



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

2018-2020 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

School	Buena Vista Horace Mann K-8 Community School
Principal	Claudia Delarios Morán

SCHOOL VISION & CONTEXT

Our Vision: The vision of Buena Vista Horace Mann is to develop bilingual and multicultural students that can thrive academically, socially and artistically. Our Mission: Buena Vista Horace Mann is a K-8 dual-language Spanish immersion school in the heart of the historic Mission District. Celebrating a variety of identities at BVHM, educators guide students to become strong bilingual, multicultural agents of change. Through academically rigorous instruction, technology, and the arts, educators develop students' collaborative and critical thinking skills, preparing them for a dynamic world. Inspired by the core values of our community, and supported by an equity-focused and culturally relevant social-emotional curriculum, our children rise to our high expectations and bloom into healthy, competent, and confident learners. Finally, our visionary social justice lens allows students and their families to analyze the current social reality – the result of injustices and resistance – empowering them to transform our community for the betterment of all. Reaching consensus on this Mission reflects our collective focus on the core priorities that we identified during the 2018-2019 budget development process: Academic supports and tutoring Mental Health supports for students and families during the school day and after school These two priorities are aligned to the Community School areas of focus that we continue to refine: • Academic Rigor/Supports • Social Emotional Learning/Social Skills • Arts, Technology and Enrichment • Family Engagement • Expanded Learning (Before and After School Programs, Summer, Spring and Winter Camps) • Health and Social Services for Students and Families In addition to these foci, we have five principles that guide our professional work: • develop relational trust • maintain the needs of students at the center of discussions (equity) • create and monitor systems and procedures • use qualitative and quantitative data to inform decisions and instruction • identify obstacles to student learning and align supports to address learning gaps Regarding this last principle, we continue focus our trauma-informed lenses to support the myriad of social and emotional needs of our students. To address the multitude of mental health needs, we have developed a relationship with OTTP-SF that supports our school Wellness Team with screening, individual therapy, and referrals to outside community supports. BVHM will also be adding a .5FTE Social Worker with hopes of making that position full-time. As a staff we continue to improve our Tier I literacy instruction by implementing Reading and Writing Workshops. Instruction addresses grade-level standards and yet students are provided time to read at their independent reading level such that they have access to the curriculum and learning standards. Teachers provide Tier II supports by working with students in small groups and individually. An analysis of mid-year district assessments, points to progressive matched growth in reading since the beginning of 2016. Recent Reading Inventory assessments for students in grades 3 to 8 have shown that 39% of our students have reached proficient and advanced levels in English reading--an increase of 12% since Fall 2016. Our school continues to prioritize teacher collaboration, instructional coaching, tier 2 supports, in addition to social emotional learning and supports for students, staff and families. With the new Beacon Initiative, school-day staff will engage in greater alignment of supports and collaboration with Jamestown, our largest community based organization (CBO).

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: **(500 words maximum)**

- **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

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 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** 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).

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* as well as for the Local Control Accountability Plan (LCAP).

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.

SECTION II: School Data Profile

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/aao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "###_Mid-Year_Summary_2017-18". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results

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 groups.
- Refer to **Illuminate Report List** to link to student level data

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 2016-2019 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

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

BVHM will focus on the following two student demographics: "Long Term" English language learners and Students with IEPs. We feel that BVHM needs to employ Universal Design for Learning (UDL) principles in our daily planning and incorporate: Multiple means of representation, action, expression and engagement. Such principles will provide all students with greater access to the core curriculum such that we see our English learners and students with IEPs make 1.5 years of academic progress in 2018-2019.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
Approximately ⅓ of students are reading at grade level based on F&P assessments. Using SBAC and RI data, 25-35% of students are reading at grade level. Based on observation data, students are reading for longer periods daily in their classrooms (K-2, 20 minutes, 3rd-8th, 30 minutes). The data tells us that students have opportunities to read and in a 1:1 assessment can discuss their reading, but are not yet applying those reading skills broadly on standardized assessments.	1.5 years of accelerated reading growth for EL students, SPED students and students reading below grade level.	Mini-lesson with independent practice in reading and writing daily Small group instruction daily in all language arts classrooms Record keeping and monitoring progress for all students reading below grade level Data analysis of reading scores to monitor growth	More coaching and professional development around small group instruction and mini-lessons Grade level collaborations around mini-lesson structure, small group instruction Planning that incorporates visuals, plans for active engagement and multiple ways to represent comprehension.

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

Analysis of Results for Language Arts-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
Many students who are new to our school (especially in Middle School) need reading supports. Academic RTI Facilitator plus 3 reading intervention teachers will read in small groups daily for 30 minutes with all students who are more than one year below grade level	Increased supports and information gathering around students who are new to our school Reading intervention daily by reading specialist in small groups for all students reading more than one year below grade level	Increased supports and information gathering around students who are new to our school Reading intervention daily by reading specialist in small groups for all students reading more than one year below grade level

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

BVHM will focus on the following two student demographics: "Long Term" English language learners and Students with IEPs. We feel that BVHM needs to employ Universal Design for Learning (UDL) principles in our daily planning and incorporate: Representations, Action and Expression and Engagement. Such principles will provide all students with greater access to the core curriculum such that we see our English learners and students with IEPs make 1.5 years of academic progress in 2018-2019.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
Results from the 2017 SBAC in math demonstrate that 27% of our 3rd -8th grade students are meeting or exceeding standards. This percentage is unchanged from the prior year, but there was also an increase last year in the numbers of students that opted-out of the SBAC assessment. We are very pleased with the performance gains our students are demonstrating on the district Math Task assessment. Between the first and second assessment period, we have seen an increase of 10% of students reaching benchmark levels (from 47.8% to 58%). Likewise our Math Benchmark acceleration results show that grades 4, 5, and 7 scored above the district average. In addition, students of low SES scored "above average" as a group and are also above the district average.	Accelerated growth on district benchmark exams and end of unit Milestone tasks	Implementation of the 3 Signature Strategies in the SFUSD Math Core Curriculum: Three Read Protocol; Math Talks; Groupwork Feedback These strategies support all students to learn and use academic language, engage in production classroom discussions, and promotes positive interdependence in discourse-rich group work.	Teaching staff work in RPAC (PLCs) to deepen their grade level pedagogical understanding of the signature strategies. Administrator will support this through continuing RPAC grade level time as well as class observations and timely feedback. Thoughtful use of the 3 Read Protocol for rich math tasks surfaces academic and other language structures and offers opportunities for students to learn and practices it within cognitively demanding math tasks. Math Talks promote student discourse through discussion of a variety of strategies to solve a math problem. This offers opportunities to practice creating viable arguments and critiquing the reasoning of others. It also allow time to re-engage with key concepts that students may have not fully grasped the first time. Groupwork feedback is a strategy that promotes positive interdependence in heterogeneous classrooms through the teachers' purposeful highlighting group behaviors and possibly key language or cognitive clues in a explicitly public and affirming manner. It also allows teachers to recognize individual strengths and build up their status as learners in the eyes of other students.
SBAC Math results dropped overall to 24%, however that is because two grade levels of students did significantly poorly. One of the two grade levels that had worse scores than the previous year improved its score as a cohort over the previous year (jumping from 17%-22%). All other grade levels showed improvement in their year to year scores.			We are now teaching math fully in Spanish for the first time. We hope that this consistency in vocabulary will lend to better outcomes for our students.

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?

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
	Based of the growth of our English Learners and Students with IEPs, we have set a 5% growth target for Students with IEPs and English Learners on the Spring 2018 SBAC.	

SBAC results for our focal groups: English learners and Students with IEPs demonstrated growth on last year's SBAC. English learner students showed an increase of 2% from the prior year (5.1% to 7.1%) Growth of nearly 3% was evidenced by students with IEPs (2.7% to 5.5%). Our English learners on the District Math Task also demonstrated an increase from the between the 1st and 2nd assessment periods (42% to 54.5%); Students with IEPs also made accelerated growth between the 1st and 2nd assessment periods (24.2% to 32.3%).		We need to unpack academic math language so it's comprehensible to English Learners. Two effective strategies to address this are Math Talks with language objectives and Three Read Protocol with language rich math problems. Provide greater math support in the after school program with trained classroom teachers. Work with students to pursue a growth mindset when it comes to mathematics. Students should be taught to persevere and keep working to understand math concepts. Carefully monitor student progress and provide feedback to students and their families. Continue with math lesson study with middle school teachers and provide learning labs for elementary teachers.
English Learners were at 5.6% and students with IEP's were at 3.3% Math SBA -moving grade to grade 6,7, 8 - overall proficiency slightly higher than gr 3-5 District Comparison to other gr 4-5 schools - Dual Immersion - BVHM a little above the district average in growth on SBA Math - with Latino students too EL/SPED also above the district average Focus has been on literacy, so there was some growth lost in 17-18, from previous school year Math growth in 6-8 is more than one year growth significantly above the district		

SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
Several of our elementary teachers are currently piloting district NCSS curriculum. Our middle school teachers currently teach district NGSS curriculum and attend district-wide professional development sessions. In other elementary classes, teachers use science-based informational texts in their non-fiction Reading Workshop units. At this point, hands-on science instruction at the elementary level is rooted in garden science, while middle school teachers design labs, engage students in collaborative group work and follow the "ABC- Activity Before Content" science framework.	Next year, our goal is that all elementary teachers embed science instruction into their weekly routines. We will contact the district science team in the hopes that all staff can receive NGSS training and it is our hope that each grade level engage students in at least one science inquiry project.	The greatest instructional shift will come from a deep understanding of the activity before content framework. In addition, staff collaboration time will need to shift to provide teachers with an opportunity to plan for and teach at least one inquiry-based project, in addition to evaluating student understanding.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
--	---	--

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2		
Fountas and Pinnell (English): Schoolwide, our English learners made significant growth in reaching benchmark levels (over 10%) from the 1st to the 2nd assessment window (from 17% to 27.6%) Fountas and Pinnell (Spanish): In Spanish, we saw a slight increase of students reaching benchmark levels (from 59% to 60.4%)	Performance Goals: - Increase ELs meeting standards in SBAC ELA from 2.8% 7.8% - Increase ELs meeting standards in SBAC math from 7.1% to 12.1% - Continue to increase Reclassification rate to 17.3% (from current 12.3%) - Reduce EL chronic absenteeism to >10%	Our CTI functions as ELD coordinator and provides needed guidance on curriculum options, MPD ELD frameworks, reclassification information and ELD standards. In Special Education department meetings we have been trained in alternate reclassification processes. Students who are identified as EL students will receive 30 minutes of Designated ELD while being grouped by their typology. Designated ELD will be designed according to MPD's ELD frameworks. Teachers will support EL students throughout the day using Integrated ELD using the CA ELD Standards in conjunction with science-based informational texts. The ILT will coordinate the implementation of Integrated ELD and will focus on the implementation of student accountable talk (with academic language), different levels of instructional scaffolding based on students background knowledge, the deconstructing of texts. EL students not reading at benchmark levels will receive reading intervention from ARTIF using Fountas and Pinnell LLI. Conduct an EL Reclassification Celebration to acknowledge the EL students that have made excellent progress on a variety of measures.
41 students reclassified last year-- more than any year in our history	ELA SBA - some stagnant scores each grade 3, 4, 5 all proficient under 30%, but positive progress as children move from grade to grade ELA SBA -moving grade to grade positive progress in grade 6,7, 8 - overall proficiency slightly higher than gr 3-5 between 35% - 40% District Comparison to other gr 4-5 schools - Dual Immersion - BVHM significantly above the district average in growth on SBA ELA - with Latino students too EL/SPED also above the district average Focal Subgroup(s): There is an achievement gap between Latino and White students (64%)	

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
A review of last year's Culture and Climate survey points to clear areas where we need to improve our students' perceptions of their growth mindset, self-efficacy and self-management. While School Connectedness is an area of growth for students, staff and families, approximately half our our students have evidenced little growth in thinking their brain is a muscle they can grow. Likewise, half of our students do not think that their school efforts will yield positive academic outcomes.	We fund a full-time school nurse, who has attended puberty trainings with 5th grade teachers and Jamestown staff. She has collaborated with social worker and middle school teachers regarding consent and harassment. Based on new inputs, we are also funding a .5FTE Social Worker to provide needed case management for Tier III students.	All K8 teachers need training on nutrition and health lessons and need to build them into their weekly lesson plans. Our middle school garden seminar will focus on healthy food choices, including harvesting fruits and vegetables.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

AT BVHM, we believe that all students should be provided regular opportunities to have access to visual and performing arts programming that includes habits of mind (develop craft, engage and persist, envision, express, stretch and explore, and reflect). We recognize that fostering creativity is essential to producing students that are expressive, multicultural and cognizant of the rich socio-cultural traditions that precede them.	Our target is to provide each elementary student with weekly visual arts classes from Kinder through 5th grade. Kinder through 5th grade classes will also have access to wind and string instruments, in addition to contemporary and folkloric dance. Middle school students will have the opportunity to participate in mariachi, band, orchestra or keep with visual arts classes.	Our most notable shift includes yearly exhibitions of visual arts in Kinder through 8th grades. These exhibitions will be more reflective as students move towards 8th grade, which will allow student to prepare for possible auditions to the Ruth Asawa School of the Arts. Students in Kinder through 5th grade currently are provided with several opportunities each year to perform in concerts and assemblies. Middle school visual arts students participate in mural making--thematic murals that adorn the school.
--	--	---

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
All BVHM students will become literate in 21st century physical education, lifelong fitness and wellness. They will develop positive social skills, learn to self-assess, learn to set personal goals and become informed consumers. Our ultimate goal is for students to embrace healthy lifestyles and become joyful learners through physical activity.	Over the last two years, 71% of our 5th graders have scored in the Healthy Fitness Zone. Our target is to increase this to 76%.	Our collaboration with Playworks has provided our students with greater opportunities to be engaged in daily physical activities beyond physical education class. Students routinely play softball, basketball and soccer with Jr. Coaches or parent volunteers. Speaking of soccer, we are also collaborating with the PTA to bring a soccer turf to the school.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

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?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5
Spanish Language Arts: Students in Kinder through 2nd grade continue to make significant growth of the Spanish Fountas and Pinnell assessment. During the first reporting period there were 56% of students meeting grade level standards, compared to 63.7% at the most recent window. The story for students in grades 3-5 paints a similar picture of growth. During the last Fountas and Pinnell assessment period, 62%, 66% and 89% of students respectively met benchmark levels. We are very proud of this data our staff that have made this possible.	Based on the most recent Fountas and Pinnell assessment, we have created a target goal of 70% for the last marking period this year for 2nd grade students.	Since Fountas and Pinnell assessments in Spanish do not reach level Z we are considering other assessment models since the currently used DRA is not found to be helpful. While we are generally pleased with the academic achievement of our students, we need to ensure that our students have Spanish language texts that are of high-interest and readily available in the classroom. This requires a major investment of school site funds.
The SLA department is in search of a more accurate assessment to determine comprehension levels-- an equivalent to the ELA RI. We have acquired a grant to study the Achieve 3000 exam for this purpose.		

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?	What shifts will be required to achieve these goals? WASC Ch.5
At BVHM we believe that college is a right of all students. To that end, we engage in the many activities to support a college-bound school climate. We invite the staff at K2C to attend major school wide events in order to discuss the importance of saving for college. Our middle school students attend events at San Francisco State University and UC Berkeley and have opportunities to engage with current college students. Our student government plans career days and staff participate in related activities. We set expectations early and create awareness by inviting members of our community to speak about their college and career paths.	Our targets include: 100% of 8th graders attending the various field trips to colleges and universities. Increase the number of students with a K2C account by 5% over the current year. Decrease chronic absenteeism.	Currently, Vision 2025 Shift #3 Re-Imagined space and time is of great interest to the BVHM community. To be precise, we are engaging our community in a process to define how our Beacon Center at BVHM will better support our students and families during the school day and after school. In addition, Shift #6 will require the teachers and staff to sharpen our lenses better understand the developmental domains associated with the Culture and Climate Survey for students. We need to improve the case management of middle school students that are chronically absent and design incentives for them to attend school. One such strategy involves developing a peer mentor approach whereby middle school students could be paired with younger, elementary students that are in need of forming strong bonds with others.

Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

Strategies in Action: Schools

In *Transform Learning. Transform Lives*, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (**consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration**)

How will you structure site-based and district professional development/learning?

We have identified a school mantra, “Support, Challenge and Celebrate!” that will give focus to our professional collaboration and support for our focal students: English Learners, Students with IEPs, and Homeless/Transitional Youth.

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 organize our professional development around the Universal Design for Learning framework. Weekly grade level facilitated reflective meetings. Clear schoolwide goals around academic growth that are shared by LEAD team and ILT Coaching for new teachers to support understanding of instruction 3 yearly Data meetings with coaches, administration, SPED teachers, wellness team and intervention teachers to analyze student growth Professional development at staff meetings with learning, reflection and implementation that we begun in 2017-2018.	All staff will participate in professional development, which will largely be facilitated by MTSS instructional coaches and administration. Prop A, additional extended hours days will provide financing for professional work beyond the 7 hour day. Substitutes will be used for quarterly lab classrooms and weekly collaboration for Kinder to 5th grade teachers will occur when students are being taught by our “Specials” teachers (i.e. PE, library, art, etc.)

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 school-wide (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
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Our students with IEPs demonstrated growth on the SBAC for ELA and math (compared to the prior year). BVHM continues to strive for greater Inclusive Practices	In our Culture and Climate survey 10% more students will state their perceived interconnectedness with staff at BVHM.	For the coming year, BVHM will center itself on the Universal Design for Learning principles and incorporate them across our professional work.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	We have a FYIS Social Worker intern that provides mental health interventions for our homeless youth.	We aim to screen, refer and connect our FYIT students to community resources.	Provide individual therapy when needed to related students.
Student Engagement/ Attendance	Our 1st and 3rd grade students are have the highest levels of truancy.	We want to reduce our truancy from 11% to 6% across the grades, with a focus on 1st and 3rd grade students.	Family outreach and involvement of students and their families. BVHM SART team meets monthly with CWAL
School Culture/Climate	Our application of Restorative Practices continues to increase such that all teachers and staff members routinely engage students in reflection when then there have been inappropriate incidents.	In terms of targets, while unrelated to Restorative Practices, we would like to see a 10% increase in students demonstrating a growth mindset and self-efficacy.	BVHM will engage teachers in using their advisory time to teach students growth mindset and self-efficacy strategies. In addition, teachers will provide students with opportunities to reflect on academic efforts and achievements.
Social Culture/Climate	Under the 4 domains of social emotional learning, we find that the middle school students have demonstrated negative results compared to the prior years. We have further analyzed this information and determined that our latino students as a group have significantly lower self esteem and have scored lower than their white peers in these domains.	We wish to see a 10% positive change in each of the domains for elementary and middle school students.	Beyond addressing these domains in our middle school advisory classes, we will continue to teach our Second Step curriculum to elementary students
Wellness Policy	BVHM students are provided with the required number of physical education minutes. We also inform our students and their families of the larger district nutrition policy.	Students will report increased physical activity and related athletic skill-building.	BVHM follows and communicates the district Wellness Policy to increase healthy behaviors for all students, staff, and families.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
In order to be true to our mission and to achieve it, we must engage in deep and ongoing partnership with our families. School leadership will work closely with our family governance bodies to guide our community school vision and to give input on our funding priorities and our Balanced Scorecard. Whether offering support in the yard or in class, advocating for their children's needs, offering insights about our policies and implementation, parent voices will be welcomed and well-received. Regular meetings of the SSC, ELAC and PTA will be scheduled and notes distributed to all families.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Family surveys; Balanced Score Card and Culture and Climate. Increased number of parents volunteering at school; Increased family attendance at school governance and community meetings; Increased attendance at school-wide events.	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
826 Valencia Occupational Therapy Training Program (OTTP)	
What are your specific goals or objectives for these partnership?	
The 826 Valencia program at BVHM was designed to focus entirely on writing in English, to support the school's high percentage of English Learners and offer additional instructional time in English writing. The goals include: -To raise students' reading and writing levels to grade level proficiency -To foster creativity and cultivate wonder in students' creative writing -To raise students' confidence in writing in English OTTP will work with students' families to provide clinical support to strengthen the mental health of students.	
What actions will you take to deepen your school's partnership with community organizations?	
BVHM has begun monthly partner collaborative meetings. These meetings will allow us to meet with our CBOs and set and monitor goals for each partnership and for the school as a whole.	
How will you measure the impact? (Quantitative and/or qualitative data)	
Re: 826 Valencia- Given the focus on writing, we will use unit-ending writing tasks to assess student growth. Qualitatively, we will capture students feedback regarding the supports they have received from their 826 volunteer. Re: OTTP- Students will develop increased emotion regulation and coping skills. Students will develop greater emotional intelligence.	

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 = \$7,300

Supplies to provide greater access to the curriculum for our Students with IEPs.

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 = \$118,404

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

We use part of our Concentration Grant to fund a critical Reading Recovery teacher, in addition to our Curriculum Technology Integrationist.

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

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

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

Allocation = \$0

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

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 = \$31,000

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?

This critical resource funds a part of an early intervention reading teacher and provides resources for needed materials for English learners. 0.2 FTE Literacy Specialist = \$20,790.46 (salary + benefits) - Improving reading outcomes of focal student groups Supplies = \$10,210.00 - Supplemental materials to enhance instructional differentiation and provide curricular access for English Learners

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$523,800

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?

This resource provides greater access to core curriculum and funds critical student supports for counseling, reading intervention, nurse, social worker and school 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)

CATEGORIAL EXPENSES	
In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.	
Title I = \$134,064	(31500)
How do you plan to use these funds?	
<p>Title I resources will fund reading intervention outside of the core curriculum. In addition, this resource will provide needed extended hours for teachers to engage in professional development opportunities beyond the school day. Finally, we will contract with Teachers' College to deliver professional development for our middle school humanities department (SLA and ELA teachers) 0.3 FTE Literacy Specialist = \$31,185.70 (salary + benefits) - Improving reading outcomes of focal student groups 0.7 FTE Reading Recovery = \$72,766.63 (salary + benefits) - Improving reading outcomes of focal student groups Certificated extended hours = \$8,527.78 (salary + benefits) - Common planning to align curriculum and instruction in support of accelerated growth in mathematics and language arts Supplies = \$6,584.00 - Supplemental materials to enhance differentiation for focal student groups Teacher's College = \$15,000.00 - Deliver professional development for our middle school humanities department (Spanish Language Arts and English Language Arts) to ensure alignment and coherence with implementation of Reader's and Writer's Workshops across content areas and grade levels</p>	
Select the Bryk Essential that most aligns to the use of these funds: <ul style="list-style-type: none"> <input checked="" type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) <input type="radio"/> Professional Capacity (LCAP Priorities: Basic) <input type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) <input type="radio"/> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	
1% Title I Parent Set Aside = \$1,341 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 <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint.	
Parent participation funds will provide for childcare, food, presentation materials to ensure that the site can provide families with meaningful community resources, community building opportunities, and participation within school leadership bodies. BVHM K-8 STATEMENT OF PURPOSE (Parent Involvement Policy): Buena Vista Horace Mann K-8 Community 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. Buena Vista Horace Mann K-8 Community School has developed a written Title I parent involvement policy with the input from parents, teachers and administrators.	
Date your school's Parent Involvement Policy was reviewed by your School Site Council: 9/24/2018	
Select the Bryk Essential that most aligns to the use of these funds: <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	
Impact & Innovation Awards = \$25,000	
Referencing your plan, how do you plan to use these funds?	
<p>Our primary mechanism for addressing the challenges cited in the proposal for funding is to innovate, strengthen and extend the power of GANA, a teacher led and driven initiative that has existed at our school for the past six years. GANA, or Grupo para el Avance de Niñas y Aliadx (Group for the Advancement of Girls and their Allies), is an extra-curricular program that provides a space/activities for girls and their allies to explore gender identities, unpack stereotypes, build friendships across difference, and celebrate. At first, our group was for girls only, but based on student need and the understanding that many of our students have flexible gender identities, we expanded the group to be inclusive of gender non-binary and cys-male students who identify as allies to girls. The group began six years ago as a 3-5th grade group that has now expanded to include a first and second grade chapter. GANA hosts a wide range of social activities in which students engage, including lunch time games and exploration of key topics, as well as off-site field trips and camping excursions that allow us to build deeper connections and understanding of each other.</p>	
Select the Bryk Essential that most aligns to the use of these funds: <ul style="list-style-type: none"> <input type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) <input type="radio"/> Professional Capacity (LCAP Priorities: Basic) <input checked="" type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) <input type="radio"/> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	
Principal's Innovation Fund = \$100,000	(For Middle Schools and PK-8 Schools as applicable)
How do you plan to use these funds?	
.4 SpEd liaison (Leslie Gardner) .5 SSW (Joey Sutter)	
Select the Bryk Essential that most aligns to the use of these funds: <ul style="list-style-type: none"> <input type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) <input type="radio"/> Professional Capacity (LCAP Priorities: Basic) <input type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) <input type="radio"/> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	
Equity Grant =	
Identify Sub-group & specific actions	
Select the Bryk Essential that most aligns to the use of these funds: <ul style="list-style-type: none"> <input type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) <input type="radio"/> Professional Capacity (LCAP Priorities: Basic) <input type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) <input type="radio"/> 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? (Limit: 250 words)

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"

Counselor:	Social Worker:	Nurse:	Family Liaison:
.5	1	.5	1
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
0	0	0	2
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1	1	1	Yes
Other:	Other:	Other:	Other:
Assistant Principal	.6 Computer Science	.8 PE	
Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.			
Social Worker--facilitated leadership of our Student Assistance Team. Student case management Instructional Reform Facilitator--facilitated leadership of our Instructional Leadership Team and weekly teacher collaboration meetings			

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:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (list) PTA
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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 23, 2018 .
<input checked="" type="checkbox"/>	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: 10/22/2018
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 10/22/2018

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Claudia deLarios Morán	Principal	
Bernice Casey	Parent-President	
Linda Oppelt-Pérez	teacher	
María Emma Pleitez	teacher	
Ricardo Calderón	staff	
Mónica Salas	teacher	
Angeles Hernandez	parent	
Tara Kini	parent	
Maria Rodriguez	parent	
Nicolette Zarday	parent	