**SCHOOL VISION & CONTEXT**

Mission Statement: The Sanchez community is dedicated to developing students who are analytical, curious, and happy by providing a wide range of experiences and learning, guided by high expectations, student success, and equal opportunity for each student and their family. Sanchez Elementary School serves its students through either our Spanish Biliteracy Pathway, or our English Language Development Pathway. Students are predominately Latino (76.6%), with 55% of students being identified as English Learners and 18% of students receiving the support of Special Education services. 78% of our students receive a free or reduced lunch. Sanchez teachers continue their work in adjusting teaching practices based on the Common Core State Standards, Next Generation Science Standards, and the new California English Language Development standards by maintaining a focus on academic discourse in all subjects. Strengths Over the past 5 years we have seen a significant improvement in overall reading proficiency for students at Sanchez including English Learners. Our commitment to consistent implementation of Tier I instructional strategies, data-driven planning routines, opportunities for collaboration for teachers, and strategic use of Tier II and Tier III reading intervention has supported our growth in this area. Areas of Growth ACCESS/EQUITY We continue to be concerned about the gap between reading and other standards based assessment measures (including writing) and will continue to address this through an alignment of instructional practices in writing and continued professional development and instructional coaching in this area. Math is another area for growth for us, and professional development, collaboration and strengthening our Tier I support for students in math including the opportunity for teachers to engage in lesson study around math will guide our work for the coming year. We are especially concerned about the gap in achievement that exists between our students receiving special education students, our students learning English as a second language and the rest of our school population. Our grade level planning and data-driven inquiry cycles will focus on meeting the needs of these students. RELATIONSHIPS Our families and students are facing increased challenges given the current economic and social climate of San Francisco. We are concerned that our school is not currently a place where students, families and staff members feel valued, engaged and supported. This has resulted in a drastic increase in extreme student behavior, a decrease in parent participation and a decrease in all stakeholders’ feeling of safety on campus. We believe that investing in relationships with and an increase in services for families will result in a greater sense of community and belonging. We expect to see this have an impact on improved student behavior, attendance, increased parent presence on campus, and an overall more positive tone. Key Strategies As we adjust our Balanced Score Card, we are continuing our focus on academic discourse while looking into new ways to support emerging English Language Learners, students receiving special education services, and engage and respond to the needs of the students, families and community we serve. The coming year (2016-2017), equity and access for students with special needs will be driven by work that was started with the consultation of Stetson and the work through Step By Step. SSC funded enrichment teachers will play a vital role in including and providing opportunities for students with exceptional learning needs including GATE and high achieving students as well as students with disabilities. Collaboration time between teachers will include support for co-teaching and collaborative practices between special education and general education teaching staff. We will work on refining our practice around Academic RTI to address more specifically the needs of EL students in the context of the Comprehensive Approach to Literacy and dedicate Professional Development and Coaching resources to address differentiation for EL students. Staff will participate in on-going professional development around Trauma Informed Practices and related strategies to support on-going support for student wellness, and a family engagement team will work in collaboration with families to ensure that we are meeting the needs of our community to increase student readiness and overall wellness.

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). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

These requirements include:

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

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

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

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

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.

- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

- SSC Bylaws

- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

### 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

- SIG Carryover Expenditures

- All 2016-2017 Title I funds should be accounted for in the BSC

- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

### 4. Title I Parent Involvement Policy*

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

---

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.*
In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

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

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
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>We want to increase performance in the ELA SBAC from 24% to 34%. This will mean an increase of 10%. In the IAB, we want to target from an increase of 5% in each spiral. In reading, we are targeting to have increase a 10% of students meeting or exceeding benchmark in English (from 50% to 60%) and 5% Spanish (from 75% to 80%)</td>
<td>In the year 2016-17, we want to fully implement all the components of the Writers Workshop (Mini-Lessons, Independent Writing, Conferring and Guided Writing) as well as defining specific forms and creating a Schoolwide progression for the writing genres. Teachers will continue collaborating, planning, and analyzing students writing samples and increase their conferring skills to increase students’ writing performance. A continuing revision of the Curriculum Maps to ensure that students are meeting the objectives of the SFUSD Core Curriculum and the Common Core and to increase teacher collaboration and planning. Our ILT will work to align practice around standards-based instruction to ensure that there is a thoughtful progression from Kindergarten to 5th grades that provides access to content standards as well as the necessary scaffolds and differentiation for all learners. In order to support ELLs. We will engage in PD for designated and integrated ELD and adopt the following strategies: · Visual supports, such as anchor charts · Language frames (sometimes differentiated) · Turn and Talk · Academic Conversations</td>
</tr>
</tbody>
</table>

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

<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>
</table>
About half of our students qualify for extra literacy support in English and 30% students in need of extra literacy support in Spanish according to our Academic RTI plan. 39.7% of these students in need of extra literacy support are in the upper grades (grades 3-5). Students not meeting or exceeding expectations at these grade levels are predominantly our students who are ELs and/or who receive Special Education services.

We would like to increase the percentage of students meeting or exceeding the standards by 10% on F&P in both languages and on SBAC. We would like to increase our percentage of students not yet meeting or exceeding the standards by showing accelerated (1.5 years) progress by 10%.

We will ensure that teachers have capacity to conduct Tier 2 Guided Reading in their classrooms with modifications/ supports to address the unique needs of EL students and students with special needs. "Strategic" students (.25 to .5 years below grade level expectation) will receive: - guided reading from classroom teacher 2-3 times per week - referral to Reading Partners for additional literacy support "Below" students (.75 + years below grade level) will receive: - guided reading from classroom teacher 4-5 times per week - additional literacy intervention (Leveled Literacy Intervention - English, Strategic Guided Reading - Spanish) in their primary language of instruction from our site funded bilingual literacy specialist and out Academic RTI facilitator. Academic RTI facilitator will monitor intervention plans and progress and identify students in need of Tier III intervention. Our most struggling first graders will have access to Reading Recovery and Descubriendo La Lectura implemented by our site funded literacy support provider as part of our Tier 3 strategy.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC results from 2015 indicate that EL students were measured at the same level of proficiency has the whole school average (24%) This subgroup decreased significantly (-12.17%) in proficiency between 2015 and 2016. 0% of students receiving special education services achieved proficiency on the SBAC in 2016. Formative assessment measures throughout the 2015-2016 school year predicted an average 10% gap between whole school proficiency and proficiency of EL students. F&amp;P 1: 41.9% (-10%) F&amp;P 2: 35.9% (-12%) IAB 1: 18.1% (-7%) IAB 2: 35.9% (-11%)</td>
<td>We will increase the percentage of EL students meeting or exceeding the standards by 10% on F&amp;P in both languages and on SBAC. We will close the gap on formative and summative measures between EL students and the whole school average by 5%. We will increase our percentage of students not yet meeting or exceeding the standards by showing accelerated (1.5 years) progress by 10%. We will increase our percentage of special education students performing as proficient on the SBAC from 0% to 5%.</td>
<td>We will work to increase instructional supports for EL students through refining our work in both Designated and Integrated ELD. Teachers will collaborate to articulate a systematic approach to planning for ELD instruction using the ELD standards. We will ensure that literacy interventions are differentiated to include specific supports for ELs based on language proficiency level. We will look at subgroup data at every reporting cycle in order to track progress toward our goal and make adjustments to our instructional plans.</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>We are working to increase our scores by at least 7% for SBAC and to demonstrate proficiency on formative measures (milestone tasks) throughout the school year predictive of this 7% growth.</td>
<td>WASC Ch.5</td>
</tr>
<tr>
<td>We saw a dramatic increase in our overall math proficiency score from 2015 to 2016. A gain of 16% took us from 11% to 27% proficient. We are working on building capacity around implementing the SFUSD Math Core Curriculum. We have organized site based PD and created opportunities for collaboration between teachers to support ongoing learning in this area. K-2 and 3-5 teachers have engaged in Lesson Study cycles to improve math instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

### Analysis of Results for Mathematics-

<table>
<thead>
<tr>
<th>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>Our rapid rate of growth suggests that while this continue to be an area of future growth for our school. We are 6-10% of the right track in terms of the commitment of time and resources made during the 2015-2016 school year. We have worked on building capacity around implementing the SFUSD Math Core Curriculum. We have organized site based PD and created opportunities for collaboration between teachers to support ongoing learning in this area. K-2 and 3-5 teachers have engaged in Lesson Study cycles to improve math instruction Formative assessment from the 2015-2016 school year indicates inconsistent growth from the first IAB to the second: 3rd: 28.6% to 34.3% (+6) 4th: 14.3% to 10.7% (-4) 5th: 32.4% to 35.3% (+3)</td>
<td>We will continue to focus on developing solid Tier I instructional practices in order to increase proficiency for our all our students. We are working to increase our scores by at least 5% for SBAC and to increase at least 5% in each IAB. Teachers will use Technology to engage students and to individualize instruction using resources like Khan Academy, Leamzillion, Google Drive and others. We will continue to work closely with our Teacher Leaders in Math to provide our staff with site-based professional development as well as the designated time and collaboration they need to gain proficiency and confidence in implementing the Common Core Curriculum. Teachers will refine their practice around implementation of SFUSD Math Units Teachers will also continue to engage in Lesson Study cycles to improve instruction. In the classroom, teachers will will continue to work closely with our Teacher Leaders in Math to provide our staff with site-based professional development as well as the designated time and collaboration they need to gain proficiency and confidence in implementing the Common Core Curriculum. Teachers will refine their practice around implementation of SFUSD Math Units Teachers will also continue to engage in Lesson Study cycles to improve instruction. In the classroom, teachers will prioritize to meet with students that have not meet the standards and work in small groups with them. School-wide data using the district milestone tasks and IAB will support identification of students needing additional support. Math Talks will be required in every classroom as an instructional strategy to ensure mathematical discussion and increase vocabulary for ELL students.</td>
<td></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>EL students were measured to have grown significantly on SBAC math measures - 8.75% between 2015 and 2016. Overall proficiency (20.3%) and growth, however, are still below the overall rates by about 8%. There is an even more significant gap for students receiving special education supports - overall proficiency of 12.5% compared to the 27.4% of the school with a growth of 3.41%. We continue to work on building capacity around implementing the SFUSD Math Core Curriculum. We have organized site based PD and created opportunities for collaboration between teachers to support ongoing learning in this area. K-2 and 3-5 teachers have engaged in Lesson Study cycles to improve math instruction.</td>
<td>Our main goal is to develop systems and routines for solid Tier I instructional practices in order to increase proficiency for all our students. These systems will include planning with the needs of ELs in mind, and creating systems to work with small, target groups of learners. We are working to decrease the gap between EL and students with SPED services and the rest of the school population as well as to increase our overall subgroup scores by at least 7% for SBAC and to increase at least 5% in each IAB.</td>
<td>Teachers will use Technology to engage students and to individualize instruction using resources like Khan Academy, Leamzillion, Google Drive and others. We will continue to work closely with our Teacher Leaders in Math to provide our staff with site-based professional development as well as the designated time and collaboration they need to gain proficiency and confidence in implementing the Common Core Curriculum. Teachers will refine their practice around implementation of SFUSD Math Units Teachers will also continue to engage in Lesson Study cycles to improve instruction. In the classroom, teachers will prioritize to meet with students that have not meet the standards and work in small groups with them. School-wide data using the district milestone tasks and IAB will support identification of students needing additional support. Math Talks will be required in every classroom as an instructional strategy to ensure mathematical discussion and increase vocabulary for ELL students.</td>
</tr>
</tbody>
</table>
We will continue to work closely with our Teacher Leaders in Math to provide our staff with site-based professional development as well as the designated time and collaboration they need to gain proficiency and confidence in implementing the Common Core Curriculum. Teachers will refine their practice around implementation of SFUSD Math Units including differentiating for English Learners. PD will focus on best practices from either SFUSD support staff or an outside presenter, or attending PD/Conferences. Teachers will also continue to engage in Lesson Study cycles to improve instruction. In the classroom, teachers will prioritize to meet with students that have not meet the standards and work in small groups with them. School-wide data using the math milestone tasks and IAB will support identification of students needing additional support. Math Talks will be required in every classroom as an instructional strategy to ensure mathematical discussion and increase vocabulary for ELL students.

English Language Development (ELD)

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td>We would like to increase the percentage of ELL students meeting or exceeding growth expectations on CELDT by 10%. We would like to increase the percentage of ELL students who qualify for reclassification by 10%.</td>
<td>Our goal is to ensure teachers at Sanchez utilize common strategies across grade level during Designated and Integrated ELD. We will be focusing efforts to ensure all new and current staff receive PD, coaching and peer observations to ensure implementation. We are also taking a close look at our bilingual pathway and the guidelines expected in English language acquisition as it differs from our English strand. We want to ensure our expectations of student progress in English match what should be expected for ELL students in both pathways. We hope to attain a more systematic, school-wide approach to maximizing the designated 30 minutes of ELD instruction a day that capitalizes upon the presence and expertise of additional support staff. We envision our ELLs moving through one year to the next with a structured plan in place to address their language needs that builds upon each year of instruction, through the use of Academic Conversations and Student Talk, explicit grammar instruction and oral practice and a focus on targeted reading comprehension strategies. We also plan to address our challenges with meeting the needs of our ELL students by utilizing our ARtI and Literacy Specialist who can provide both direct services to students in the form of Tier 3 one:one services, Tier 2 small group Guided Reading Instruction and Tier 1 general Language Arts and ELD support to teachers in their beginning stages of Comprehensive Approach to Literacy implementation and who teach ELD. WASC Ch.5</td>
</tr>
</tbody>
</table>

Our reclassification rate for ELL students is at 59%. The SFUSD average is 50%. 54.3% of our ELL students met benchmark growth levels on CELDT. The SFUSD average is 62.8%. Our greatest challenge right now includes meeting the needs of our most struggling students, particularly our English Language Learner (ELL) students and our students with special needs. We have a significant achievement gap with our English Language Learners and a higher percentage of ELL students receiving services in special education than our overall average percentage of ELLs school-wide.
Analysis of Results - All Students
For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.

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?

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

Elementary Schools
What is your plan for promoting college and career readiness?

We currently have 23.86% in grades K-2 that are currently saving in their K2C accounts. The district average is 27.4%. We are close to the district average by 3 percentage points in terms of K2C participation. We plan to increase more awareness and family participation through events in the school

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?

At Sanchez, professional develop will center around supporting the diverse needs of the students we serve. PD will be structured around meeting both academic and socio-emotional needs of our students. Academically, the focus will be around refinement and moving deeper into practice in Components of the Comprehensive Approach to Literacy and ELD as well as consistent implementation of best practices in the classroom related to Math including differentiating opportunities for students who are ELs and have special needs. Additionally, we will work as a school community to build capacity around consistent and school-wide implementation of behavioral RTI and strategies to develop and sustain authentic relationships with families.

School-Wide Action Step(s)
How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)

We will provide each classroom teacher with a full day of planning time at the start of each spiral unit, substitute release day for Math Lesson Study through a combination of SCG-ELL funds and TIG funds. We will provide extended hour opportunities for all staff through Prop A funds. We will use our site-funded Literacy Specialist, ARtIF, teacher leaders & Master Teacher, as well as our centrally-funded LSP, IRF & Literacy Coach to help facilitate PD, common planning time and extended learning opportunities for staff, as well as provide ongoing coaching, support, peer observation & coaching, and model/co-taught lesson planning. We will allocate funds to support consultation services through Mission Graduates to support our capacity building and systems to support increased family engagement.
Comprehensive Approach to Literacy: Teachers will participate in ongoing professional development around refining practice in implementation of the Comprehensive Approach to Literacy. Teachers will analyze Running Records to support struggling readers during data analysis release time. Teachers will analyze a diagnostic and summative writing sample to plan for instruction and to see the growth at the end of each spiral. Teachers will plan and provide Word Study each day. Teachers will participate in Lesson Study Cycles to improve practice. Teachers will participate in collaborative unit planning prior to each unit in order to unpack the district curriculum and plan to differentiate instruction to meet students' needs. - Teachers will continue to refine practice and adopt an instructional sequence to strategically address needs of ELDs during designated ELD. - Teachers will include planning to meet the needs of EL students during their spiral release planning days. - Teachers will have time to work collaboratively with other teachers teaching students at the same proficiency level. - Teachers will work to develop proactive approaches to supporting the social-emotional needs of students and support for challenging behavior. - We will work to build capacity around and systems and structures for building authentic partnerships with families.

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 |
|------------------|------------------|------------------|
| **Students with Disabilities/ Promotion of Inclusive Practices** | **Analysis of Data** | **Targets** | **Strategies & Interventions** |
| | | We want to continue with the current plan for inclusion, and add more opportunities for students to be included during the academic day (specifically Readers' Workshop & Math). Next year for Inclusive School Weeks, we want 100% participation, have themes for each day and have an assembly at the end of the week aligned with our work with Project MOSAIC. We are working to train 5th grade “Peace Ambassadors” to work on peer coaching around topics related to disability/ability awareness upon their return from 5th grade camp. | General education teachers and special education teachers will share collaboration time and use this time to plan to support students with disabilities in the general education programs. Teachers will use the MOSAIC curriculum to teach core values around diversity. |
We have 17 students total in our Moderate-Severe SDC classes. In addition to the access to general education required by their IEPs, all students are included in a "homeroom" at their grade level to start and end the day. They also participate during ELD (according to proficiency level / EL status) and during specials (Tech, Science/Garden, and Library) with their homeroom classes. It is our plan to build capacity toward including students in the K-2 during Readers’ Workshop (centers) and 3-5 during Math. We are working on clustering students with IEPs requiring adult support to more efficiently use SpEd teaching staff to support student learning goals. All students at Sanchez participate during Inclusive Schools Week ability awareness stations. We have partnered with Project MOSAIC this year to focus on practices that teach acceptance for and celebration of diversity as well as skills for living in a diverse community.

### Student Engagement/Attendance

<table>
<thead>
<tr>
<th>We have a high percentage number of students that are “chronically absent”, 23%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our target for next year is to reduce the rate of chronically absent students by 10%.</td>
</tr>
</tbody>
</table>

- Weekly class-wide attendance incentives
- Monthly perfect attendance recognition
- Differentiated support for families "at risk" of becoming chronically absent
- SART team will look at "strategic" families for intervention / support
- IRF will share "at risk" student data at grade level meetings to elicit teacher support in working with families
- Family Liaison and Attendance Clerk will facilitate "Attendance Awareness" meetings aimed at our 1st and Kindergarten aged families.

### School Climate

<table>
<thead>
<tr>
<th>Currently our suspension rate is at .4%. Students being suspended are most likely to be African American or Latino males. In addition, internal school based measures reveal that many students are spending significant time outside of their classroom in &quot;buddy classrooms&quot; or in the office addressing behavioral incidents. This is an area for growth for us. Our family / staff and student survey data from Spring 2016 indicates a discrepancy in feeling of safety on campus with staff members expressing the lowest sense of safety and families the greatest, with students in the middle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will reduce our percentage of suspended students by 50% (.4 to .2) We will increase the amount of time spent in class for all students as measured by internal school-based data collection.</td>
</tr>
</tbody>
</table>

- "Families and Teachers United" week (additional week of parent-teacher conferences) at the beginning of the year to identify "at risk" students / families and to begin to develop relationships with families / students
- Development of a teacher - Student mentorship program: Mentoring for Success (with support of Americorp worker)
- Professional Development (school-wide): - PBIS - Trauma Informed Practices - Family Engagement strategies (Supported by Mission Graduates) Development of a Student Wellness center

### Parent-School Communities Ties

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

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

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

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.
<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td>Increase parent participation in regular opportunities for involvement (parent-teacher conferences, school-wide events) across grade levels. Increase the level of engagement of non-Latino families Increase the level of participation in parent leadership opportunities (SSC / ELAC)</td>
<td>Strategies: - Develop a Family Engagement Team (which will include parent leaders) to plan / assess progress toward targets throughout the year - PD for teachers around Family Engagement before the start of the school year - Plan a “welcome event” for families before the school year begins - Adopt a family needs assessment to be given in conference with teachers during the first month of school - Commit to one predictable school-wide event per trimester - Monthly “Coffee with the Principal” meetings - Regularly scheduled SSC / ELAC meetings with outreach to parents prior to meetings - food / childcare available Impact: We will meet projected targets around parent-leadership, participation and overall engagement. - measured / monitored throughout the school year by the Family Engagement Team</td>
</tr>
</tbody>
</table>

Parents are visible on campus at Sanchez Elementary School during parent-teacher conference week and long-standing whole-school community events (May Dance Festival). Parent involvement tends to be strongest in the lower grades as evidenced by their participation in weekly Friday morning activities in the classrooms and participation in parent-teacher conferences. Non-Latino (minority at Sanchez) families have reported feeling less welcomed on campus and tend to participate less than our Latino families. Participation in parent leadership opportunities (SSC / ELAC) has decreased in the last two years.
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 = 4,400

Funds will be utilized to purchase classroom instructional materials and to support instructional supplies needs of the bilingual speech and language therapist / RSP teacher.

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 = 65,702

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

The SCG-EL allocation is being used to support EL students and families. $47,464 (50 FTE)– Literacy Specialist is funded to work with EL students in K-2 grade span that are far below in the area of reading. Partial funding for a full time classroom teacher to support ELs in our biliteracy pathway (not fully funded by WSF) $3000 for travel or conferences and $872 for 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)

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation =

How will you 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 = 35,000

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?

LCFF funds will support academic enrichment opportunities for students including funding for Education Outside (Garden), Reading Partners, and Playworks. $2000 will support instructional 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 (TIIIBG) 07940
Allocation = 363,004

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

Our TIIIG allocation will be used support teacher collaboration to target instructional practices on the needs of ELs and to support data-driven cycles of inquiry to address school-wide and grade level goals. Professional development days before the school year, release days during the school year for data reflection and spiral planning provide valuable time to collaborate. On-going weekly grade level collaboration is possible through the funding of our full time technology integration specialist and our .6 science resource teacher. These funds are also used to fund a full time classroom teacher (not covered by WSF), release days for teachers to administer the F&P assessment, instructional materials in math and literacy, and release days for Student Success Team meetings with families. The rest of this resource will be used to update the computer lab. We are planning to buy Chromebooks, cover the copy machines lease, and to buy instructional and other supplies. We allocated $5000 for other expenses (Muni Passes, Postage, etc)

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)
### 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>60,572</th>
<th>31500</th>
</tr>
</thead>
</table>

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

This funds will be use to partially cover a Literacy Specialist, and partially the Family Liaison. $606 allocated for parent involvement.

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

**1% Title I Parent Set Aside: 606**

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.
This amount will be used to fund parent involvement activities for low income students and their families - this includes funding for literacy night instructional materials to provide a workshop evening focused on engaging our socio-economically disadvantaged families. Every year the SSC meets to evaluate the effectiveness of the assessment data of Title I programs within our budget. In the Spring we review and make adjustments as needed to our Parent Involvement Policy. Our PIP is up for review on April 25, 2014. Our school community at large is informed of various school topics during the monthly Coffee with the Principal that is hosted in the parent room with the Family Liaison. Below you will find our PIP: Title I School-Level Parental Involvement Policy. Sánchez College Preparatory School STATEMENT OF PURPOSE: Sánchez College Preparatory School values the collaboration between home, community, and school. The involvement of parents and community members is an essential component of developing high achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Sánchez College Preparatory School has developed a written Title I parent involvement policy with the input from parents, students, teachers, and administrators. Involvement of Parents in the Title I Program: Parent involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision making and volunteer activities, we encourage active participation by: Holding an annual Title I meeting to inform parents of school wide program requirements and their rights which occurs in the Fall. Offering a flexible number of meetings, which also includes opportunities for parents to meet to participate in the decisions relating to the education of their children through: o Sanchez College Preparatory School offers a variety of opportunities for regular meetings including School Site Council meetings, Coffee with the Principal meetings. English Language Advisory Committee (ELAC) meetings and two Community Meetings a year o Parents are welcome to schedule appointments with teachers and/or principal at any time throughout the year. Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs and the Title I parental involvement policy: o The academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard/Single Plan for Student Achievement (BSC/SPCA) and through Community Meetings. o Providing parents of Title I students with timely information about school program, including academic information regarding curriculum and assessment, through: o Back to School Night o Family Reading Nights o School Site Council meetings o SSC and ELAC Binders located in the Main Office o Bulletin board with information for students in school foyers.o Parent and Community Resource Binder located in the Main Office o Parent Liaison open office hours o Parent Handbook sent home annually (Fall of each school year) Parent conferences; families are also welcome to schedule appointments with teachers, principal and/or social worker at any time during the school year. o Monthly school calendar and/or newsletter o Principal call outs with pertinent information for the week: School-Parent Compact: Sánchez College Preparatory School has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire staff, schools, and students will share the responsibility for improved student academic achievement. The school-parent compact is included in the Back to School package of the Fall. See Attachment A. Building Capacity for Involvement: Sánchez College Preparatory School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: o Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children which also includes training and materials to help parents work with their children to improve achievement. o Data reviews and monitoring of student achievement is reviewed by School Site Council. These meetings are open to all parents, staff, and community members. o Parents receive student CST scores in the mail and teachers explain academic content standards, assessments, and how parents can assist their student’s progress during Back To School Night presentations and parent conferences. o On-site parent liaison coordinates parent workshops to understand academic program and how parents can work as partners in monitoring student progress. o Family Reading Nights and community events o Distributions to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. o Monthly newsletters include upcoming meeting dates, time and location and include suggestions on how parents can work with their students at home. o Meeting agendas are posted at the entrance of the school. o The Parent and Community Resource Binder located in the main office includes: o School/Meeting Calendar o SSC Agenda and Minutes o ELAC Agenda and Minutes. Our staff believes in the value of parent contributions and we actively seek opportunities to work with parents as partners and continuously inform ourselves on best practices to grow and develop parent engagement. We provide support for parental involvement activities coordinated by our Parent Liaison and through our Parent Center. These are two great resources to encourage and support parents to participate in our school. Please stop by Room 12A for more information and assistance. Accessibility: Sánchez College Preparatory School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC/SPCA adopted by Sánchez College Preparatory School’s School Site Council on April 18, 2013 ATTACHMENT A: Parent-School Compact SANCHEZ COLLEGE PREPARATORY SCHOOL PARENT-SCHOOL COMPACT 2013-14 School Year: It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life. Staff Pledge: I agree to carry out the following responsibilities to the best of my ability: o Teach classes through interesting and challenging lessons that promote student achievement. o Endeavor to motivate my students to learn. o Have high expectations and help each child to develop a love of learning. o Communicate regularly with families about student progress. o Provide a warm, safe, and caring learning environment. o Provide meaningful, daily homework assignments to reinforce and extend learning. o Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. o Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school’s high academic standards. o Respect the school, students, staff and families. o Consistently implement all school policies (ie school uniform). Principal: I agree to carry out the following responsibilities to the best of my ability: o Arrive at school on time and ready to learn and work hard. o Bring necessary materials, completed assignments and homework. o Know and follow school and class rules. o Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. o Limit my TV watching and electronic games and instead study or read every day after school. o Wear the mandatory uniform, white top and khaki bottoms, everyday. o Respect the school, classmates, staff and families. Student: I agree to carry out the following responsibilities to the best of my ability: o Attend all parent-teacher conferences. o Respect the school, students, staff, and families. Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 9/23/2016 Select the Bryk Essential that most aligns to the use of these funds: Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards =

Referring to your plan, how do you plan to use these funds?
## 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>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>.75 Attendance Clerk</td>
<td>1.0 Librarian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

For Instructional Guidance and Professional Capacity - Site-based Professional Development - On-going Coaching Cycles Development of a Student Wellness Center Implementation of Behavioral / Academic RTI - focus on Tier I (Math / Student Behavior) - focus on Tier II (Literacy / Student Behavior)
### 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:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td></td>
</tr>
<tr>
<td>✓ 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.</td>
<td></td>
</tr>
<tr>
<td>✓ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td></td>
</tr>
<tr>
<td>✓ English Learner Advisory Committee (ELAC)</td>
<td></td>
</tr>
<tr>
<td>✓ Community Advisory Committee for Special Education Programs</td>
<td></td>
</tr>
<tr>
<td>✓ 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.</td>
<td>8/15/2016</td>
</tr>
<tr>
<td>✓ 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.</td>
<td></td>
</tr>
<tr>
<td>✓ The school held two (2) community meetings prior to the completion of the school site plan.</td>
<td>3/24/2016</td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
<td></td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
<td></td>
</tr>
<tr>
<td>✓ 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: 8/15/2016</td>
<td></td>
</tr>
<tr>
<td>✓ 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.</td>
<td></td>
</tr>
<tr>
<td>✓ 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.</td>
<td></td>
</tr>
<tr>
<td>✓ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
<td></td>
</tr>
<tr>
<td>✓ This school plan was adopted by the SSC on: 3/24/2016</td>
<td></td>
</tr>
</tbody>
</table>
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>Ann Marin</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Angelina Johnson</td>
<td>Chair - Teacher</td>
<td></td>
</tr>
<tr>
<td>Eyad Abdel</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Julia Schorr-Sherer</td>
<td>Other Staff - IRF</td>
<td></td>
</tr>
<tr>
<td>Rayven Wray</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Fiona O'Shea</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Alma Jimenez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Estela Guerrero</td>
<td>Grandmother</td>
<td></td>
</tr>
<tr>
<td>Karen Novelo</td>
<td>Parent - Co-chair</td>
<td></td>
</tr>
<tr>
<td>Tony Lopez</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>