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

<table>
<thead>
<tr>
<th>School</th>
<th>Ortega, Jose Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Benjamin R. Klaus</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

**Who We Are:** Jose Ortega Elementary School, is a school community with a culturally diverse population, that provides a rich, stimulating educational experience that challenges all students to reach their fullest potential. Teachers use a variety of differentiated instructional strategies to fit the needs of all students, with an emphasis on integrating literacy across content areas. Our Mandarin Immersion program helps students develop Mandarin language skills from kindergarten until fifth grade. Our Full Inclusion, RSP, and Speech programs ensure that students receive Special Education services that help them meet their Individual Education Plan (IEP) goals. Our Special Day Pre-K Program provides a structured curriculum for 3, 4, and 5 year olds that qualify for the mild/moderate program. Our new full-day General Education Pre-K program will provide students with kindergarten readiness skills and Mandarin enrichment. Our Science/Eco-literacy Program, with support of the science consultants, provides students with weekly hands-on science experiments, which helps our students to become scientifically and ecologically literate. Our community garden and our greening projects are connected with science education. Students receive 100 minutes of physical education weekly. Artists-in-Residence provide students with opportunities to build creativity in both visual and performing arts. The Stonestown Y coordinates an onsite after school program that provides a nurturing environment for our students. We implement Restorative Practices, Behavioral and Academic Response to Intervention to create a supportive, safe, and inclusive environment where students, parents and staff work cooperatively to sustain a positive school climate.

**Areas of Strengths:**

Our school’s science program allows students to experience hands-on science experiments weekly, Pre-K-5th. We would like to build our STEM instruction. Our balanced literacy program incorporates Reader’s and Writer’s Workshop models in all classroom K-5th. Pre-K students are introduced to early literacy skills. Our Mandarin Immersion program allows students to become multilingual. The implementation of Restorative Practices and Response to Interventions has helped to create a safe and fair climate for students at our school. We focus on holistic teaching and the social emotional learning for every student. We will continue to have professional development around social emotional learning and we are providing workshops for our families. We are a diverse community that values all cultures.

**Areas of Challenge:**

One challenge this year has been the lack of support staff needed during the implementation of best practices for social emotional learning. There is also a need for more staff to organize games during lunch recess. We are preparing for green schoolyard construction for the summer of 2017. The school community will be completing its planning process by Fall 2016. Key Strategies: This year we have continued our focus Culturally and Linguistically Responsive Pedagogy and Practices. We have been involved in this PLC for the past two years. We continue to learn more about pedagogy and practice to support all students in the classroom, regardless of their race, ethnicity, socio-economic status, gender, or family structure. We are implementing ways to make the curriculum more reflective of the students in our classrooms.

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 metrics and targets used as part of the School Quality Improvement Index (SQII).

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 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>
</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.
# 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.

# 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.

# 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

# Title I Parent Involvement Policy*

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

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

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

Follow this [https://district.sfusd.edu/dept/rpa/aac/DataDisk/default.aspx](https://district.sfusd.edu/dept/rpa/aac/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             | • Instructional Core: ELD                                                                                               | Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels |
| (3-year AMAO Trends and current year school-wide and sub-group performance)            |                                                                                                                         |                                                                                                     |
| SQII 2014-15                            | • 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 |
| (SQII Performance, definitions, thresholds and targets)                                |                                                                                                                         |                                                                                                     |
| Fall 2015 Grades Summary Gr 6-12        | • 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 |
| (School-wide and sub-group performance in 4-Core Content areas)                        |                                                                                                                         |                                                                                                     |
| College Readiness School Profile**     | • College and Career Readiness                                          | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores                     |
| (Performance on college readiness indicators)                                         |                                                                                                                         |                                                                                                     |

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)

<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>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups, so that students are meeting grade level standards. There is a need to focus on improving student independent reading performances for our demographic subgroups in the fourth and fifth grades. We also need to ensure that students that are exceeding grade level benchmarks in math continue to excel academically and to their highest potential.
Jose Ortega teachers use the workshop approach for our balanced literacy program. Reader’s and writer’s workshop models are used in all classrooms. The literacy coach supports teachers to help them to use the workshop model with fidelity. All teachers use Fountas and Pinnell to assess student reading three times a year. Mid-year data shows the following: Kindergarten: 99% meet or exceed standards First Grade: 90% meet or exceed standards Second Grade: 85% meet or exceed standards Third Grade: 84% meet or exceed standards Fourth Grade: 63% meet or exceed standards Fifth Grade: 67% meet or exceed standards According to the IBA ELA data, 67.5% of students are performing at or above the district average. 58.5% of third graders are at the district average. The IAB ELA also shows that 71.2% of fourth graders and 70.7% of fifth graders are at or above district average. The SQII data shows that 50% of our students met or exceeded stands on the 2014-2015 SBAC ELA exam.

Pre-K Our pre-k students are meeting or exceeding DRDP expectations in most developmental areas. 38% of EL students are meeting or exceeding expectations in receptive language development and 50% in expressive language.

There is a need to improve receptive language development in our EL students. Use realia to help students understand objects and things. Provide students with more pictures to help them make connections to their primary language. Check for student understanding and rephrase when needed.

**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 RIT Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose Ortega School implements many Tier 2 strategies to assist in improving student literacy skills. Weekly SAP meetings, SST meetings, Individual Learning Plans for focal students are ongoing. The literacy coach provides needed support to teachers and students. The classroom teachers use the Reading and Writing Workshop models for literacy instruction.</td>
<td>Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups. There is a need to focus on improving student independent reading performances for our demographic subgroups in the fourth and fifth grades.</td>
<td>All of the above Tier 1 interventions and additional strategies are used for Tier 2 support: LLI instruction Student wait time: giving students time to process information Sentence frame Individual Learning Plans Non EL students receive targeted instruction during designated ELD time. Interventions occur with more frequency Consultation with the literacy coach after school tutoring SAP, SST Individual Learning Plan</td>
</tr>
<tr>
<td>Pre-K PALS data shows that 29% of the student tested were able to write their names and 43% had print and word awareness.</td>
<td>A target is move name writing and print and word awareness to 50% by the end of the year.</td>
<td>Besides having students write their names, use art and center activities that will help them to spell and recognize their names. Add more print to the classroom environment.</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?
Analysis of results for Language Arts-Focal Group

<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 interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 SBAC data shows 14% of AA students were proficient in ELA (3rd-5th) Mid-year Fountas and Pinnell data shows that 95% of the African American students in K-2nd grade are meeting or exceeding grade level reading standards. In 3rd-5th grades, 62% of our African American students are meeting or exceeding grade level reading standards. The 2015-26 SFUSD mid-year interim exams IAB (3rd-5th) 37% of AA students were proficient in ELA.</td>
<td>Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups. There is a need to continue to focus on improving literacy skills for our African American students that are falling below grade level proficiencies in ELA.</td>
<td>All of the above Tier1 and Tier2 interventions are provided for the students that are below proficiency in ELA. In analyzing data, we have learned that many of our students need support with analyzing text. The literacy coach has been providing upper grade teachers with strategies on how to help students to closely read text to make predictions and interpret the meaning of the text. Students also learn more about the author’s craft. In order to help our students be more interested in reading, it was important for us to add books to our library and classroom library that had characters and experiences that reflect the students in our classrooms. AAPAC workshops provide parents with resources and strategies that they can use with their child at home.</td>
</tr>
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</table>

| 2014-15 SBAC data shows 24% of Latino students were proficient in ELA (3rd-5th) Mid-year Fountas and Pinnell data shows that 87% of Latino students in K-2nd grade are meeting or exceeding grade level reading standards. In 3rd-5th grades, 65% of Latino students are meeting or exceeding grade level reading standards. The 2015-26 SFUSD mid-year interim exams IAB (3rd-5th) 59% of Latino students were proficient in ELA. | Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups. There is a need to continue to focus on improving literacy skills for our Latino students that are falling below grade level proficiencies in ELA. | All of the above Tier1 and Tier2 interventions are provided for the students that are below proficiency in ELA. In analyzing data, we have learned that many of our students need support with analyzing text. The literacy coach has been providing upper grade teachers with strategies on how to help students to closely read text to make predictions and interpret the meaning of the text. Students also learn more about the author’s craft. In order to help our students be more interested in reading, it was important for us to add books to our library and classroom library that had characters and experiences that reflect the students in our classrooms. Latino students that are designated as ELLs will receive 30 minutes of ELD instruction daily. LPAC workshops provide parents with resources and strategies that they can use with their child at home. |

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>Jose Ortega’s approach to mathematics instruction includes using the SFUSD Math Departments units, math practices, and principles to ensure that students become proficient math thinkers. Math is taught in English and Mandarin. 2014-15 SBAC data shows that 51% of our students were proficient in math. The mid-year IAB shows 78% of third graders, 73% of fourth graders, and 68% of fifth graders are at or above district average in math.</td>
<td>Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups that are not reaching grade level standards. There is a need to focus on improving overall math performance for demographic subgroups. We also need to ensure that students that are exceeding grade level benchmarks in math continue to excel academically and to their highest potential.</td>
<td>The following Tier 1 strategies are implemented to ensure that all students reach mastery in math: Ongoing grade level planning meetings and professional development using the following: Everyday Counts Calendar Math SFUSD Math Common Core Professional Development SFUSD Math Curriculum Units Math Practices and Principles Strategies from the SFUSD math departments toolkit Culturally responsive pedagogy and practices when teaching math, math talks 3 read protocols math notebooks partner work math review centers multi-sensory activities showing thinking in multiple ways culturally responsive and relevant pedagogy teaching using supplemental materials, in addition to the SFUSD provided materials access to online math applications parent involvement</td>
</tr>
</tbody>
</table>

| Pre-K Most students have a good understanding of number sense and are able to match numbers to objects. | To support discourse when using manipulatives, students will use math tools. | Use appropriate tools when teaching math strategically. Check for student understanding during math stations. Link math to all themes that are taught. |
**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>Jose Ortega School implements many Tier 2 strategies to assist in improving student math skills. Weekly SAP meetings, SST meetings, Individual Learning Plans for focal students are ongoing. The members of the math team provide needed support and professional development to teachers, in order to support students in math. The classroom teachers meet in grade level meetings to plan for math lessons. After school tutoring is also provided to students.</td>
<td>Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups. There is a need to focus on improving overall math performance for demographic subgroups.</td>
<td>The above Tier 1 strategies and additional Tier 2 strategies: Short-term targeted instruction via small groups through re-engagement lessons, individual extensions, and math games. Use visual and digital resources to reinforce math concepts small group tutoring SAP, SST Individual Learning Plan</td>
</tr>
<tr>
<td>Pre-K Some students need additional opportunities to re-engage in learning math from a different perspective to make connections.</td>
<td>Students will expand understanding of number relationships and operations in their everyday environment.</td>
<td>Teachers will provided targeted instruction to focal students, plan differentiated learning opportunities, and use scaffolding strategies.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 SBAC 10% of African American students were proficient in math. The SFUSD mid-year IAB data shows 28% of AA students are at the district average in math.</td>
<td>Based on the math data provided, there is a need to improve African American student performance in math by at least ten percentage points. There is also need to provide parents with strategies and resources that they can use at home. Parents also need ongoing workshops that help with the understanding of the CCSS.</td>
<td>Besides the above listed Tier 1 and Tier 2 interventions, the following should be provided for African American students performing below grade level in math: Create a classroom environment where students feel comfortable taking risks and participating in math talks. Differentiated instruction and implement culturally responsive pedagogy and practices that are engaging when delivering math instruction. Using an asset model, identifying student strength in math and building his/her math skills from what the student has mastered. Teachers need to be explicit with checking for understanding before moving students to a new math concept. There has to be an ongoing grade level collaboration time to allow teachers to analyze that math thinking of students. Math lead team should continue to work with the SFUSD Math Department and collaborate with coaches to learn specific instructional practices that support individual student learning. AAPAC workshop on math for families.</td>
</tr>
</tbody>
</table>

| 2014-15 SBAC 18% of Latino students were proficient in math. The SFUSD mid-year IAB data shows 45% of Latino students are at the district average in math. | Based on the math data provided, there is a need to improve Latino student performance in math by at least ten percentage points. There is also need to provide parents with strategies and resources that they can use at home. Parents also need ongoing workshops that help with the understanding of the CCSS. | Besides the above listed Tier 1 and Tier 2 interventions, the following should be provided for Latino students performing below grade level in math: Create a classroom environment where students feel comfortable taking risks and participating in math talks. Differentiated instruction and implement culturally responsive pedagogy and practices that are engaging when delivering math instruction. Using an asset model, identifying student strength in math and building his/her math skills from what the student has mastered. Teachers need to be explicit with checking for understanding before moving students to a new math concept. There has to be an ongoing grade level collaboration time to allow teachers to analyze that math thinking of students. Math lead team should continue to work with the SFUSD Math Department and collaborate with coaches to learn specific instructional practices that support individual student learning. AAPAC workshop on math for families, AAPAC/LPAC/ELAC workshops on math for families. |

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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)?

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)
In a narrative, describe what your analysis of the data says about your school.

WASC Ch.2

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

WASC Ch.5

What interventions are required to ensure all students reach mastery?

WASC Ch.5

26.5% of our student population are English Language Learners. AMAO1 data shows 71% of our English Language Learners have made growth towards English language proficiency on the 2015-16 California English Language Development Test (CELDT). 2014-15 SBAC data indicates that 19% of English Learners were proficient in ELA and 37% were proficient in math. SFUSD mid-year IAB data shows 37.5% of English learners are at the district average in ELA and 78% are at or above the district average in math. Mid-year Fountas and Pinnell data shows 83% of our ELs in K-2nd grade are meeting or exceeding grade level benchmarks in reading. 46% of ELs in 3rd-5th grades are meeting or exceeding grade level benchmarks in reading.

Based on the data our targeted population will be long-term ELs and newcomers in 3rd-5th grades. We also need to increase the number of re-designated student.

In Fall 2015, the Jose Ortega teaching staff received professional development regarding the new ELD standards by the Multilingual Department. Designated site ELD instruction leaders meet with grade level teachers to plan daily ELD instruction to benefit all EL students and promote an increase in English language proficiency. EL students are grouped according to proficiency levels K, 1st-2nd, and 3rd-5th and these groups are provided 30 minutes of designated ELD instruction daily. The literacy coach and the elementary advisor provide daily designated ELD instruction to our beginners and newcomers in 3rd-5th grades. The literacy coach is creating a library that held ELL access English books that they can read independently. After school tutoring is provided to newcomers that speak Mandarin. A Mandarin Immersion teacher provides them English instruction. Teachers will conference with parents of students that are qualified to be reclassified during the first and second trimester Parent/Teacher Conferences. The elementary advisors supports the parents of ELLs and facilitates monthly breakfast meeting that take place on the last Friday of each month.

Other Subject Areas (Secondary Schools, optional for Elementary)

Analysis of Results - All Students
For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.

WASC Ch.2

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

WASC Ch.5

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

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

Narrative describing college going culture
(using indicators suggested above)

WASC Ch.2

What are your targets/ goals?

WASC Ch.5

What shifts will be required to achieve these goals?

WASC Ch.5

One goal is to build a strong pre-k program that prepares students for kindergarten. We must increase reading levels in AA, L, and Sped students in the upper grades. Host Career Days

We need to continue to educate our parents on the importance of social emotional learning. We need to continue to provide the ELAC, AAPAC, and LPAC families with workshop that give them strategies and resources to support their child. Upper grade teachers will receive more training in guided reading. Parents participate in Career Days.
We have two licensed pre-k classrooms, one is for students in general education and the other is a special day class. Kindergarten families have accounts with K-to-College. Students in the Mandarin Immersion classrooms have access to a second language. All Jose Ortega students are asked to work towards academic excellence in all content areas. 4th and 5th grade trip to San Francisco State University. Students are involved in after school programs that focus on supporting the whole child.

**Elementary Schools**

**What is your plan for promoting college and career readiness?**

We need to continue to promote pre-school for families with younger siblings. JOES will promote college and career readiness by continuing to have up to 20 fifth graders take on leadership roles as student council members. These students will help to sustain a positive school climate by teaching service learning to all students and facilitating classroom circles in primary classrooms. The student council members will also serve on our traffic safety patrol. Fourth and fifth graders also have the opportunity to participate on the kickball and pep squad teams. These students also take a yearly field trip to San Francisco State to learn more about daily college life. Being able to take risks in the classroom and through life experiences also helps to promote lifelong success in students. Our fifth graders take an annual field trip to Aptos and an four-day outdoor science trip to Exploring New Horizons. Pushing students out of their comfort zones, helps them to build character and decreases the fear of risk taking. We want our students to be able to set realistic goals to achieve academic excellence, while being socially aware of the world around them. Through service learning, all students will learn to stand up for causes that compel them to bring about change and help them 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?**

JOES staff members willingly participate in professional developments that help to support their teaching, in order to ensure student social, emotional, behavioral, and academic success. Balanced Literacy: SFUSD Humanities Department: Teacher Leader PD, Reader’s and Writer’s Workshop, Level Literacy Intervention Training Literacy Coach PD SFUSD Math Department: Teacher Leader PD, Principal PLC ELD Standard PD Asilomar Math Conference (Site Funds) Next Generation Science Standards PD National Chinese Language Conference (Site Funds) California Association of Bilingual Education Conference MPD: Professional Development for Mandarin Immersion Teachers School Climate(ongoing PD) Culturally and Linguistically Responsive Pedagogy and Practices RTI Behavioral and Academic Restorative Practices Social Emotional Workshops PD for Physical Education Early Education PD for Pre-K teachers (SFUSD Funded)

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in grades K-5th will continue to implement the new Units of Study in Reader’s and Writer’s Workshop with the guidance of the literacy coach. The math team will lead professional development around building math thinking skills in students and best practices for math instruction. Grade level teachers will meet with science consultants to plan weekly science lessons. Mandarin Immersions teachers will be trained and implement the STAMP language assessment. MPD will continue to work with MI teachers to help them create mini-lessons for Chinese Language Arts. There will be ongoing professional development to support school climate and social emotional learning. All teachers will continue to teach PE</td>
<td>The following resources will be used for professional development: SCG-EL- Substitute Teachers Prop-A TIIG-Substitute Teachers SCG-C-Substitute Teachers</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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>10% of our students are receiving special education services. 2014-15 SBAC data shows 5% of our Sped students were proficient in ELA and 10% were proficient in math. Mid-year SFUSD IAB shows 26% Sped students are at district average in ELA and 25% are at district average in math. Mid-year Fountas and Pinnell data shows 58% of Sped students in K-2nd and 34% in 3rd-5th graders are at grade level benchmarks in reading.</td>
<td>All special education students with IEPs.</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>There has been an increase from 0 to .8 in student suspensions. The percentage of students chronically absent decreased from 9% to 6%.</td>
<td>Students that lack self regulation skills. Families that are habitually absent.</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>These are the results of the culture climate surveys for 2014-16, where families, 5th grade students, and staff are surveyed: Support For Academic Learning: 78% families, 79% fifth graders, and 98% staff Knowledge and Fairness of Discipline, Rules, and Norms 77% families, 76% students, and 92% staff Safety 71% families, 73% students, and 85% staff Sense of belonging 86% families, 75% students, 92% staff In the area of social emotional skills, we scored highest in teaching self management skills 4.15 out of 5. Growth mindset was 3.96, self efficacy 3.68, and social awareness 3.75.</td>
<td>The interesting thing about having a school climate that is fair for all students is the fact that your targets that need support can always change. We provide support for all students, but the students that need the most support are the students that are learning to self regulate.</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.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td>As education becomes more holistic, it is important that our families understand social and emotional learning and how it impacts a students performance in school. Parents of students that are underperforming need specific strategies to use at home with their child to help them increase academic achievement. Trend data shows that our families finds that the school communicates well with the families by sending home communications in various languages. Parents also believe that the staff supports student academic and social growth. Parents of EL students are participating more in school events.</td>
<td>This is the staff is involved in a PLC that focuses on culturally and linguistically pedagogy and practice. We are also learning more about social emotional learning. Parents learned more about the importance of a positive school climate at a PTA and a SSC meeting where SQII data was analyzed. Workshops on restorative practices and social emotional learning have been offered to families. AAPAC and LPAC meetings will be scheduled every other month to build and implement strategies for student success. The AAPAC will continue to collaborate with the Aptos AAPAC. Our Elementary Advisor and the principal have hosted breakfast for parents of ELs the last Friday of every month. These informational meetings have helped parents to understand the services that are provided to their children. We have been able to build relationships with the parents and we were able to form an ELAC.</td>
</tr>
<tr>
<td><strong>Who you are reaching/missing (And how you know...)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent Survey shows that families feel included at the school. Parents enjoy family/school events. They feel the school is intimate and family oriented and the teachers engage the students and the families. Since our school community is very diverse, it is important that there be a respect for all cultures in order to build a stronger school community. This year we were able to form our African American Parent Advisory Council (AAPAC) and our Latino Parent Advisory Council (LPAC). The AAPAC also meets with AAPACs from feeder schools to collaborate with the AAPAC at Aptos Middle School. LEAD has been supporting our families and helping us with strategies to build family engagement, especially with the families of or EL students.
## SECTION IV: School Budget & Resource Priorities

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

#### Special Education Weighted Student Formula (WSF-SpEd)

**Allocation = 3,500**

$1500 will be used for substitute teachers in order to allow the RSP teachers time to analyze student data, trimester assessments, and professional developments, $2000 will be used for supplies that serve our special education students.

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 = 46,982**

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

$36,728 be used to fund the .6fte Elementary Advisor position. The Elementary Advisor will work with our beginner/ newcomer EL students and their families. She will provide academic support during daily designated ELD instruction time. She will support students in helping them to build social skills. The Elementary Advisor will help to sustain the ELAC by providing parents of EL students with support. The ELAC will have a breakfast meeting on the last Friday of each month. ELAC meetings will focus on providing families of EL students with academic resources and PD around the CCSS in math, ELA, and ELD. $5000 will be funded towards substitute days to allow teachers to attend professional developments that benefit EL instruction and release days to analyze ELL data and create language proficiency growth plans. $753.64 will be used for supplies. $4500 will fund instructional aides extended hours for after school tutoring and translating all weekly school communications in Chinese and Spanish. All teachers will continue the implementation of the EL standards and EL students will have a daily designated 30 minute ELD instruction time. Teachers will continue Reader's and Writer's workshop with EL students.

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 =**

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

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

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

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

**Allocation = 15,000**

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

$5000 will fund substitute, in order for teachers to analyze student data, create Individual Learning Plans with targeted students, and allow teacher to attend professional developments. $5000 will fund certificated Extended Hours to provide targeted students with after school tutoring and teachers facilitating academic and SEL workshops for parents. $2500 will fund instructional supplies $2500 will fund supplies.

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) 07040

**Allocation = 58,992**

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?

$47,464 will fund a .5 FTE Literacy Coach position to provide literacy support to teachers and students. The Literacy Coach will help to sustain the balanced literacy program by coaching grade level teachers, providing literacy professional development, and working with students to help them improve their literacy skills. $2500 will fund substitutes so that grade level teachers will be able to do teacher rounds, professional development, and analyze student data. $3000 will fund certificated extended hours for after school tutoring and teacher facilitated after work hour workshop for parents and students. $4028.23 will fund supplies $2000 will fund student field trips.
Select the Bryk Essential that most aligns to the use of these funds:

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

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

<table>
<thead>
<tr>
<th>Title I</th>
<th>31500</th>
</tr>
</thead>
</table>

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

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

**1% Title I Parent Set Aside:**
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.**

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

**Select the Bryk Essential that most aligns to the use of these funds:**
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Impact & Innovation Awards =**

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

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

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

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

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

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

**Identify Sub-group & specific actions**

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

**QEIA Carryover =**

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

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

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

**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>Support</th>
<th>FTE</th>
</tr>
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<tbody>
<tr>
<td>Counselor:</td>
<td>.5</td>
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<td>Wellness Coordinator:</td>
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<tr>
<td>IRF:</td>
<td>.5</td>
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<td>Other:</td>
<td>.6</td>
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<tr>
<td>Social Worker:</td>
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<td>CHOW:</td>
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<td>Other:</td>
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<td>Nurse:</td>
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<tr>
<td>Elementary Advisor:</td>
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<td>Other:</td>
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<tr>
<td>Family Liaison:</td>
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<td>Academic Rtl Facilitator:</td>
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<tr>
<td>Other:</td>
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<td>Hard To Staff:</td>
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<td>Literacy Coach:</td>
<td></td>
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<tr>
<td>VAPA:</td>
<td>.4</td>
</tr>
<tr>
<td>Academic Rtl Facilitator:</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

PE will continue to be implemented with fidelity. Literacy program will continue to be implemented with fidelity. School social worker will continue to provide the community with strategies that build a safe environment for social emotional learning.
**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: 3/22/2016
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 3/24/2016
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graham Bennett</td>
<td>Chair/Parent</td>
<td></td>
</tr>
<tr>
<td>JoLynn Washington</td>
<td>Principal</td>
<td></td>
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<tr>
<td>Sophia Hanifah</td>
<td>Parent</td>
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<td>Jessica Huang</td>
<td>Parent</td>
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<tr>
<td>Charlie Rauseo</td>
<td>Parent</td>
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<tr>
<td>Rebecca Chan</td>
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<td>Erin O’Brien</td>
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<td>Vema Washington</td>
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<td>Sarah Griffith</td>
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<tr>
<td>Satoko Watanabe</td>
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