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

School	Carmichael, Bessie (K-8) School
Principal	`Tina Lagdamen

SCHOOL VISION & CONTEXT

"We cannot solve problems with the same thinking that created them." Albert Einstein ABOUT US Bessie Carmichael /Filipino Education Center (BCS/FEC) CARES...Our diverse and highly skilled cadre of educators understand that a rigorous & challenging education will prepare students for their future success in college and career in the 21st Century. This future success is achievable through the innovative and creative teaching of: problem-solving/creativity, critical thinking, collaborative skills,along with a digital lens. In addition, through our emphasis on Social Emotional Supports we strive for our students to develop the character & executive function skills of initiative, compassion, emphathy, flexibility, gratitude, cooperation, kindness, perseverance, humility and patience so they can have meaningful and productive lives independent of the outcomes historically predicted by race, gender and socio-economic status. Demographics: ES :30 % Filipino, Hispanic 29%, Black/AA 11%, Other 30%ELL 44%Special Education 9 %, SES 78% MS: 48% Filipino, Hispanic/Latino 25 %, Black/AA 10%, Other 17%ELL 33 %Special Education 11%, SES 72% Our VISION is to foster collaboration and emphaty, transform lives, and inspire changes for all children, to heighten awareness of the detrimental and counterproductive effects of punitive interventions, and to address the systemic issues that impede our progress. The MISSION of Bessie Carmichael /FEC Prek-8 School is to raise levels of academic achievement for EVERY student, to address the systemic issues that cause the achievement gap for children (especially children of color); and to promote parenting and disciplinary practices that foster the better side of human nature in all children. Our effort are organized around the following key initiatives: 1. Instructional Core & the Dimensions of Teaching & Learning :We have developed a two year ELA- PD plan to build capacity of our staff from prek-8 to effectively teach instructional core content (Math/ELA) using the readers/writers workshop model. We are also learning to employ a culturally responsive pedagogy focused on four areas of instruction: 1) classroom management 2) independent learner 3) literacy and 4) learning environment 2. Engaging and Empowering Families: We are committed to engaging families are partners. We know that respecting and welcoming all families into the school community supports the academic achievement of all students. We know that some students have been under-served, and we are committed to welcoming families as partners in their children's education.Finally, we know that in order to engage families across the diversity of student population requires intentional actions & cultural competence to build understanding and inclusion for all ethnicities, language, socioeconomic backgrounds and family structures. 3. Trauma Sensitive Environment: Through our collaboration with UCSF- HEARTS, we will show and heighten awareness of how trauma affects the minds and bodies of young people. We understand the importance of a paradigm shift from asking " What's wrong with this student?" to one of asking, " What's happened to this student?" How can we teach what we do not embody? By participating in transformational "inside-out' professional developments & workshops ,we can be more skillful in working with students and families impacted by trauma. Our Strength has been our challenges and focus: Our strength has been our challenges- some of our families face enormous challenges from poverty,homelessness,& violence - our community of educators,parents, community partners have taken these problems as opportunities to strengthen our organization's capacities and systems to better serve our students. Our mindset is our strength- non-punitive,non-adversarial, collaborative and proactive alternatives. We are supporting students to become independent learners in Literacy: students will be able to independently comprehend and evaluate complex texts across disciplines and construct and convey arguments and information. Social Emotional Learning: students will be able to independently understand and manage emotions and make responsible decisions. Our Challenges One of our challenges has been the implementation of Comprehensive Approach to Literacy: Teacher and staff did not have the materials and training to fully implement Readers/Writer Workshop model. In addition we have over 20 percent of our families living in transitional housing and some of our students experience multiple trauma which impacts their learning.

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 MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ 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 2016-17Window 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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	▪ 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	▪ 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):
English Language Learners African American/Black Students

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
37.1 % of Grades 3-8 students met/exceeded expectations on the SBA- ELA 52.7% of Grade K-2 students met/exceeded Window 2 expectations on the F&P 33.5% of Grade 3-8 students met/exceeded Window 2 expectations on the Reading Inventory	49% of Grade 3-8 students will meet/exceed expectations on the 2018-19 SBA-ELA 64% of Grade K-2 students will meet/exceed Window 3 expectations on the F&P 45% of Grade 3-8 students will meet/exceed expectations on the Reading Inventory	Teachers will teach a mini lesson during Reading Workshop 4-5 times a week. Teachers will teach a mini lesson during Writing Workshop 3-4 times a week. Teachers will support students with developing strategies to choose "just right" books from classroom libraries Teachers will participate in professional learning communities to plan for RW/WW, analyze focal student work, and to create tools for conferring	Teachers will support ELLs by providing sentence starters and visual supports Teachers will use triads and partnerships effectively to raise the rigor of academic conversation

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?
	By the end of 2018-2019, 83% of Tier 2 students participating in RAP will move to "Meeting Expectations" or "Exceeding Expectations" by the end of a ten lesson cycle. Tier 2 students will be able to use reading skills and strategies acquired independently in their classroom. Students will maintain accelerated reading rates. 86% of Tier 3 students will have made accelerated progress (moving three reading levels) by the end of an 8-week cycle.	

The implementation of a Response to Intervention plan was necessary to provide supplemental support to students who were approaching reading level expectations and grade level mastery, based on the beginning of the year results from the Reading Inventory, Fountas & Pinnell Benchmark Assessments, and other diagnostic tools. This support is available to classroom teachers where current Reading Workshop is implemented, and reading differentiation exists in the classroom. The Reading Acceleration Program (RAP) was developed at Bessie Carmichael to serve both Tier 2 and Tier 3 students who are reading below grade level. We used Fountas & Pinnell's Progress Monitoring for Independent Text Level Correlation Chart to guide us in determining which students need additional support. (Progress Monitoring by Instructional Text Reading Level: https://www.heinemann.com/fountasandpinnell/supportingmaterials/bas/10monthprogressbyinstructionallevel.pdf) If a student's instructional level is lower than that indicated at the point in time on the chart, the student will need intervention. If the student is one to three levels lower, a Tier 2 intervention is needed. If the student is three+ levels lower, a Tier 3 intervention may be needed. In addition, students were identified based on other diagnostic assessments, teacher referrals, and SAP recommendations. All students meet daily; Tier 2 students meet daily for 30-45 minutes for a 10 lesson cycle and Tier 3 students meet for 45-60 minutes for a 6-8 week cycle. The Leveled Literacy Intervention System is the supplemental literacy intervention we use with pre-diagnostic and post summative assessment to determine growth. Bi-weekly running records and progress monitoring for all students help gauge student learning and intervention effectiveness.

Teachers will meet with intervention teachers(Accelerated Reading Teacher and Literacy Specialist) to ensure transfer of learning to the classroom. To ensure mastery, all students in reading intervention will also have access to Reading Partners for after-school tutoring. Weekly updates from the reading intervention teacher will be sent to the classroom teachers; highlighting student's strengths, strategic actions the student is working towards, and recent writing vocabulary. Communication with families will occur at least three times in the course of one cycle. Tier 2 students who do not reach reading expectations within the intervention cycle will be referred to the SAP team for additional supports or possible assessment.

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):
English Language Learners African American/Black students

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
28.3% of Grade 3-8 students met/exceeded standards on the 2016-17 SBA 22.2% of Grade 3-8 students met/exceeded standards on the SFUSD Math Benchmark 47% of Grade 3-8 students met/exceeded standards on Fall SFUSD Milestone Task 74% of Grade K-2 students met/exceeded standard on the Spring SFUSD Math Milestone	40% of Grade 3-8 students will meet/exceed standards on the 2018-19 SBA 34% of Grade 3-8 students will meet/exceed standards on Illuminate Checkpoints that correlate for each MUOS 36% of Grade 3-8 students will meet/exceed standards on the SFUSD Math Milestone Assessment 80% of Grade K-2 students will meet/exceed standards on the SFUSD Math Milestone Students will become independent learners by reading complex math texts, apply problem solving strategies, and construct arguments effectively.	Teachers will support students will using the 3 Read Protocol to make sense of mathematical situations Teachers will use 3 of the 4 rich math tasks for each unit of study Teachers will support computational fluency and academic discourse through the use of number talks 3-5 times per week. Teachers will participate in professional learning communities to plan for math, analyze focal student work, and to create tools for student independence	Teachers will support ELLs by providing sentence starters and visual supports to develop mathematical concepts and academic discourse Teachers will use triads and partnerships effectively to raise the rigor of academic conversation during rich math tasks and/or number talks. **Tina Goal 1: Plan using the new SFUSD Math Core Curriculum Goal 2: Promote student discourse and reasoning. Goal3: Collaborate regulary with peers to build a professional learning community. Student agency,authority, and identity.

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?**

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
Students are reading non-fiction science content on a regular basis in Grades K-8 Grade K-5 Teachers are using the Foss Science modules inconsistently to provide hands-on instruction. Some classrooms are receiving hands-on science from the UCSF SEP (Science and Health Education Partnership) for 3-4 sessions In middle school, all students (grade 6-8) are receiving hands-on science instruction 250 minutes per week. Each teacher will pilot or teach SFUSD Science developed curriculum. Each student will receive an SFUSD Science workbook. All materials and workbooks are provided by the district. Currently, 7th grade is participating in an outdoor Science learning series which is based on 7th grade NGSS standards.	Students will become independent learners in science by reading complex text Bessie students will participate in a rigorous science program that is aligned to the NGSS practice and Engineering Practices. Our performance goals are the NGSS science standards for each grade-level laid out by SFUSD. In order to better support all students in accessing the curriculum and engage in the Science and Engineering practices, we have a goal of all grade levels (6-8) participating in organized outdoor Science learning opportunities, including camping and day field trips to local parks and Science museums.	Teachers will use the AMPLIFY/Foss Modules while incorporating and emphasizing the NGSS science and engineering practices. Teachers will participate in site based PD offered by C&I Science Department Elementary Team Teachers will provide structure and support for both academic learning and social emotional skills that students need to be independent learners in partnerships and/or small group hands-on activities All middle school teachers have been piloting/field testing curriculum since 2016. Teachers will shift based on how the curriculum shifts since it is still being developed by the district.

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) 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	**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
76.4% of Grade 3-8 EL students are meeting their English Language Proficiency Progress 23.4 % of Grades 3-8 EL students met/exceeded expectations on the SBA- ELA 51.3 % of Grade K-2 EL students met/exceeded Window 2 expectations on the F&P 8.3 % of Grade 3-8 EL students met/exceeded Window 2 expectations on the Reading Inventory	35 % of Grade 3-8 students will meet/exceed expectations on the SBA-ELA 63 % of Grade K-2 students will meet/exceed Window 3 expectations on the F&P 20 % of Grade 3-8 students will meet/exceed expectations on the Reading Inventory	

		PD and PLC's in the following areas with support from MPD 1. Language objectives & ELD Standards 2. Structured/Academic language practice: turn & talk write/think pair share academic conversations 3. Interacting in Meaningful ways: Collaborative tasks Until reclassified, all English Learner (EL) students will receive Designated ELD Instruction, ELs with IEP will recieve ELD, either through our site's ELD structure or provided by the Special Education teacher in addtion to special education services.

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?
All students have access to healthy breakfasts and lunch, as well as regular physical education classes. Additionally, the monthly health themes and lesson ideas are shared via the principal's bulletin. K-8 students are taught SEL lessons from the Second Step curriculum. Bessie Carmichael students responded with the following scores on the 2017 Culture and Climate Student Survey items measuring social and emotional skills: Safety: 50% Self-Efficacy: 55% Self-Management: 62% Sense of Belonging: 60% Social Awareness: 62% 5th-8th grade students are taught comprehensive puberty and sexuality lessons. They also attend age-appropriate events to expand their understanding of whole-person wellness. 5th Grade: 4 puberty lessons delivered by Planned Parenthood 6th Grade: 5 puberty lessons from the Planned Parenthood curriculum Field trip to see "Nightmare on Puberty St." by Kaiser 7th Grade: 7 puberty and sexual health lessons from the Healthy Me. Healthy Us. curriculum Field Trip to see "Outspoken" by the New Conservatory Theatre Center 8th Grade: 7 puberty and sexual health lessons from the Healthy Me. Healthy Us. curriculum Young Men's Empowerment Group delivered by Healthy Initiatives for Youth Middle School LGBTQ and Ally group meets weekly and coordinates April's LGBTQ awareness and advocacy activities, including Day of Silence Middle School Student Council attends a field trip at Twitter to learn about digital citizenship and bullying, and then presents in the middle school classrooms.	Bessie Carmichael School aims to create a climate of inclusion and wellness consistent with district standards. We aim to continue to improve students' mastery of social, emotional and physical health. In SY 2018-19: 85% of staff will implement the Second Step curriculum in its entirety On the 2018-19 Culture and Climate Student Survey: 59% of students will report feeling safe at and around school. 58% of students will report feelings of self-efficacy. 72% of students will report the ability to self-manage. 73% of students will report a sense of belonging. 65% of students will report the ability to be socially aware. .	Continue community partnerships. Partner with School Health Wellness Team to reinforce healthy food and beverage guidelines at school

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?
Bessie's Vision for a balanced, comprehensive arts program is for all Prek-8 students to have equal access to arts and music programs.		1. School site administration and Arts Coordinator will ensure that contracts with arts providers include adequate paid time to plan with classroom teaches. 2. School site will use a minimum of 90% of the Elementary Arts Program (EAP) funding for Artist in Residence. (Dance) 3. ES students will be assessed using the rubrics that accompany the standards on the Standards Based Report Card in the arts. VAPA itinerant teachers and classroom teachers will collaborate, and enter the appropriate SBRC mark. 4. Teachers at all levels will collaborate to analyze student work, including visual arts and performance, and will use rubrics aligned to the California State Visual and Performing Arts Framework.

	1.A teachers is designated at the ES campus as the school Arts Coordinator. 2. Teachers will particiapte in VAPA Professional Development opportunities that incorporate arts-based teaching methods, in depth arts content area strategies for student access, and teacher collaboration with site approved Prop A hours. 3. Classroom teachers and VAPA teachers will plan students' learning outcomes according to the State of California Visual and Performing Arts Framework. 4. Students will participate in school sponsored and VAPA sponsored arts and music events, festivals, performances, and competitions. 5. Reinforce respect for cultural traditions by offering curriculum and programs that represent and honor San Francisco's demographic cultural, intellectual, social and spiritual diversity.	

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. 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.	What are your targets/ goals? (Elementary, Middle, High) 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?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
At the Elementary Campus students receive about half of their required PE minutes from a credentialed PE teacher. The remaining minutes are taught by classroom teachers with support from credentialed PE teacher. Curriculum, equipment, and scheduling are part of the support provided to ensure classroom teachers provide required minutes for students. At the middle school campus students have daily Physical Education and reach their required minutes from a credentialed PE teacher. Our goal is to create Physically literate students with an emphasis on lifelong wellness, cooperation, and fitness. 5th and 7th graders participate in the FITNESSGRAM fitness test in the spring. Last year's scores had overall improvement from the previous 2 years required minutes	Bessie Students spend a portion of the daily/weekly Physical Education class focusing on cardiovascular fitness and Social-emotional learning through instruction and game/play based education. They also spend a portion of their time engaging in skill based learning so that students have a strong foundation of physical skills necessary to participate in Physical Education for the rest of their school career.	Administration and teachers will ensure all students receive mandated physical education minutes; K-5 100 minutes per week, Grades 6-12 will receive 400 minutes every 10 school days. Bessie will make every effort to participate in multiple activities that encourages and increase the amount of time a student is learning lifelong fitness skills; i.e Intramural programming, recess activities, after school programming that ensures students are physically active daily for a minimum of 30 minutes.

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

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
Performance and Change: For meeting/exceeding the grade level benchmarks in 2016-17: School wide: 57.6% of students were high school ready. (Source: High School Readiness, 2017)	Our goals are to maintain the 3-year upward trend.	The shifts required to achieve the goals are: 1) continued mastery of and fidelity of PBIS, Restorative Practice and RTI2 programs as we continue to significantly reduce suspensions and more importantly, the incidents leading to suspension. 2) At least 80% of families in MS and students will have basis understanding of graduation requirements before leaving grade 8(Academic counselor, MS) 3) Pilot AVID lessons

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?

We will partner with CBO to increase enrollment of students participating in K to College

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?

Our monthly all school faculty meeting will be focused on implementation of Comprehensive Approach to Literacy, Social Emotional Learning, Trauma-Sensitive Environment,Culturally Responsive Teaching,English Language Development and other compliances related topics. Our divisional monthly meetings will focus on ES and MS specific topics that are clearly aligned with Transform Learning and Transform Lives Strategies. We have attached our PD calendar with ___ that we plan to follow for 2018-19 with a few adaptational changes based on staff input and site needs. PLC-

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)
If Administration team: 1.Creates an environment of shared leadership and collaboration focused on improved learning, then shared responsibility and accountability will create urgency for change and support continuous progress in students' learning. (ACADEMIC RIGOR)	This is how we use MTSS support: Assistant Principal: with two separate campuses (one mile apart) this allocation sustains/increase administrative capacity to provide instructional IRF- build capacity of teachers using data and student work in their decision making process. Strengthen school capacity in the following areas: School-wide systematic date-use to inform instruction Teacher Collaboration Instructional Coaching Professional development 3) Literacy Coach- build teacher capacity to implement SFUSD ELAPK-8 Core curriculum and a Comprehensive Approach to Literacy (CAL). Provide direct support of teachers' understanding of literacy and teaching literacy. Facilitate grade level team (GLC), Instructional coaching, (1:1, around content and pedagogy) and Professional development (CAL). 4) SSW- address barriers to student success, coordinate multi-disciplinary student support teams (e.g. SAP, SST) consultation with teachers re: classroom climate and behavior support, individual and group counseling support, case management and referral to CBO supports, and individual and school-wide crisis support. 5) Nurse- provide prevention, early detection, and management of health and behavioral concerns for optimal health, improved attendance, and academic outcomes. 6) Elementary Advisor- will provide focused support to improve absenteeism rage which is higher that the district average and other behavioral RTi-2 related work focusedfoucsed explicitly on culture and climate. 7) Family Liaison- liaison will provide staff with training and resources to create positive family, Bessie Carmichael and SFUSD relationships and communication. FL works directly with families to provide training and opportunities around district-wide initiatives linked to student-learning and grade-level focuses.

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.)	BCS students with IEPs underperform their typically developing peers.		SAP FYS Liasion parent space parent liasion alphabet soup FYIT - bi-weekly attendance meetings with CWAL phone calls, SST meetings, case management SST-Full day dedicated to Chronic Absent Families Attendance awards and recognitions Kindergarten Family 1st week workshop Beacon Partnership pax PBIS - differentiated for ES and MS PBIS team meetings- promote staff involvement School Wide Events PBIS Tours Character Trait Awards Project Secure UCSF Hearts Program Partner with Safe Supportive Coach and Behavior Action Team staff for Tier III students Second Step Class cool down kits Kinder SEL Parent Meeting 6th Grade Parent Meetings 6th Grade SEL Presentations Drop In Hours for Student Resource Center Groups: Project Arrive, Bounce Back, MS Girls' Group provide lunch partner with Food Bank Breakfast in Classrooms?
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			A FYS liaison will provide support parent space parent liaison alphabet soup?? FYIT social worker?
Student Engagement/ Attendance	Aug. 21, 2017 to Apr 21, 2018 average attendance was 93%.	Reduce chronic absence rate by 3%? Goal for 2018-19 is 96% average attendance.	Attendance team will conduct bi-weekly attendance meeting with CWAL. Attendance team will follow up with phone calls home, SST meetings, and case management. Social worker will work with attendance team to conduct SST- full day dedicated to chronic absent families Attendance awards Student advisor will work with social worker, parent liaison, will lead workshop on attendance during first week of school for Kindergarten families and any new families to BCS
School Culture/Climate	In 2016-17, Bessie's families responded favorably (96% MS and 93% ES) to the Culture-Climate survey. 66% of both the MS and ES staff responded favorably to the survey. Students responded favorably at slightly lower rates (62% MS and 61% ES).		PAX PBIS- differentiated for ES & MS PBIS team meetings Promote staff involvement for School wide events PBIS Tours Character Trait Awards HEARTS Program to provide mental health services

Social Culture/Climate		85% of Prek-8 staff will implement Second staff 80% of staff will be trained in Safety Care - verbal	Second Step implemented Prek-8 Classrooms will have cool down kits Kinder SEL Parent Meeting during first week of school 6th Grade Parent Meetings 6th Grade SEL Presentations Drop in hours for student resource center Groups: Project Arrive, Bounce Back, MS Gir's group
Wellness Policy	(revised - work group summer 2018)		

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
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
☑ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☑ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☑ Connecting families to community resources	☑ African American families ☑ Families of English Learners ☐ SPED ☐ Foster Youth ☑ Homeless ☐ 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:

Our goal is for all Bessie families from prek-8 are meaningfully engaged to support students in their learning, growth, and development. Our actions to meet these goals are the following: 2. Welcome, Honor, & Connect with our families 3. Bridging differences of race, class, & culture. 4 Hold a Back to School Night to welcome families, provide the school vision, expectations, resources, and ways families can partner with BCS to ensure student success. 5. All program activities and events, should have translation available and input form SSC, PTO and ELAC. 6. Schedule Parent as Partners Meetings for the purpose of relationship building 7.Professional development for staff explores implicit biases, practices and expectations for students of color and aims to create high standards, rigorous practice, and increased expecations for all students,. PD incorporates culturally responsive pedagogy, growth mindset practice, discussion of implicit bias, stereotype threat. Lifting our African American /Black Families Voice Strategic Plan The site base will provide opportunities via surveys, phone calls, or listening session to hear the concerns, ideas, and experiences of the African American/Black community. Information or feedback will inform AAPAC goals, activities, and practices as well as school functions. Bessie's AA/Black Family leadership group will facilitate workshop to inform parents on district and school resources, community resources, school governance and events. Bessie's AA/Black Familily leadership group will encourage families of AA/Black students to be engaged in school policy (BSC, SSC, or in response to a concern raised by the community. The team will determine whether there is commitment to establish an AAPAC @ Bessie.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

Culture Climate survey, academic data, attendance will show significant growth (*** in progress, work group summer 2018)

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?

☐ Academic Support ☑ Behavioral Health & Wellness ☐ College & Career ☑ Expanded Learning/After-School ☐ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☑ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☑ Parent/Family Support or Partnership ☐ Other:

List 1-3 current or potential community partner(s) who are address these needs.

1. YMCA Embarcadero 2.Pinterest 3. Epic Church 4 SOMA Youth Collaborative SYC-United Playaz 5. Bayanihan/Galing Bata

What are your specific goals or objectives for these partnership?

We have three goals for our CBOs: We would like to: 1) engage our CBOs in planning and priority setting, 2) that our CBOs are responsive to our school's needs & priorities. 3) we identify target population that CBOs serve, 4) our CBOs participate in advisory & leadership committees and meetings.

What actions will you take to deepen your school's partnership with community organizations?

We will take the following actions to deepen our partnership: 1) Ensure that CBO and BCS leadership teams, principal discuss the school's priorities and plans at the BOY, Mid-year, and EOY. 2) The CBOs have clear expertise in their areas but the programs/services are adapted to BCS priorities. 3) CBOs and BCS leadership team, principal identify together the priority population(s) for programs and services.

How will you measure the impact? (Quantitative and/or qualitative data)

We will measure the impact of our partnerships through quantitative and qualitative data such as end of program reports and /or surveys.

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = $3,650

These funds will provide direct services to SpED students TK-8 for instructional materials, SpED workshops.

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

Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = $99,050

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

These funds will be used for: MS /Bilingual Tagalog speaking counselor to increase services to Filipino English Learners. Instructional material/multi-lingual books (ELAC) Supplies/Primary language and SDAIE supplemental instructional text, material and equipment for students

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

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

Allocation = $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 = $45,000

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?

These funds will be used for supplemental instructional materials ($36,090) that support classroom instruction, and help struggling readers. We intend to use these funds to pay for materials connected to the Reads/Writers Workshop, and to purchase instructional related in-class library workshop materials (~$5200 per classroom). Also, provide for substitutes ($8909) so teachers can plan targeted intervention to accelerate learning in ELA or Mathematics to improve learning for EL and students performing below the level appropriate for their age/grade.

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 = $223,300

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 fund will be used to pay for (1.0 FTE) Literacy Specialist (LS) who will support classroom teachers implementing RW/WW framework and students to strengthen Tier1/Tier 2 academic. In addition, LS will provide reading recovery for first graders who qualify. This fund will also pay for (0.5FTE) Accelerated Reading Teacher who will provide direct services to students reading below and or far below grade level standards.

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 = $179,522   (31500)

How do you plan to use these funds?

This will pay for a class size reduction teacher (1.0 FTE - $103,952), an additional (0.5 FTE - $31,895) Community Relations Specialist, and one Intervention Teacher (0.1250 FTE - $8757). Also, these funds will also pay for supplemental instructional supplies ($17,657) to improve learning for ELs. 1% which is 1795 will be equally distributed to SSC, ELAC and PTO. 17261 will be spent 32 sub days & 186 extended hours for professional development (6712.67+6712.67+3662.43(benefits). 173.22 for parent engagement (1%)

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

1% Title I Parent Set Aside = $1,795
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**.

Please see attached Parent Involvement Policy

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 2/27/2018

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

Impact & Innovation Awards =

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

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

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

How do you plan to use these funds?

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

Equity Grant =

Identify Sub-group & specific actions

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

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

*How do you plan to use these funds to support your school-wide actions? (**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:
	Kate Calimquim	Kathlenn Lund	Maria Orozco
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
		Murdies Washington	Dante Washington
IRF:	**Literacy Coach:**	**Academic Rtl Facilitator:**	**Hard To Staff:**
Amy Youngs	Jennifer Comeans		
Other:	**Other:**	**Other:**	**Other:**
Assistant Principal- Mike Brown			

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.

The Assistant Principal, Literacy Coach, IRF will work with the principal & school leadership teams to implement 1) equity-centered professional learning communities and 2) California Core & Content Standards and 21st-century curriculum. The social worker, nurse, & elementary advisor, family liaison,T10 will work with the principal and leadership teams to provide behavioral & student-centered supports such as 1) coordination of multi-disciplinary student support teams, 2) prevention & management of health and behavioral concerns for optimal health, improved attendance, and academic outcomes.

SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	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: **2/13/2018**
☑	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☐	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☐	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **3/19/2019**

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
Samina Malak	Parent: SSC Chair	
Mary Ann Masaga	Parent & ELAC	
Starcia Cousar	Parent	
Alexis David	Parent	
Charm Consolacion	Community	
Jamie Santiago (Aug2018)	Teacher	
Amber Best (Sept 2018)	TeacherMS	
Page Whipple (Sept 2018)	Teacher	
Murdies Washington	Classified	
Tina Lagdamen	Principal	