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

<table>
<thead>
<tr>
<th>School</th>
<th>Webster, Daniel Elementary School</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Carrie Betti</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

Daniel Webster’s mission is to foster a multi-cultural environment by challenging existing inequities, to engage our community in every aspect of learning, and to promote the well-being of all. Daniel Webster is a small, intimate school with both General Education and Spanish Dual-Immersion strands. We are a diverse cultural community that welcomes all families, different perspectives, new ideas, and creative solutions to strengthen the learning environment for our students. We work tirelessly to provide all our students with the resources they need to succeed. We have a strong link to, and support from, the Potrero Hill community. Daniel Webster has been both physically and symbolically at the heart of Potrero Hill since it was opened in 1936. We have a history of strong parent involvement and parent-led initiatives to improve the school. However, we hope to increase equitable parent involvement across our diverse community, especially among our English-language learners, Latino/a, African American and low-income families. We firmly believe that students achieve more when the larger community is involved in their education. “Learning Together” is our school motto. Our teachers and support staff work together across grade levels to devote resources to meet individual students’ specific needs. We are expanding shared leadership and decision-making by including each teacher and support staff member in one of three leadership committees (Instructional Leadership Team, Culture and Climate Committee, and School Operations). We believe that all staff, students, and families bring knowledge and valuable experience to our school. One of Daniel Webster’s key strengths is our balanced literacy approach, which fosters high-order critical thinking, authentic literacy experiences, and differentiated learning. We use a comprehensive approach to literacy, including Teachers College Reader’s and Writer’s Workshop. Through teacher generated and facilitated professional development and lesson study, teachers promote meaningful interactions among students. As a school, we have proactively embraced the intellectual rigor of the common core standards. We are challenging ourselves to move our math curriculum toward authentic learning, such as number talks and project-based learning. Daniel Webster is committed to integrating the arts across curriculum and exposing all children to multiple forms of art. Students K-5 engage in visual arts, music, dance, and theatre. Our commitment to our students’ emotional and social development is supported by our intensive school-wide investment in Response-To-Intervention (RTI) and Positive Behavioral Intervention and Support (PBIS), our partnership with Seneca, our Wellness Center, our continuing expansion of Restorative Practices, and our active creation of a mindfulness program.
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- Vision 2025 Graduate Profile
- SFUSD's 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections lifts 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.
- Ongoing 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
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

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

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

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

<table>
<thead>
<tr>
<th>Contents</th>
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</thead>
<tbody>
<tr>
<td><strong>School Data Puzzle</strong> provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report</td>
</tr>
<tr>
<td><strong>Acceleration for ELA/Math</strong> provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)</td>
</tr>
<tr>
<td><strong>Performance Summary</strong> provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)</td>
</tr>
<tr>
<td><strong>Mid-year Chronic Absenteeism Rates</strong></td>
</tr>
<tr>
<td><strong>Mid-year Suspension Rates</strong></td>
</tr>
<tr>
<td><strong>Illuminate Spring 2017 Assessment Reports</strong> provides direct links to the most current data for drilling deeper</td>
</tr>
<tr>
<td><strong>BSC Revision</strong> provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)</td>
</tr>
<tr>
<td><strong>Fall Grades Distribution (grades 6-12)</strong> provides 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><strong>NC College Data (high school only)</strong> provides college attendance trends for high school graduates</td>
</tr>
</tbody>
</table>

### Strategies in Action
- Instructional Core: ELA, ELD and Math
- Student-Centered Learning Climate

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

<table>
<thead>
<tr>
<th>Contents</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall and sub-group SQLI domain and metric data, and change in index level from previous year.</td>
</tr>
<tr>
<td>Metric definitions.</td>
</tr>
<tr>
<td>CORE thresholds for each metric</td>
</tr>
<tr>
<td>Powerpoint related to the new “growth” measure</td>
</tr>
</tbody>
</table>

### Strategies in Action
- Instructional Core: ELA, ELD and Math
- Student-Centered Learning Climate
- College and Career Readiness

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 by 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?

### Analysis of Results Language Arts-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.

<table>
<thead>
<tr>
<th>WASC Ch.2</th>
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</thead>
</table>

| SBAC On the 15-16 ELA SBAC 25% of students met or exceeded standard Student Group Analysis: Latino 19% at or above Proficient (3% growth) African American 0% at or Above Proficient (0% growth) White 50% at or above Proficient (-11% drop) 3rd grade: 33% At or Above Proficient (1% growth) 4th grade: 20% At or Above Proficient (-5% drop) 5th grade: 20% At or Above Proficient (-9% drop) |

| 2017-18 ELA SBAC target will be 35% of all students meet or exceed standard. |

| WASC Ch.5 |

| Target: F&P window 3: 2016-17 10 % growth on F&P levels from window 2 to window 3. F&P in Spanish 10 % growth on F&P levels from window 2 to window 3. |

| Full implementation of Reader’s and Writer’s Workshop with a focus on small group instruction and individualized conferencing. During grade level meetings we will continue to regularly look at student work, reflect on data gathered during reader’s workshop, conferences, guided reading groups and use data to inform instruction. Vertical alignment of focal student writing K-5 to ensure that our students are progressing. |

| F & P Reading Assessments MOY Scores: Kinder: 86% at or above benchmark (SFUSD 57%) 1st grade: 66% at or above benchmark (SFUSD 72%) 2nd grade: 54% at or above benchmark (SFUSD 77%) |

| 2017-18 School year introduce computer based reading program MYON Reading for K-5 students. |

| Reading Inventory Data: Window 1 to Window 2 Advanced 15 Students (12%) to 23 Students (19%) Proficient 30 Students (24%) to 32 Students (26%) Basic 27 Students (22%) to 34 Students (27%) Below Basic 52 Students (42%) to 35 Students (28%) |

| Continue 10-15 % growth up from each of the performance bands. |
**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>Continued analysis of data to identify students from EOY data 2017 to determine Fall 2017 students who will receive small group intervention with Literacy Specialist.</td>
<td>Continued growth 2-3 level per cycle.</td>
<td>School wide implementation of ROCl cycles (Result Oriented Cycle of Inquiry) during GLC time. Grade Level Collaboration: Planning with intentionality, using data to inform teach moves and small group instruction during the Reading Workshop (Guided reading, Strategy Groups) Quarterly F&amp;P data analysis during collaboration to identify students that are not proficient so they can establish a revised grouping for small group reading instruction (guided reading or strategy groups). Strengthen implementation of guided reading and/or strategy groups in K-5 through daily ELA/SLA schedules and teacher consistently meeting with students. Improve how we engage all students in meeting their reading goals by having goal setting conferences with them and monitoring students’ reading learning during paired, small group and whole group instruction.</td>
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</table>

### Reading Intervention with literacy Specialist

- Continue consistent Intervention Cycles
- Reading Intervention Cycle 1: Sep-Dec
- Reading Intervention Cycle 2: Jan-March
- Reading Intervention Cycle 3: April-May

10% to 15% growth in number of students meeting benchmarks. Growth on F&P score, 2-3 levels per cycle

The interventions that are required to reach mastery are: Analyzing F&P data (quarterly) to create reading intervention groups to target students below grade level. Continue to organize school wide cycles of reading intervention provided by literacy specialist for students Reading Intervention Cycle 1: Sep-Dec Reading Intervention Cycle 2: Jan-March Reading Intervention Cycle 3: April-May Goal setting with intervention and classroom teachers before, mid cycle and end of the intervention cycle to track reading goals for each student. Monitor students progress through running records in between cycles. Continue written communication to families in regards to intervention cycle goals and end of the cycle progress for each student.

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

<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>F &amp; P Reading Comprehension: General Education Pathway Kinder: 86% First 53% Second 38% Third 47% Fourth 58% Fifth 73% SBAC Results: 2015-16 25% at or above proficiency, SBAC RESULTS 2016–17 39% at or above proficiency with a growth of 14% increase from 2015-16 GROWTH from 2015-16 to 2016-17 Latino grew from 19% to 23% ELLs grew from 9% to 12% SES grew from 6% to 16%</td>
<td>Target Growth goals: Long term English language learners African American Latino students scoring below grade level will move up at least 2-3 Fountas &amp; Pinnell (F&amp;P) proficiency levels in each assessment cycle.</td>
<td>Intensive reading intervention work with Long Term English Language Learners and AA students scoring below grade level expectations Setting goal meetings with intervention and classroom teachers before, mid cycle and end of the intervention cycle to track reading goals for each student. Set up and review goals for individual student’s, Monitor students progress through running records in between cycles. Written communication to families in regards to intervention cycle goals and end of the cycle progress for each student.</td>
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**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to</th>
</tr>
</thead>
</table>

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

**SBAC 15-16 MATH**
- SBAC 21% of all students met or exceeded standard 2016-17 SBAC Scores grew by 13% with 33% of students school wide scoring at or above proficiency GROWTH 2015-16 to 2016-17 Latino: grew from 9% to 24% ELL’s grew from 6% to 12% SES grew from 8% to 12%

**SBAC 16-17 MATH**
- SBAC 10% growth of all students will meet or exceed standard Formative Assessment (Math Milestones, Problem of the month, teacher created, math investigations) All students in grades K-5 will have an entry point to a math problem (means that all students will sit down and begin a problem using a math strategy at their level). All students will show growth in their choice of strategies and implement efficient strategies based on the content and numbers in the problem. Students will engage in academic conversations and show growth in their abilities to respond to and critique the reasoning of others.

**School-wide grade level collaboration implementation using ROCI cycles** (Result Oriented Cycle of Inquiry) so we inform our instruction by consistently looking at student work. Weekly data analysis of student work during grade level collaboration to establish routines and protocols for small group/Tier 2 lesson modification. Grade level teams will work on vertical and horizontal alignment of standards, SFUSD district curriculum and math investigations. Continue to strengthen implementation of Number Talks in K-5 through daily math schedules and teacher strategically choosing number strings based on analysis of student work. Improve how we engage all students in explaining their strategies and move toward effective computation strategies. Teachers understand and implement mathematical practices in the Core Math Program (MP1 Make sense of problems and persevere in solving them and MP3 Construct viable arguments and critique the reasoning of others) into instruction so that students’ mathematical understanding is enhanced K-5. Students work on solving problems and investigations in groups. Students explain their mathematical understanding and respond to and critique the reasoning of others.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics - Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We analyzed formative student performance data from Interim Measures: Math Milestone 45% to 51% Math Benchmark 17% to 28%</td>
<td>Students Goals: Students in grades 3-5 will show 10-15% growth in Math Milestone &amp; Math Benchmark Interim Assessments.</td>
<td>Support teachers daily use of student work (written and oral) to inform planning and instruction. IRF supported ROCI cycles and planning the alignment of instructional units aligned to the Core Math Curriculum. We have a math leadership team and central office coach that will continue to provide PD with Math Labs and examination of Math Standards. Dream Box Math Intervention 4/5 grades</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics - Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino Math Milestone Window 1: 20% at or above Math Task Window 1: 13% at or above Math Task Window 1: 44% at or above Window 2: 48% at or above African American; Math Milestone Window 1: 0% at or above Window 2: 0% at or above Math Task Window 1: 18% at or above Window 2: 29% at or above English Learner: Window 1: 20% at or above Window 2: 7% at or above Math Task Window 1: 33% at or above Window 2: 40% at or above Special Education: Math Milestone Window 1: 0% at or above Window 2: 0% at or above Math Task Window 1: 30% at or above Window 2: 33% at or above</td>
<td>Students Goals: Students in grades 3-5 will show 10-15% growth in Math Milestone &amp; Math Benchmark Interim Assessments.</td>
<td>Support teachers daily use of student work (written and oral) to inform planning and instruction. IRF supported ROCI cycles and planning the alignment of instructional units aligned to the Core Math Curriculum. We have a math leadership team and central office coach that will continue to provide PD with Math Labs and examination of Math Standards. Dream Box Math Intervention 4/5 grades</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</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? WASC Ch.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reclassification indicates a growth in the number of student reclassified from 2 students in 2014-15 to 10 students in 2015-16.</td>
<td>10% growth in students reclassifying as Fluent English Proficient English language learners will move at least 1 level up in their language proficiency level each year as measured by their CELDT scores.</td>
<td>Daily Block of Designated ELD Grouping students by proficiency levels Integrated ELD during instructional blocks, depending on SFUSD language pathway recommendations. Integrated Science rotations with intentional use of Sheltered English instructional practices. Continue to increased time in ELA beginning in 3rd grade in our Dual Immersion Pathway for ELL’s. Increase guided reading in English during reading workshop Strengthen implementation of academic conversations during designated and integrated ELD. Students will engage in academic conversations and show growth in their abilities to respond to and critique the reasoning of others. Improve on our school wide routines and protocols to consistently engage ELL in content area conversations.</td>
</tr>
</tbody>
</table>

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</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? WASC Ch.5</th>
</tr>
</thead>
</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) WASC Ch.2</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals? WASC Ch.5</th>
</tr>
</thead>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

Daniel Webster students participate in a comprehensive computer, art, dance, and library classes. Teachers at Daniel Webster integrate the use of technology into daily common core standards driven instruction with the regular use of document cameras, promethean boards (in upper grades) and mobil computer lab carts for weekly technology lessons with technology teacher. Teachers and staff take an integrated approach to the arts and technology which prepares students for college and career readiness.

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: IRF, 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?

Grade Level Planning Time (GLC’s) Meetings held weekly during specials rotation time. During these meetings you will work with grade level team members, instructional leaders (PRIN & IRF) to plan and align instructional practices in Reading and Writing. Our equity lens will be to develop a units of study with intentional planning of Integrated ELD in the reading and Writing workshop model. Sheltered English & SDAIE strategies articulated and implemented to prevent Long term ELL status. Site Based Professional Development: Two times a month: One meeting dedicated to professional development on PBIS/Culture & Climate. The 2nd meeting will be Early Release day dedicated to Academics based on Comprehensive Approach to Literacy & SFUSD Core Math Curriculum. Distinctive Leadership/ Professional Learning Communities Opportunities: (Instructional Leadership Team, School Organization Team, Culture and Climate Team) Each staff member participates in a PLC to help support the school vision & mission. Lesson Study: Teams of teachers participating in Lesson Study with an emphasis in Math instruction. Master teachers identified on staff to lead teams of cross grade level teachers.

<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>The Academic lead team (Instructional Reform Facilitator, Literacy specialist, and principal meet monthly to create the school wide strategies that will best serve the school. A complete coaching plan, intervention plan is created by this team) The Instructional Leadership Team (ILT) and the Academic lead team co-create the professional development plan and co-design and co-facilitate professional development at staff meetings.</td>
<td>1.0 FTE Instructional Reform Facilitator (MTSS Central Funded) (total site budget contribution $97,177) 1.0 FTE Literacy Specialist (Site Funded) SCG-EL = .33 FTE $32,068.44 LCFF = .2 FTE $19,435.42 TIBG = .26 FTE $20,407.19 General WSF = .21 FTE $25,208.04</td>
</tr>
<tr>
<td>School Climate teams meet monthly to examine Tier 1 strategies for the school and their effectiveness. This team monitors the implementation of specific actions to improve a positive school climate at our school. The CARE/SAP team meets weekly. This team identifies Tier 2 and 3 students and families based on data, and creates a plan for how to support each on a case by case basis. The social worker and the Culture and Climate Specialist also run the behavior RTI universal screener and support the school climate team-teacher leaders to implement professional development in this area.</td>
<td>1.0 Social Worker (MTSS Central Funding) .5 Nurse (MTSS Central Funding)</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Data</strong></td>
</tr>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>Strategy: Provide a multi-tiered system to support our students and families to improve their attendance. Tier 1 Interventions/Support Monthly attendance rewards for all students who show good, improved and perfect attendance. Tier 2 Interventions/Support Monthly breakfast with families and students who need support to improve their attendance to set goals and review progress. Tier 3 Interventions/Support Home visits and one to one parent support from YMCA attendance/educational staff.</td>
</tr>
<tr>
<td>School Climate</td>
</tr>
<tr>
<td>Strategy: Provide a multi-tiered system to support our students and families Tier 1 Interventions/Support teachers daily use positive behavioral classroom management strategies during instruction. Support all teachers to frequently teach, re-teach and reward students for showing DW expectations. Be Safe, Be Responsible, Be Respectful, Be Ready to Learn. Use OWL bucks, Owl Honors and specific classroom incentives to reward positive behavior daily/weekly/monthly. Support teachers at DW to maintain tier 1 routines and protocols to ensure a positive and respectful classroom environment. Continue with our DW school wide OWL store with monthly reward students for their positive behaviors. Weekly data analysis of a cohort of students referred for Tier 2 interventions during CARE/SAP Team meetings. Tier 2: Small group social skills behavioral Match students showing challenging behaviors with PBIS intervention strategies such as: Check-In Check out, Behavior contracts. Tier 3 Weekly data analysis of office referral data from students with most significant behavioral needs during CARE/SAP team meetings to monitor progress and identified the need for modifications in their interventions.</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 the SFUSD’s Family Engagement Standards.

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

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

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative describing Parent-School-Community culture</td>
<td>Who you are reaching/missing (And how you know…). Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…).</td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
</tbody>
</table>
At Daniel Webster, we work to build strong teacher/parent relationships by increasing parent participation, both in the classroom and in schoolwide events. We support these relationships by encouraging teacher home through phone calls, home, texts, and emails. Each classroom has a room parent who also communicates with parent groups to support the school. Areas of focus include systematic monthly principal newsletter, monthly Principal Chats, Weekly School Bulletins (school folder) with community and district resources sent out via mailchimp List Serve or paper folder copy each Wednesday. Teachers communicate through class email lists and dedicated efforts to make sure that as many families as possible receive emails, auto-dialer. Families that do not have email receive phone messages, and frequent parent liaison contact. We host several events for families throughout the year that encourage parent engagement such as the Back to School BBQ, International Food Night, Student Performances, Family Literacy Night, Family STEAM Night, and several Parent Workshops opportunities. (Healthy Cooking, Curriculum Review, Mosaic Project, Immigration, CELDT) These events provide a space for parents to get to know each other and the school staff, as well as find out about opportunities for involvement at school. During the school day DW hosts different activities for parents to participate in, such as regular ELAC meetings, a weekly food pantry, publishing parties, chaperone regular field trips, support in classrooms with arts and academics. ELAC Parent group is strong and consistent. Parents of EL’s meet 3-4 times monthly for Executive Board meetings, General ELAC meetings, and parent workshops. (Core parent group of 15-25 parents participate regularly.

Increase engagement with Latino and African American families by consistently engaging outreach. Increase engagement of our Families living in the Potrero Annex Housing Development. Sustain ELAC Leadership, Membership participation and parent leadership development. Continue to identify potential parent leaders from our African American families.

Strategy #1: Building Relationships with families. Increase teacher participation at family events and improve outreach for families utilizing School Messenger service (text messaging, auto-dialer, emails) and making more efforts to connect with families face to face meetings. Strategy #2 Engage & invite parents across race to participate in leadership roles such as room parents, field trip chaperones, and volunteer opportunities in the classroom. Strategy #3 Maintain relationship with Potrero YMCA Family Resource Center and the Hope SF supported Family Liaison. Develop more programs, and systems to support families and students living in the Potrero Annex Housing Development, including continued support of peer-to-peer outreach by Hope SF Peer Leaders. Strategy 4: Begin the creation of the African American Parent Advisory to provide a forum for our families to have discussions in regards to the needs of African American families with students at Daniel Webster. Strategy #5 Redefine partnerships with CBOs to provide engaging programs and services for our underserved families. Building programs and services based on parent feedback and expressed needs.
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 = $1,050

to support SPED students with instructional materials

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 = $32,512

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

Site will use this portion of the budget to fund a bilingual Literacy Specialist. This allocation pays for a portion of the 1.0 FTE for Literacy Specialist. (SCG-EL = .33 FTE $32,068.44) (Remaining balance goes into supplemental instructional supplies ($443.76) Literacy Specialist supports classroom teachers in providing individualized standards driven guided reading lessons to groups of target student who are not meeting benchmark goals. The Literacy Specialist is specialized in differentiated instruction targeting our ELL student population. This pull out intervention or push in class support for students and teachers is designed to strategically target best teaching practices in ELA instruction in service of supporting English Language Learners, African American, Latino students who are not meeting grade level benchmarks as a tier 2 intervention. The Literacy Specialist teacher uses the LLI (Levelled Literacy Intervention) system to provide sequential Common Core driven lessons.

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?

N/A

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 = $27,000

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

Site will use this portion of the budget to fund a bilingual Literacy Specialist. This allocation pays for a portion of the 1.0 FTE for Literacy Specialist. (LCFF = .2 FTE $19,435.42) Literacy Specialist supports classroom teachers in providing individualized standards driven guided reading lessons to groups of target student who are not meeting benchmark goals. The Literacy Specialist is specialized in differentiated instruction targeting our ELL student population. This pull out intervention or push in class support for students and teachers is designed to strategically target best teaching practices in ELA instruction in service of supporting English Language Learners, African American, Latino students who are not meeting grade level benchmarks as a tier 2 intervention. The Literacy Specialist teacher uses the LLI (Levelled Literacy Intervention) system to provide sequential Common Core driven lessons. MYON Reading Program: $7,564.00

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 = $161,722

If your school site receives a TIIBG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?
Classroom teacher 1.0 FTE ($97,177.00) to support the pathway growth K-5, and Class Size Reduction) for targeted students in pathways. Literacy Specialist .26 FTE ($25,266.04) Literacy Specialist supports classroom teachers in providing individualized standards driven guided reading lessons to groups of target student who are not meeting benchmark goals. The Literacy Specialist is specialized in differentiated instruction targeting our ELL student population. This pull out intervention or push in class support for students and teachers is designed to strategically target best teaching practices in ELA instruction in service of supporting English Language Learners, African American, Latino students who are not meeting grade level benchmarks as a tier 2 intervention. The Literacy Specialist teacher uses the LL (Leveled Literacy Intervention) system to provide sequential Common Core driven lessons. Social Worker .34 FTE ($31,922.28) Social workers are assigned by SFUSD to assist students and their families in various ways. Social workers provide individual and group consultation with the student and his/her immediate family. They provide consultation with parents and teachers, and other personnel regarding how to support student learning inside the classroom. Social workers develop a network of community resources, making appropriate referrals, and maintaining liaison relationships among the school, student, and the student’s family. The school social worker will continue to work side by side with various agencies providing social, income maintenance, employment development, mental health, or other developmental services. Our school social worker will continue to support the implementation of Second Step Curriculum across K-5 classrooms, $5,000 To support instructional Professional Learning Collaborations (funds cover subs to release teachers)

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.

| Title I | $0 | (31500) |

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

N/A

**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.*

N/A

**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 = $0**

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

N/A

**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?**

N/A

**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**

N/A

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

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

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

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

Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
Central Supports & Resources

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

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

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

Social Worker: Social workers are assigned by SFUSD to assist students and their families in various ways. Social workers provide individual and group consultation with the student and his/her immediate family. They provide consultation with parents and teachers, and other personnel regarding how to support student learning inside the classroom. Social workers develop a network of community resources, making appropriate referrals, and maintaining liaison relationships among the school, student, and the student’s family. The school social worker will continue to work side by side with various agencies providing social, income maintenance, employment development, mental health, or other developmental services. Our school social worker will continue to support the implementation of Second Step Curriculum across K-5 classrooms. Family Liaison: Under the direction of the Student, Family and Community Support Department, the Family Liaison supports and advocates for families by enlisting family engagement in student academic success; by working with families in identifying and achieving academic goals; by accessing support services; by developing training opportunities and facilitating positive family, school and SFUSD relationships and communication. The Family Liaison creates authentic and diverse involvement opportunities for all families to contribute to their school community. Work is targeted to specific student groups and their families to bridge support in increasing student achievement. Work includes leading and supporting English Learner Advisory Council, hosting parent workshops, community outreach to target families, supporting families with resources in the community, and targeted work with reducing truancy. Parent Liaison also works informing families about student progress and how families can support their students in the home. Elementary Advisor: Elementary Advisors are assigned to sites to improve attendance issues and overall student/caregiver success. They also work directly with students on the yard, and through the SART attendance process. Elementary Advisors also work in school offices to interface with parents in the community. The Elementary Advisor will continue to support the reduction of chronic absenteeism by participating in our SART Team meetings to monitor student attendance.
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) Saturday SSC/ELAC Planning Retreat

| ✓ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ✓ | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ✓ | The school held two (2) community meetings prior to the completion of the school site plan. |
| ✓ | 1. One meeting to gather input from the school community including all advisory committees. |
| ✓ | 2. One meeting to present plan upon its completion before March 24, 2017. |
| ✓ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/26/2017 |
| ✓ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ✓ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ✓ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ✓ | This school plan was adopted by the SSC on: 9/26/2017 |
### 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>Claudia Scharff</td>
<td>Parent Chairperson</td>
<td></td>
</tr>
<tr>
<td>Arielle Garcia</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Autumn Rolfson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Tessa Artale</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Robyn Fletcher</td>
<td>Other School Community</td>
<td></td>
</tr>
<tr>
<td>Carrie Betti</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Robert Haga</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Mercedes Garcia</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Nelly Barrios</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Sarah King</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>