School Vision & Context WASC Ch.1 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, Latina/o, 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.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you**: What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths**: What are your school’s top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge**: What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies**: What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)
- **High Schools**: You can include the information you have in your WASC Self-Study Report (School Data Profile Section)
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budget Guide
SECTION I: Overview and Key Components

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

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

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

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

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and 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>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.).</td>
</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

*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 [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC On the 14-15 overall ELA SBAC 30% of 112 students met or exceeded standard which is 18% lower than the district mean. On the 14-15 SBAC ELA writing subtest 59% of all students scored near, at or above standard. In the SBAC only 16% of our hispanic/lacano students and 9% of our African American students met or exceeded standard, while 61% of our white students met or exceeded standard. The achievement/opportunity gap is present.</td>
<td>SBAC 16-17 ELA SBAC 39% of all students will meet or exceed standard.</td>
<td>Full implementation of Reader’s and Writer’s Workshop with a focus on small group and conferencing. During grade level meetings we will need to regularly look at students 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.</td>
</tr>
<tr>
<td>Fountas &amp; Pinnel (F&amp;P) Reading Assessment Trend 1 F&amp;P in English 58.6% of the 1st and 2nd graders met or exceeded benchmark on F&amp;P window 2 which is 14.2% growth from their window 1 percentage of 44.4% 60.6% of the 3rd, 4th and 5th graders met or exceed benchmark on F&amp;P window 1 (waiting on window 2 data) F&amp;P in Spanish 57.1% of the 1st and 2nd second met or exceeded benchmark on F&amp;P window 2 which is 4.5% growth from their window 1 percentage of 52.6. 50.5% of the 3rd and 5th graders met or exceeded benchmark on F&amp;P window 1 Trend 2 English 35% of the 1st and second grades not yet met the standards on F&amp;P window 2 which is a decrease of 9% from their F&amp;P window 1 percentage of 44% In the first window, 16% of 3rd, 4th and 5th grade students did not meet the standard. In the second window, 21% did not meet the standard. The complexity of the texts increases from window 1 to window 2. Target: F&amp;P window 1 2016-17 in English and sustained: 70% of the 1st and 2nd graders will meet or exceed benchmark on F&amp;P levels. 10% growth on F&amp;P levels from window 1 to window 2. F&amp;P in Spanish 70% of the 1st and 2nd graders will meet or exceed benchmark on F&amp;P levels. 15% growth on F&amp;P levels from window 1 to window 2.</td>
<td>An instructional shift in grade level collaboration. School wide implementation of ROCI cycles (Result Oriented Cycle of Inquiry). Quarterly F&amp;P data analysis during grade level collaboration to identify students that are not proficient so they can establish/re revise 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>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**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?
### Analysis of Results for Language Arts Intervention

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>F&amp;P Scores</th>
<th>Intervention Details</th>
</tr>
</thead>
</table>
| 59                 | Below grade level benchmarks in their F&P scores, received literacy intervention in Spanish and/or English from Sep-Dec 2015. | In Dec 2015, 13 out of 14 fifth graders moved at least 1-2 levels up in their F&P proficiency levels. 7 out of 9 long term English language learners in the 5th grade class moved 2-3 levels up in their F&P proficiency levels reaching grade level expectations. We believe that these results are due to the fact that we provided reading intervention to the students as early as September.

<table>
<thead>
<tr>
<th>Student Progress</th>
<th>Goals</th>
<th>Intervention Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>59 students from 1st, 3rd and 5th grade scoring below grade level benchmarks in their F&amp;P scores.</td>
<td>Target Growth goals: To move up at least 2 Fountas &amp; Pinell (F&amp;P) proficiency levels in 12 weeks.</td>
<td>The interventions that are required to reach mastery are: Analyzing F&amp;P data (quarterly) to create both reading intervention and flood groups to target students below grade level. Organize school wide cycles of push in reading intervention instruction provided by literacy specialist and ARTI literacy teacher for students determined by looking at student data and teacher observations. Began intensive intervention work with long term English language learners in 5th grade. Reading Intervention Cycle 1. Sep-Dec (grades 1,3,5) Reading Intervention Cycle 2. Jan-March (grades 2,3,4) Reading Intervention Cycle 3. April-May (Kindergarten) 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>
</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>7 out of 9 long term English language learners in the 5th grade class moved 2-3 levels up in their F&amp;P proficiency levels reaching grade level expectations. We believe that these results are due to the fact that we provided reading intervention to the students as early as September.</td>
<td>Target Growth goals: Long term English language learners and AA students scoring below grade level expectation in 5th grade will move up at least 2-3 Fountas &amp; Pinell (F&amp;P) proficiency levels in 12 weeks.</td>
<td>Intensive reading intervention work with long term English language learners and AA students scoring below grade level expectations in 5th grade starting in September 2016. 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>
</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>SBAC on the 14-15 MATH SBAC 27% of all students met or exceeded standard which is 20% lower than the district mean.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
**SBAC 16-17 MATH**

SBAC 33% 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. Teacher support: Regular math planning support using ROCI cycles during GLC (grades 3-5). Classroom co-teaching: Intensive coaching for 4 out of 7 classroom teachers.

**School-wide grade level collaboration**

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. Extended planning time during summer and regular school year for vertical and horizontal alignment of standards. SFUSD district curriculum and math investigations. 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 understanding and integrating 2 mathematical practices, (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. Solving problems and investigations in groups. Students explain their mathematical understandings and respond to and critique the reasoning of others.

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**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 and identified gaps. Many 4th and 5th grade students had misconceptions about multiplication, division and fractions. Instead of pulling students for intervention outside the classroom, we decided to strengthen math content and pedagogical strategies for 7 out of 7 teachers in our 3rd, 4th and 5th grades. From data during Math walkthrough of K/1 found need to strengthen math content and pedagogical strategies in one Kinder class. Coaching was provided by ARTI.</td>
<td>Students Goals: Students in grades 3-5 will show growth in multiplication, division and fractions concepts that were missing and begin applying those concepts as they solve problems. 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. Teacher Goals: Intervention Cycle 1: Focus on strengthening Tier 1. ARTI will provide: Regular math planning support using ROCI cycles during GLC. Classroom co-teaching: Intensive coaching for targeted classroom teachers Push-in Tier 2 classroom support for targeted students as they work on problems. Intervention Cycle 2: January-May Continued Tier 1 support in grades 3-5 as outlined above. Tier 2: Pull-out intervention instruction provided by ARTIF for students determined by looking at student data and teacher observations. Began intensive intervention work with two 5th grade EL students.</td>
<td>Support teachers daily use of student work (written and oral) to inform planning and instruction. Weekly data analysis of student work during grade level collaboration to establish routines and protocols for small group/Tier 2 lesson modification. ARTI teacher observation to support teachers differentiation of number talk strings during lesson presentation based on student output (strategies). Spanish Bilingual Math Content Specialist from SFUSD support with coaching cycles for teachers in grades K-2.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

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**English Language Development (ELD)**

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.
Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td>ELL students will show growth from 8% to 16% on the percentage of students meeting or exceeding standards in the ELA SBAC 2016.</td>
<td>The increased time in ELA beginning in 3rd grade, along with the Flood model, appears to have been effective in improving our CELDT reclassification. We plan to continue supporting our ELLs school wide, especially as the emphasis on explaining their thinking grows with the CCSS. We are encouraged to see the reading gap closing by 3rd grade. As such, we plan to continue academic conversations and the Flood model. We selected focal EL students K-5. We plan to continue ELD writing progression writing</td>
</tr>
</tbody>
</table>

SBAC 14-15 ELA Overall 8% of all English Language Learners students met or exceeded standard. The data indicates that our ELs are performing below the district average. F&P English 60% of our Latino EL in 4th and 5th grade met or exceeded benchmarks expectations on F&P window 2.

CELDT 2014 results showed 86% English Learner re-designation for our school. CELDT scores show a doubling of our reclassification over other years. 2013-2014: 40 out of 118 tested 2012-2013: 20 out of 129 tested 2011-2012: 21 out of 127 tested

English language learners will move at least 1 level up in their language proficiency level each year as measured by their CELDT scores. By Feb 2017, increase reclassification rate by 5% from the Spring 2016 data.

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. Extended planning time during summer and regular school year for vertical and horizontal alignment of ELD standards and SFUSD district unit plans

Other Subject Areas (Secondary Schools, optional for Elementary)

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

College and Career Readiness

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/ goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 10 ELs parents attend workshops on literacy, reclassification that are held on a monthly basis during ELAC meetings.</td>
<td>Increase engagement with Latino and African American families by consistently engaging 10 AA and 20 Latino families.</td>
<td>Strategy # 1 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 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.</td>
</tr>
</tbody>
</table>

WASC Ch.2

WASC Ch.5
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 "elmo projectors" and use of promethean boards (in upper grades) and chrome book 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: 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?

<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, 3 Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academic lead team (IRF, Literacy specialist, Academic RTI teachers and principal meets bi-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. Coaches meet weekly to examine their own practice and ensure maximum input on teaching and learning. The intervention team also meets weekly to examine accelerated growth for English learners in reading and make adjustments to the ARTI plan.</td>
<td>.5 IRF .8 Literacy Specialist .8 Academic Response to intervention teacher (Math focus) .5 Academic Response to Intervention teacher (ELA-SLA focus)</td>
</tr>
<tr>
<td>School Climate teams meets monthly to examine Tier I strategies for the school and their effectiveness. This team monitor the implementation of specific actions to improve a positive school climate at our school. The 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-teachers leaders to implement professional development in this area.</td>
<td>1.0 Social Worker .5 Nurse Seneca Staff 1.0 Culture and Climate Specialist 2 full time Student Support Assistants</td>
</tr>
<tr>
<td>The librarian, PE teacher and performing artists from VAPA form part of the team of teachers that release K-5 instructors to meet in their grade level collaborative meetings for 80-90 minutes each week. During this time, teachers are asked to collaborative plan instruction, examine student work, share dilemmas and do outcome based planning.</td>
<td>.6 librarian .6 PE Teacher .4 VAPA teachers .2 Artist in residence</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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<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>19 % of 280 students are chronically absent which is a 5% increase from the previous year.</td>
<td>Reduce the number of students that are chronically absent from 19% to 9%.</td>
<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><strong>Student Engagement/ Attendance</strong></td>
<td>We coach our teachers on a variety of classroom management interventions, but at times the students are not responsive. In these moments, when the students are still engaging in the less severe (type A) behaviors, the Daniel Webster behavioral team provides support options in the wellness center. Analysis of Trend 1 School wide Wellness visits from August to January= 2,433 from which the 4th grade classes comprise 1,936 visits. Analysis of Trend 2 Physical violence toward teachers, staff and students is the most frequent infraction. Although we are providing tier two and tier three behavioral interventions to specific students, the needs are greater than the services that we are able to provide. A few students have been suspended multiple times</td>
<td>Reduce the number of AA students office referral .</td>
<td></td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent-School Communities Ties

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

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

Family Engagement: Your school’s family engagement strengths and challenges (And how you know….)
### Deepening A Community Schools Approach
the depth and breadth of CBO partnerships that are essential to your school community.

#### Parent-School-Community Engagement

| Narrative describing Parent-School-Community culture | Targets | Strategies & Impact
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td>Increase engagement with Latino and African American families by consistently engaging 10 AA and 20 Latino families. Increase engagement of our Families living in the Potrero Annex Housing Development. Increase ELAC Membership from 10 to 20 families. Identifying potential parent leaders from our AA families.</td>
<td>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 More participation of Latino Families and AA families. We aim to engage African American parents 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.</td>
</tr>
</tbody>
</table>

At Daniel Webster, we strive to build stronger teacher/parent relationships by increasing parent participation, both in the classroom and in school wide educational programs. We support these relationships by encouraging teacher positive phone calls home, as well as continually maintaining effective two way communication, as shown by teachers connecting with their room parents. Areas of success for DW in terms of parent engagement and communication have been a quarterly newsletter, 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 socializing such as the Back to School BBQ, International Food Night, and the Talent Show. 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 such as regular ELAC meetings, a weekly food pantry, weekly Friday morning coffee, and Mission Graduates English classes. Challenges: Spanish speaking and African American participation in the PTA and wider community is very low. We continue to see a large number of families leaving the school, especially in 4th and 5th grades but increasingly in lower grades.
**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)**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>800</th>
</tr>
</thead>
</table>

This allocation is put into supplies to support students with IEPs to access grade level content. Some examples of supplies cool down kit boxes, wiggle chairs, large print books and other aides to help modify curriculum when necessary.

**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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>34,870</th>
</tr>
</thead>
</table>

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

A great majority of this is being spent on teacher salaries to continue to reduce class size at the 4-5th grade level, which is directly connected to strengthened instruction for our ELs. Our English Learners directly benefit from this as it allows for more one-on-one language support and more opportunities for small, CELDT proficiency level-based instructional groups. Some funds are spent on the technology paraprofessional who supports technology integration in all classrooms and curriculum. He also provides release for K-5 teachers to meet weekly in their grade level planning meetings. A portion of this money is set aside to pay for childcare and refreshments for EL families so that they can attend to ELAC, SSC meetings, community meetings and parent educational workshops.

**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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>15,000</th>
</tr>
</thead>
</table>

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

A portion of the literacy specialist position is funded with this money. The literacy specialist provides literacy acceleration. The Academic Response to Intervention team prioritizes ELs working 1.5 years or more below grade level and/or at the bottom 10% of their class in grades K-5. Students are seen one on one and in small groups for 3-4 times a week intervention. Each grade level receives 10-12 week intervention cycle. A portion of this money is spent on Mission Graduates to provide 8 workshops to low income families about literacy and also how to support their child’s reading development at home. Some money is set aside to pay for other services.

**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

<table>
<thead>
<tr>
<th>Allocation</th>
</tr>
</thead>
</table>

**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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>161,722</th>
</tr>
</thead>
</table>

**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?**

A great majority of this is being spent on teacher salaries to reduce class size at the 4-5th grade level. Some money is spent on the computer paraprofessional who is leading the effort to ensure that teachers are able to integrate technology regularly in their classrooms. He also provides release for K-5 teachers to meet weekly in their grade level planning meetings. A portion of the literacy specialist position is funded with this money. The literacy specialist provides literacy acceleration. The Academic Response to Intervention team prioritizes ELs and African American students working 1.5 years or more below grade level and/or at the bottom 10% of their class in grades K-5. Students are seen one on one and in small groups for 3-4 times a week intervention. Each grade level receives 10-12 week intervention cycle.
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>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>31500</td>
</tr>
<tr>
<td>Title I Parent Set Aside</td>
<td></td>
</tr>
<tr>
<td>Impact &amp; Innovation Awards</td>
<td></td>
</tr>
<tr>
<td>Principal’s Innovation Fund</td>
<td>(For Middle Schools and PK-8 Schools as applicable)</td>
</tr>
<tr>
<td>Equity Grant</td>
<td>(as applicable 16-17)</td>
</tr>
<tr>
<td>QEIA Carryover</td>
<td></td>
</tr>
<tr>
<td>Other (PTA, external sources, School Quality Pairing/CoP work)</td>
<td></td>
</tr>
</tbody>
</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) =

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)
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>N/A</td>
<td>1.0</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rt Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>.5</td>
<td>N/A</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:
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: 3/1/2016
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 3/22/2016
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moraima Machado</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Jorge Robert</td>
<td>Parent/Chairman</td>
<td></td>
</tr>
<tr>
<td>Ana Olivar</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Robert Haga</td>
<td>Parent/Secretary</td>
<td></td>
</tr>
<tr>
<td>Sarah King</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Mercedes Garcia</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Claudia Scharff</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ana Lunardi</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ron Russo</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Susi Brennan</td>
<td>IRF/ Teacher</td>
<td></td>
</tr>
</tbody>
</table>