalizing risk factors and internalizing risk; secondly we aim to support teachers to utilize the Second Step curriculum to expand the sense of community in classrooms to build conditions for resilience factors within the school.**

**Our shifts will be to continue our work to implement Second Step across the school with the support of the Full Time School Social worker. The SSW will model lessons and transition into coaching support from fall to winter. We will begin social skills/look to provide support with SAP team and groups for 8 weeks for students again who have shown a need for reducing externalizing behaviors.**

**College and Career Readiness**

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

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

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

**Narrative describing college going culture (using indicators suggested above)**

**What are your targets/ goals?**

**What shifts will be required to achieve these goals?**
**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, authentic research experiences in fourth and fifth grade, and cross-grade mentoring opportunities with buddy classes. Further, Sunnyside is utilizing the SFUSD technology curriculum framework 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 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 plans and facilitates 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 three 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 three 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 1/2 day release for Math planning that will be facilitated by our Math Teacher Leaders and centrally funded Math Coach through the Math Department. All teachers will also participate in a &quot;Math Planning Retreat&quot; 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 work to support vocabulary development for EL’s and also to pre-write with students in Math to support writing across content areas in our student’s 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. Funds from the school site will support 3 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 (.5 from central office and .5 from school site) will support coaching this development and the transition from the Learning Lab model into site-focused PD exclusively. 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 Retreat will be provided with site funds to enable teachers to work in cross-grade teams and also 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.</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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>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 Responsiveness 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>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>We aim to lower the rate of chronic absenteeism by 3% more in Fall of 2016.</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 regular Student Attendance Review Team meetings, communication and support with families for improved attendance.</td>
</tr>
<tr>
<td><strong>School Climate</strong></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, funds will be allocated for sub release for PD for teachers to attend training for PBIS and culture and climate support and for materials for PBIS.</td>
</tr>
</tbody>
</table>

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### Parent-School Communities Ties

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

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

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

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.
<table>
<thead>
<tr>
<th>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 2015-16, 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 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 with our PTA to provide programs in after school. In addition, our PTA serves 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.</td>
<td>Our goal is to maintain parent involvement in shaping our after-school offerings to meet the needs of families. Our goal is to increase participation in school wide events and identify and collect data on who participates, beyond the data we collect on student conferences.</td>
<td>We are developing a Parent Advisory Council for our newly re-configured after school program that will inform the community agency regarding the program elements, enrichment providers, space and structure. By the end of the school year, we will have a record of which students attended which events, and this will be hosted in the main office.</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 = 3,900**

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 $2,822 Instructional Supplies, object 4310 for $758 Extended Hours, object 1105 for $320

**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 = 15,049**

**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 teachers to provide tutoring in extended hours of the school day, during after school hours in small group instruction. Teachers 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, $15,049

**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 (TIIBG) 07940

**Allocation = 55,872**

**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?**

Funds will serve students with a .4 match to our Library position to fund a full time librarian/media teacher who will provide technology instruction for the site and reduce class size ratios in upper grades. Access to technology and media literacy instruction supports our goals for student access to 21st Century Learning. Funds are provided for substitute teachers so that teachers may plan instruction and prepare for reading and writing and math common core instruction. Extended hours will support intervention teachers 2 days a week as needed per student data in extended day/after school hours for Tier II/III intervention. Instructional supplies will provide literacy materials for students not reaching grade level and travel and conference funds support teacher learning in math, reading, and writing workshop. Substitute teachers are for teacher planning for math instruction to expand Tier I differentiation. .4 Librarian funds salary and benefits Substitute teachers, object 1102 for $5,556 Extended hours for intensive instruction, $12,345

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

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

<table>
<thead>
<tr>
<th>Title I</th>
<th>$31500</th>
</tr>
</thead>
</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:**

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

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

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

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Impact & Innovation Awards =**

Referencing your plan, how do you plan to use these funds?

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Principal’s Innovation Fund:**

(For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Equity Grant =**

(as applicable 16-17)

Identify Sub-group & specific actions

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**QEIA Carryover =**

How do you plan to use these funds?

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Other (PTA, external sources, School Quality Pairing/CoP work) = $51,796**

How do you plan to use these funds to support your school-wide actions?
We will fund a paraprofessional for recess coordination and support for behavioral response to intervention at recess and throughout the day in PE - to cover Salary and Benefits - $51,796

<table>
<thead>
<tr>
<th>Select the Bryk Essential that most aligns to the use of these funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
</tr>
<tr>
<td>- Professional Capacity (LCAP Priorities: Basic)</td>
</tr>
<tr>
<td>- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
</tr>
<tr>
<td>- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
</tr>
</tbody>
</table>
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 Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Our ARTIF and School Social Worker are integral to our work to implement Response to Intervention to support students with academics and behavior. The ARTIF works to develop and create systems of data collection, analysis, and progress monitoring. In addition, this skilled member of our Instructional Leadership Team develops teachers’ expertise as well in literacy by modeling and coaching teachers. She provides direct instruction 5 days a week in flexible groups to students who have been identified with data as needing intervention, as they are 3 or more levels behind peers. This allows us to continue to build our teachers’ capacity to deliver with fidelity the comprehensive approach to literacy. The school social worker supports all aspects of the social emotional support program at Sunnyside to ensure our students are supported socially and emotionally, develop positive peer relationships, are happy at school and safe. The SSW facilitates teacher development of Second Step lessons, our social emotional curriculum, and coordinates our Student Assistance Process that meets weekly to provide support for students who are having difficulties.
**SECTION V: Recommendations and Assurances**

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

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

| ✔ | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| ✔ | The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ✔ | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| ✔ | English Learner Advisory Committee (ELAC) |
| ✔ | Community Advisory Committee for Special Education Programs |
| ☐ Other (list) |
| ✔ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ✔ | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ✔ | The school held two (2) community meetings prior to the completion of the school site plan. |
| 1. | One meeting to gather input from the school community including all advisory committees. |
| 2. | One meeting to present plan upon its completion before March 25, 2016. |
| ✔ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 2/22/2016 |
| ☐ 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: 3/14/2016 |
### School Site Council Roster and BSC/SPSA 2016-2017 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>Renee Marcy</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Steven Flanagan</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Cynthia Payne</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Caitlin Janoff</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lariece Williams</td>
<td>Classified Staff</td>
<td></td>
</tr>
<tr>
<td>Michael Miller</td>
<td>Parent, Voting Rep. Chair</td>
<td></td>
</tr>
<tr>
<td>Amie Latterman</td>
<td>Parent, Voting Rep., Secretary</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>