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

<table>
<thead>
<tr>
<th>School</th>
<th>West Portal Elementary School</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Karen Lee</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

West Portal School Mission: Our mission is to use current research-driven practices to collaboratively create a kind, caring, and inclusive learning community where every student approaches challenges with a growth mindset, independence is fostered, social-emotional development and teamwork is valued, and learning is student-centered and joyful for all. Who are we: West Portal School is located above the West Portal Tunnel on Lenox Street at the Northern end of West Portal Neighborhood. The school serves 594 students in grades Kindergarten to fifth. Two-thirds of the school’s student population is in the general education program while the remaining one-third is in the Chinese (Cantonese) Immersion Program (CIP). The school has 3 GE classes in each of the K through 3rd grade and 2 GE classes in the 4th and 5th. The CIP has one in each of the kindergarten through 5th and one 1/2 class and one 2/3 class. In our Chinese Immersion Program which was founded in 1984, Chinese is learned through the contents taught in school. The core subjects, except English Language Arts, are taught in Cantonese during grades K to 3, with an increase in English instructional time during the 4th and 5th grades. The goal of this program is for the students to be bilingual, biliterate and bilingual. West Portal serves 30 students who are identified SPED inclusion within an inclusive environment in their GE classrooms. Areas of Success and Strength At West Portal, Staff strive to provide all students what they need through an enriching educational experience inside and outside of the classroom and within a safe, secure environment. Classroom and support teachers implement a variety of programs to address differing learning styles and individual needs of all students. They encourage joyful learning by providing hands-on activities such as field trips, music, gardening, sports and dance. This includes providing creative conditions and use teachable moments to support each child’s individual strengths across multiple learning environments. Students build skills in context, rather than in isolation, helping to understand how their knowledge and skills are useful beyond the classroom. Two areas where West Portal has seen great success is in our support of our English Language Learners and our Student Assistant Program (SAP) process or how we support our teachers in providing access to students who need additional support to be successful. Our teachers attend to students’ emotional well-being and encourage them to develop self-confidence, responsibility and self-discipline; listening, problem solving, critical thinking, and social skills. Development of these 21st Century learning skills helps the children to engage and enjoy learning, and to accomplish their learning goals. Areas of Challenge In recent years the challenge has been with resources. The budget has been tight especially with a large elementary school of 594 students. We have had to do more with less. In particular, we have a growing number of students with social/emotional issues as indicated in the rise in the number of Behavioral/Social Emotional SAP referrals. In providing support for these students, teachers and parents have been asked to take this on with little to no external supports. We hope to address this challenge by increasing our social worker to full-time. Another challenge is sustaining an inclusive approach as related to our support for students with IEPs. Staff has learned and implemented more inclusive practices in their classrooms but limited external resources has impeded us in providing some very effective inclusive practices such as team teaching and support staff training. Staff has been able to provide some limited supports in these areas for some of our more needy students but we as of yet have not been able to implement school wide. This work has been challenging and it will continue to be challenging as resources and supports continue to be limited while need continues to grow. Key Strategies West Portal is mainly working on two strategies across the entire school. One is the implementation of the Common Core State Standards and the second is the review and restructuring of the inclusive service model approach in all of our classrooms. Other areas we are working on are improving our structures for supporting our students socio-emotional and climate climate including implementing a Behavioral RTI structure.
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**Supplemental Reference Documents**

- [Vision 2025 Graduate Profile](#)
- SFUSD’s 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</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>
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</tbody>
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Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:

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

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

1. Balanced Score Card/Single Plan for School Achievement
### 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 [link](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"

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
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<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
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<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

**Contents**

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

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
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<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

**Contents**

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

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
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<td></td>
<td>Student-Centered Learning Climate</td>
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<td></td>
<td>College and Career Readiness</td>
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</table>

**Contents**

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

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Our target is for the 2016 SBAC ELA for 73% of all students to meet or exceed standard which would be a 9% growth from the 2015 SBAC ELA.</td>
<td>Teachers will implement SFUSD’s Comprehensive Approach to Literacy, Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conference Interactive Writing, Shared Writing, Independent Writing, Writing Conference, Guided Writing, Word Study</td>
</tr>
<tr>
<td>On the 14-15 ELA SBAC 84% of all students met or exceeded standard which is 15% higher than the district mean. On the 14-15 SBAC writing claim 71% of all students scored near, at or above standard compared to 2015 fall IAB where 80.6% of all students scored near, at or above standard. This shows a 9% improvement from last spring to this fall.</td>
<td>Our target is for our 1st and 2nd graders in the 16-17 to show at least a 5% growth in students who meet or exceed benchmark from F&amp;P window 1 to window 2.</td>
<td>Teachers will provide rich opportunities to hear written language read aloud (Interactive Read Aloud) and to talk about concepts and ideas before they are expected to write about them. Teachers support reading through small group instruction (Guided Reading) which enables students to read more challenging text with effective processing, thus expanding their reading powers.</td>
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<tr>
<td>83% of the 1st and 2nd graders met or exceeded benchmark on F&amp;P window 2 which was a 4% growth from their window 1 percentage of 79%</td>
<td>Our target is for the 2017 SBAC ELA for 69% of all students to meet or exceed standard which would be a 10% growth from the 2016 SBAC ELA.</td>
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<tr>
<td>West Portal students scored at 59% Meeting Standards in the SBAC results 2015-2016. This score is 6% higher than the District scores. Our EL population scored at 50% (a decrease of 7%) and our Socio-Economic population scores at 50% (a decrease of 7%). Our SPED population posted scores at 82% (a decrease of 4%).</td>
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</tbody>
</table>
2016-2017 85% of the K, 1st, and 2nd graders met or exceeded benchmark on F&P window 2 which was a 17% growth from their window 1 percentage of 68%. For our 3-5th Graders on the RI, they scored at 62% during window 2. They made a 11% improvement.

Our target is for our K-2nd graders in the 17-18 to show at least a 5% growth in students who meet or exceed benchmark from F&P window 1 to window 2. Our target for 3-5th graders in the 17-18 school year will also be a 5% growth in students who meet or exceed benchmark.

Every teacher is trained in Guided Reading. They will be pulling groups at minimum 3-5x a week and working on specific reading skills in small groups. After 6-8 weeks students will move up in levels and reading skills and groups will be reconfigured. During Common Planning time, teachers will get a chance to plan for reading groups and also reflect on student progress to see how they can improve each student's reading scores.

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>
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</thead>
<tbody>
<tr>
<td>8% of 1st graders that did not meet benchmark in the beginning of the year F&amp;P were the same 8% who did not make benchmark in the middle of the year F&amp;P. In 2nd grade, of the 15% that did not make benchmark at the beginning of the year while still 10% did not make benchmark in the middle of the year.</td>
<td>Our target is to move 50% percent or more of students who are not meeting benchmark (F&amp;P) or are below basic (SRI) or are below standard (SBAC) to score at benchmark, basic, standard or above.</td>
<td>Teachers will provide small group instruction, five days a week, to students who need additional support. Push-in support to classrooms to support students in small group instruction.</td>
</tr>
<tr>
<td>Kindergarten F &amp; P MOY shows 3% Not Yet Met Benchmark and 17% Approaching Benchmark. 1st grade F &amp; P MOY shows 11% Not Yet Met Benchmark and 1% Approaching Benchmark. 2nd grade F &amp; P MOY shows 7% Not Yet Met Benchmark and 5% Approaching Benchmark.</td>
<td>Staff will focus on moving the Approaching Benchmark population to the Met Benchmark levels.</td>
<td>Teachers are implementing guided reading groups with targeted focal students. Students will be pulled 3-5 times a week. Their progress will be monitored on a weekly basis during Common Planning time. Teachers will reflect on their practice and differentiate according to student assessments.</td>
</tr>
<tr>
<td>The overall scores for IWA for Grade 3 is at 2.6 while the EL students scored at 2.4. The overall score for the District is 2.6 with 6 being the highest score on the rubric.</td>
<td>West Portal IWA scores showed gains of .1% for all third graders, and .2% for EL students.</td>
<td>The third grade team will be receiving Writers Workshop training. They have not been to the training yet, and they will go this summer 2017. When they come back we will be implementing Writers Workshop K-5th.</td>
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</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 SII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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<tbody>
<tr>
<td>The percentage of our 1st and 2nd grade English Language Learners scored who did not meet or exceed benchmark on the beginning of the year F&amp;P was similar to the percent who did not meet or exceed benchmark on the middle of the year F&amp;P. 1st grade (BOY-28%, MOY-28%), 2nd grade (BOY- 20%, MOY-17%). These students are not progressing.</td>
<td>Our performance goal is for the EL students who scored not yet met Benchmarks on the F&amp;P at BOY and MOY to all score at least at Approaching Benchmark. AND for the EL students who scored Approaching Benchmark to score at benchmark or exceeds benchmark.</td>
<td>Within a differentiated structured environment, students who are identified a focal students will be provided extra supports in the shape of push in or pull out for accommodations, scaffolds, and acceleration.</td>
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</tbody>
</table>
29% of students with disabilities met standards on the 2015 SBAC in ELA, compared to 64% of students school-wide met standard and also compared to the 41% of Students with disability that scored near, at or above standard on the Fall 2015 IAB-ELA. Our SBAC performance target is for 40% of our students with disabilities to perform at standard or above on the 2016 ELA SBAC. This will be an increase of 11% based in comparison to our 2015 SBAC ELA percentage of 29%.

SPED staff will collaborate closely with classroom teachers in providing modified lesson, simplified vocabularies, and scaffolding of lessons to ensure our SPED students continue to have full access to the ELA common core.

RI scores indicate that our EL students scored at 13.7% as compared to 50% for all students at At or Above Proficiency on W1.

Our target is to increase the percentage of EL reading At or Above Proficiency by 10% in the following year.

Teachers are implementing guided reading groups with targeted ELL focal students. Students will be pulled 3-5 times a week. Their progress will be monitored on a weekly basis during Common Planning time. Teachers will reflect on their practice and differentiate according to student assessments.

### 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. WASC Ch. 2. On the 14-15 MATH SBAC 63% of all students met or exceeded standard which is 16% higher than the district mean. Compared to 2015 Fall MATH IAB where 66% of all students met or exceed standard and 68% met or Exceeded standard on the MATH Task. This shows growth of 3% and 5% improvement from last spring to this fall.</td>
<td>Our target is for the 2016 SBAC Math for 73% of all students to meet or exceed standard which would be a 10% growth from the 2015 SBAC ELA.</td>
<td>Teachers will continue to follow and use the SFUSD Math curriculum and plan collaboratively around it. The strategies such as Math Talks, 3 read protocol, math journaling will be utilized in all classrooms. All lesson planning and study of student work will focus on how instruction occurs in the classrooms and if consistent with the Common Core teaching practices.</td>
</tr>
<tr>
<td>West Portal students scored 62.8% (a slight decrease of .4%) proficient in the SBAC Math 15-16. This is higher than the District’s average at 49.6%. Our EL students scored at 37% (decrease of 17%). Our SPED students scored at 35% (decrease of 1%) and our Socio-Economic students scored at 59.3% (increase of 1.3%). In Math Task, students scored at 67% meeting or exceeding standards.</td>
<td>West Portal students overall are doing well in math with General Education and Socio-Economic students scoring above the District standard. We are focusing on EL students who showed a 17% decrease from the previous year. Our target goal is for all students to make a 10% improvement on the SBAC Math in 2017-2018 school year.</td>
<td>Teachers will be receiving targeted math PD from the IRF. The focus will be around milestone tasks and providing rich opportunities for students to engage in the rigorous math curriculum.</td>
</tr>
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</table>

**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>Mathematics, 58% of our EL students scored at proficient, which is 6% less than all students.</td>
<td>Our target for 65% of EL students to meet or exceed standard in the 2015-16 SBAC Math Assessment.</td>
<td>Classroom teachers will use guided math groups in the general education setting to support students’ math growth. School wide class SSTs will be scheduled for September 2016 to help identify needs. SST data exists for targeted math intervention. School wide class SST follow-up will be scheduled for April 2017 to plan for student support and align resources for 2017-2018.</td>
</tr>
<tr>
<td>EL students scored at 37% as compared to 63% from the General Education students.</td>
<td>Our goal is to increase the math performance score by 7% for EL students in one year.</td>
<td>Teachers will be receiving targeted math PD from the IRF. The focus will be around milestone tasks and providing rich opportunities for students to engage in the rigorous math curriculum. In addition, teachers will be using the math strategies of &quot;three read protocol&quot; so our EL students can access the word problems during the math SBAC. In addition, math talks will allow students to use sentence frames to discuss their math thinking with a peer.</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?
### Analysis of results for Mathematics-Focal Group

| 28% of students with disabilities met standards on the 2015 SBAC in Math, compared to 63% of students school-wide met standard and also compared to the 46% of Students with disability that scored near, at or above standard on the Fall 2015 IAB-Math. |
| We will strive to have 50% of our Student with Disabilities at proficient/exceeding benchmark. |
| Focally identified students will receive targeted individual instruction from classroom teachers as well as consideration for math tutoring and online, personalized support. |

| EL, students scored at 37% as compared to 63% from the General Education students. |
| Our goal is to increase the math performance score by 10% for EL students in one year. |
| Teachers will be receiving targeted math PD from the IRF. The focus will be around milestone tasks and providing rich opportunities for students to engage in the rigorous math curriculum. In addition, teachers will be using the math strategies of “three read protocol” so our EL students can access the word problems during the math SBAC. Last but not least, students will be engaging in math tasks, where the teacher will support students through using sentence frames and rich academic language. |

### 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 (RFEPE)?

| Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEIs, recently reclassified) |
| Based on the analysis of the results, what are your targets/performance goals? |
| What interventions are required to ensure all students reach mastery? |

Based on the 14-15 English Learner Re-Designation data, 78% of our students receiving English language support were reclassified. This re-designation rate is 28% higher than the district mean. Based on the 15-16 English Learner redesignation data, 76% of the students were reclassified. Based on AMAO 1 results, 89% of our students demonstrated at least one proficiency level growth on the CELDT. Based on the AMAO 2, 42.1% of our EL (less than 5 years) attained English proficiency level, and 52.2% of EL (5 years or more) attained English proficiency level.

Our targets for our English Learners would be to maintain the 78% re-designation rate; increase our AMAO 1 to over 76% demonstrating at least one Proficiency Level growth on the CELDT and our AMAO 2 to 50% EL attaining English Proficiency Level (less than 5 years) and 60% of EL (5 years or more) attaining English Proficiency Level.

Teacher will work to integrate best practices for Integrated/designated ELD including: Scaffolding, Discourse Practice, sentence unpacking/close reading and explicit teaching of language. Students who are identified as newcomers or LTEIs will receive additional instructional support. Additional certificated support has been allocated to support and accelerate the eld progress of these students.

The percentage of our 1st and 2nd grade English Language Learners scored who did not meet or exceed benchmark on the beginning of the year F&P was similar to the percent who did not meet or exceed benchmark on the middle of the year F&P 1st grade (BOY=28%, MOY= 28%), 2nd grade (BOY= 20%, MOY=17%). These students are not progressing.

Our performance goal is for the EL students who scored not yet met Benchmark on the F&P at BOY and MOY to all score at least at Approaching Benchmark. AND for the EL students who scored Approaching Benchmark to score at benchmark or exceeds benchmark.

K-2 Teachers will explicitly teach foundational skills: print concepts, phonological awareness, phonics, sight words and automatically in their ELA. (guided reading & mini-lesson)

SBAC, F&P and IWA scores support the trend that our EL students are performing 10 - 25% lower in ELA as compared to our overall population of students.

The target is to close the gap between the general education students and that of the EL students by raising SBAC ELA scores by 10%.

Teachers will be integrating EL within the different subject areas. They will be using sentence frames , word wall, pictures, so students can improve in their reading, writing, and sbac scores.

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

| Analysis of Results - All Students |
| Based on the analysis of the results, what are your targets/performance goals? |
| What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |

For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2

WASC Ch.5
**College and Career Readiness**

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

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

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

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

**Elementary Schools**

What is your plan for promoting college and career readiness?

West Portal will promote college and career readiness by providing opportunities to be in leadership roles and in extra-curricular activities. Students will begin to receive instruction in leadership skills through opportunities such as the student council, kickball team organizers and managers, big buddy little buddy program, junior coaching via Playworks, performance in the musical, the garden stewardship and the annual overnight. These experiences will push students out of their comfort zones and compel them to reach for more than they thought they could. Reaching for stretch goals and committing to actions aimed at achieving excellence, helping others, or standing up for a cause are seen a central to helping students establish a platform within themselves that might enable them to thrive in the 21st century.

**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?**

Site based Professional development will be developed by the ILT with input from the West Portal staff and Parent community. The Professional Development Calendar will include professional learning opportunities that are consistent to our priorities, identified area of focus and school vision. Areas of professional learning and teaching practices in English Language Arts, Mathematics, English Language Development, and Behavioral/Academic RTI. District departments staff from Humanities, Mathematics, Multilingual, Pupil Services, School Health, Research, Planning and Assessment, and Special Education will provide professional development at our faculty meetings that promote our priorities and focuses based on the most updated data. These professional learnings will occur during staff meetings, common planning time, grade level planning, program planning and provide site based PD days. The ILT will develop, monitor and make any adjustments to the PD calendar.

**School-Wide Action Step(s)**

Expand and improve the use of collaboration time among grade level teams to include both programs (CIP and GE) teachers Build the capacity for ILT members to facilitate reflective practices during their grade level meeting times and bring the actions from ILT directly to those collaborations Continue to have the Instructional Leadership Team serves an essential purpose in designing professional development for teachers and paraprofessionals. ILT will also facilitate the use of Common Planning Time for all the grade levels. Bring in district and consultants to provide specific professional development to support school-wide priorities including professional development in readers and Writers workshop project through Home Grown Teacher College, SF-CESS, Inclusive Practices, Math Curriculum Lesson Studies led by TSA Glen, and the Math Leadership team.

**How will you resource this?** (Site Budget, Specific Categorical Fund, People, etc($)Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)

WSF funds will be used to provide substitute days, consultations, extended hours. EIA-EL funds will be used to provide English Language Development PD and English Learners related instructional materials. Parent Club funds will be used for instructional materials and outside professional development registration fees.
### 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>
<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>Approximately 5% of our students have an IEP. Their learning challenges fall in the mild to severe range.</td>
<td>Increase number of events for entire school community which promote inclusivity, for example: inclusion awareness days. Continue consistent SAP/SST process before students are considered for Sp Ed assessment.</td>
<td>Continue to promote the Inclusive Parent Committee and increase the amount of staff to further promote awareness, knowledge and implementation of inclusive practices. Continue to contract out with an outside inclusion specialist to promote and support a continued inclusive environment both school wide and within the classroom. West Portal will continue to use the SAP/SST process to analyze Tier 1 supports and implement Tier 2 supports with fidelity prior to considering Tier 3 supports. School psychologist will be an active member of our SAP/SST team.</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>3% school-wide chronically student absent rate, 15% of Hispanic students are chronically absent. Of our 596 students there are only 20 students who are considered chronically absent.</td>
<td>Maintain the school-wide or improve our school-wide attendance rate. Reduce significantly our Hispanic student who are chronically absent by 7%.</td>
<td>Will run bimonthly attendance reports. Students at risk of being chronically absent will be identified by Assistant Principal and LSP/Social Worker who will analyze the attendance data. Chronically absent students/families will be invited to SST during parent/teacher conference week. These students will be monitored by bimonthly attendance reports by our Attendance Clerk. Administration, Social worker will run school attendance SST.</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>Suspension rate last year -0. This year suspension is at 1. Based on our present paper referral system (note: challenge in collecting and entering in data for referrals. Only paper version, other electronic versions are extremely time consuming) and antidotal data from teachers and support staff, a large percentage of our behavioral issues occur during transitions to and from recess and lunch and during recess and lunch. Behavior issues start in the yard and continue when students enter back into the classroom.</td>
<td>Develop a better system of collecting discipline related referrals that is efficient and can be utilized by all staff. Target transitional negative behavioral issues with a growth mindset. We hope to minimize amount of office referrals by 25%</td>
<td></td>
</tr>
</tbody>
</table>
At beginning of school, conduct classroom-wide SSTs with all classes. These classroom-wide SSTs will include each classroom teacher, an administrator, student support (Ms Callaghan/Ms Moir) and social worker. Look at attendance, home language, etc in their cumulative folders and any documented academic/behavioral history. Red flag students we need to go back to at SAP. All initial analysis for individual SSTs start here. Work with the SAP team and centralized district support to develop a Growth Mindset approach to reducing the number of negative behavioral referrals that are happening out on the yard during recess and lunch and identify and celebrating positive behavior. This behavioral referral system can be utilized by all staff in various positions. In consultation with administrators and teacher and possibly Playworks, the recess coordinator and yard duty supervisors will develop a structural and procedural plan for recess and lunch time that will promote positive transition time to, from and during recess/lunch time. Recess Coordinator helping with daily conflict management, engaging yard supervisors to take more of an active role with students during recess time.

### 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
| Who you are reaching/missing (And how you know…) | 33% of SSC members and Parent Club board member will be parents of English Learners. Families of English Learners will participate and be represented at school and community events. | What is the strategy & how will you know you were successful?
| Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…) | | Families of English Learners will be recruited by staff and parent board members to be part of these governing bodies. As part of the planning process for School and Community events, prioritize communication to Families of English Learners and build events around allowing access to these families. |

Although we have a strong Parent Club and many ways we connect as a school with our parent community, we are not being well represented at school events, community events or governing bodies such as SSC and Parent Club Board by our families of our English Learners.
## 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 = $1,550**

Instructional Materials ($1550 WSF-SpEd) will be budgeted to supplement sensory materials and curriculum/technology supports to meet the needs of all Special Education students. Substitute days ($2000 WSF) and extended hours ($8000 WSF) will be budgeted to provide additional training and release days for SPED teachers and paraprofessionals.

**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 = $78,184**

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

SCG-EL funds will be utilized to hire two part-time literacy coaches ($48589 SGC-EL for .50 FTE) and ($24,294 SGC-EL for .25 FTE). The literacy coaches will provide professional learning for classroom teachers as well as small group and/or individual instruction of English Learners who require additional intervention. The remaining funds will be utilized for instructional materials ($5301 SGC-EL) that will allow our English Learners to have access to core subject content and provide additional ELD 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 - 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?*

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

**Allocation = $0**

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

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

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

### Targeted Instruction Improvement Grant (TIIBG) 07940

**Allocation = $0**

*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?*

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

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

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

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

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

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

**1% Title I Parent Set Aside = $0**

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

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

- 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?

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

**Principal’s Innovation Fund = $0** *(For Middle Schools and PK-8 Schools as applicable)*

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

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

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

**Identify Sub-group & specific actions**

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

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

**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>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
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<tbody>
<tr>
<td>.5</td>
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<table>
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<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
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<th>Other:</th>
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<tbody>
<tr>
<td>VAPA = .6</td>
<td>Librarian = .8</td>
<td>PE = .8</td>
<td></td>
</tr>
</tbody>
</table>

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

Social Worker will provide classwide SSTs, individual SSTs, Social Skills Groups, Mentor Program, and PD for teachers on social emotional curriculum, family crisis supports.
## 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 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: 9/21/2017

- 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: 9/21/2017
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>Karen Lee</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Jennie Lee</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Catherine Lewis</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Dianne Mogannam</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Suzanne Hughes</td>
<td>Paraprofessional</td>
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<tr>
<td>Lori Wong</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer Thorton</td>
<td>Parent</td>
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<td>Phyllis Moir</td>
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</tr>
<tr>
<td>Lennette Thompson</td>
<td>Parent</td>
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