



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Carver, Dr. George Washington Elementary School
Principal	Emmanuel Stewart

SCHOOL VISION & CONTEXT

Dr. George Washington Carver Academic Elementary School is a community of life-long learners who are dedicated to creating an engaging, academically rigorous, culturally responsive and holistically inclusive learning environment where all students can thrive and reach their full potential. We honor students, staff, parents, and community members from all walks of life by investing time to form relationships and partnerships with each individual Carver scholar. Carver Educators are committed to dismantling systematic oppression by using an assets based lens and Culturally Relevant Practices. We have an academic culture of excellence that includes the implementation of a robust, standards based instructional curriculum aligned to the Common Core State Standards (CCSS). This includes a focus on literacy and building competency across all content areas including the integration of Science, Technology, Engineering, Arts and Mathematics (STEAM). In addition, we support students with socio-emotional needs and aim to equip students in developing socio-emotional skills across environments. Finally, the Carver Village is a caring community of educators who are dedicated to maintaining an environment of educational equity, high expectations for student learning in a diverse community. This includes treating all stakeholders with dignity, fairness and respect!

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)	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)	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):

African American 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
In the past year, Carver has made 13.3% growth of all of our students performed proficient on the 2016-2017 SBAC. Our midyear writing data showed 12.4% of 3rd through 5th grade students on the 2017-18 IWA scored Proficient. Our end of year reading data showed that 54% of our students, K-2, met or exceeded the standard for our whole school reading data as measured by F&P Our midyear RI data showed 22.3% of our 3-5th grade students meeting or exceeding standard in reading.	Based on our 13.3% proficiency rate in 2017, our target goal is to have 25% of our students to reach proficiency on the 2019 SBAC. Our target goal is to have 25% of our students score proficient in writing as measured by the 2018-19 IWA. Our target goal for reading is to have 50% of our K-2 students meeting or exceeding standard as measured by the F&P Reading assessment. Our target goal is to have 35% of our 3-5th grade students meeting or exceeding standard in reading as measured by the RI. All student who are reading at one or more grade levels below proficiency will grow 1.5 years in reading level as measured by the F&P Reading Assessment.		To support academic engagement with our AA students, we will implement a variety of talk and engagement strategies (known at Carver as Hollie's 1-2-3). We will also ensure that our classroom libraries are filled with culturally relevant books that reflect the faces of our diverse learners. The school will emphasize a home school communication around homework and school based literacy activities.

		Teachers will use the SFUSD ELA PK-12 Core Curriculum's Scope and Sequence with embedded Common Core State Standards (CCSS) (spirals) to guide instruction. The TCRWP Units of Study for Teaching Reading and Writing and the SFUSD Launching Units of Study will be used to support planning for the SFUSD Scope and Sequence. Teachers will also integrate technology into the ELA curriculum, by using Google Classroom, Raz Kids, Time for Kids online addition and other online resources. Teachers will implement SFUSD's Comprehensive Approach to Literacy. This includes o Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conferences, Interactive Writing, Shared Writing, Writing Conference, Guided Writing, and Word Study. Within the Comprehensive Approach to Literacy an emphasis will be placed on engaging in high levels of academic discussion and conversations. An additional emphasis will be placed on providing all students with small group or 1:1 instruction in reading at least one time per week by the classroom teacher and other support staff. We will use the district supported and recommended phonics curriculum. In addition, we will implement Words Their Way schoolwide as a Word Study curriculum. 1x year K-5 students will produce a student driven project based culminating display to share with peers, teachers, staff, family, and community members. This project will require classrooms to integrate literacy throughout their day.	
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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?
Currently 30 students receive small group and or LLI intervention support from our two intervention teachers. Students receive pull out support on average four times a week for 12-18 weeks. Carver's end of year data showed 46% of our 1st and 2nd graders reading one or more years below grade level as measured by the F&P assessment. 47% of 3rd-5th graders are reading one or more years below grade level as measured by the Reading Inventory.	We aim to decrease the number of students reading one or more years below grade level by 10%.	Students who are one or more years below grade level in reading will receive multiple days of small group or 1:1 instruction. This instruction will be a combination of: - classroom conferences with teacher - small group instruction with teacher - small group instruction with interventionist (push in) - small group instruction with interventionist (pull out)

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):
African American 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. <i>WASC Ch.2</i>	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? <i>WASC Ch.5</i>
In the past year, 10.2% of our students performed proficient on the 2016-2017 SBAC-Math. Our Midyear math data for 2017-2018 showed 11.4% of our 3-5 grade students Meeting or Exceeding Standard on the SFUSD Math Benchmark. Last semester, 2018, 37.3% of all Carver students scored proficient or above on the Math Milestone Tasks.	We are targeting a 10% increase in proficiency on the math SBAC and district assessments. .	Students will receive mini-lessons in math instruction and participate in math rotations that include the use of technology. They will work with a teacher in small group 1-3x a week. Students will engage in Math Talks, Number Talks, using academic language, to discuss multiple representations, and computational strategies. Students will makes sense of problems and persevere in solving problems by using the three read protocol and multiple representations. Students will be given the opportunity to present their solutions daily to their classmates.	Students will need to receive small group instruction in math 1-3x a week. Students will need to receive direct instruction in how to talk about math that includes both Tier 1 and Tier 2 vocabulary. Teachers will foc... their learning on building their capacity to implement math talks, integrate technology and differentiate instruction in small group.

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?
Our Midyear math data showed 31% of our 3-5 graders performing Near, Standard on the IAB Math Assessment.	Our goal is to increase our percent of students At, or Above Standard on the IAB Math Assessment of the 3-5 graders.	Each grade level will have a cart of chromebooks. Students will be given opportunities for individualized instruction using online resources such as Google Classroom, Learnzillion, Khan Academy, and teacher created videos of classroom lessons. Paraprofessionals will support with foundational skills and math games. Parents workshops on how to help students with homework and access to math websites.

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? <i>WASC Ch.5</i>	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? <i>WASC Ch.5</i>
Students at Carver all experience science a minimum of once a week through a collaboration between the classroom teacher and the Education Outside educator. In addition, students at Carver experience...instructional guidance This year we have two grade levels piloting the new, NGSS science units. Also, summer professional development is being offered to our teachers through the California Academy of Science. Both these opportunities bring an offering of coaching into our classrooms. Next year, we will invite our science teacher leaders to lead professional development at our site in supporting teachers in understanding the shifts in instruction that the new curriculum and standards bring.	Students will receive weekly science instruction through our collaboration with Education Outside. In addition, teachers will teach the new Amplify Science curriculum.	We will provide 3 professional development sessions on NGSS and the teaching of science in elementary school. Topics will include: an introduction the materials, note booking, and literacy throughout the day.

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
15.8% of EL students were reclassified in 2017-18.	Our goals is to continue to have all students grow at least one proficiency level and to have 80% of our long-term ELLs obtain CELDT proficiency before promotion from Dr. George Washington Carver Elementary School.	We will continue to utilize support staff to offer 30 minutes of designated ELD Instruction for EL students. We will continue to integrate Academic Conversation and grammar into our comprehensive ELD lessons as well as our Tier 1 instructional Practices. Additionally, we will support our ELL students in class by utilizing close reading protocols, focusing on Academic vocabulary and providing scaffolds so that students can explain their thinking orally and in writing.

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?
Currently all of Carver students receive daily access to a comprehensive SEL curriculum through Second Step, PAX, Restorative Practices, and Zones of Regulation. Every classroom supports a positive classroom culture with daily community circles, peace tables, brain breaks, and collaborates with our wellness team. Our school only allows healthy food and drinks on campus, students are currently receiving nutrition lessons, we offer puberty classes to our 4th and 5th grade students, classes through the health department, and our nurse helps promote oral and personal hygiene.	We will continue to provide Carver students with daily access to a comprehensive SEL curriculum through Second Step, PAX, Restorative Practices, and Zones of Regulation. Every classroom will continue to support a positive classroom culture with daily community circles, peace tables, brain breaks, and collaborates with our wellness team. We will continue to only allow healthy food and drinks on campus, 5 nutrition lessons per year, puberty classes for our 4th and 5th grade students, classes through the health department, and the nurse will continue to help promote oral and personal hygiene.	Dr. George Washington Carver's health advocate will push-in Carver classrooms once a month or 10 times in a calendar school year. This partnership will allow for the health advocate and the classroom teacher to teach nutrition lessons.

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?
	The Carver Visual And Performing Arts targets or goals are to: improve motivation and behavior; increase attendance and increase in student motivation on standardized test scores. And most important, significantly higher parental engagement in their children's overall education experiences through Carver's Performing Arts Program.	Families are on our campus, and, for Carver, that's the opening act. Parent attendance is our opportunity to involve them in activities, and let them know how important they are to our academic programs, our school committees—our mission in educating the whole child. We hear from families over and over about their love of VAPA. Arts instruction allows students to foster their creative and critical-thinking skills in keeping with the objectives of the new state standards.

Many opportunities exist for students to experience the arts at Dr. George Washington Carver Academic Elementary School. California State Standards are embedded into the curriculum in all academic areas including Visual And Performing Arts. Music, theatrical performance, and visual arts are woven through the curriculum in all areas of study at each grade level. Opportunities in the Visual and Performing Arts at Carver Elementary School include: - Providing a safe, nurturing environment where children can explore personal creativity through the Arts - Opportunities for critical thinking, problem solving and creative risk taking - Examining the world through Visual and Performing Arts - Fostering an appreciation of diverse cultures - Developing a deeper understanding of self - Exploring ways to express self - Investigating talents and showcasing newly acquired skills - Music instruction, music appreciation, dance, choir, musical productions and oral interpretation		
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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 students currently have access to 100 minutes of PE instruction every week in grades K-5. 100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to physical education classes. Administrators will facilitate collaboration between classroom teachers, PE teachers, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with PE Supervisors. Students will work towards mastering the CA Physical Education Standards.	Carver students will work towards mastering the California State Physical Education Standards.	Administrators will continue to improve collaboration between classroom teachers, PE teachers, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with PE Supervisors. We will continue to promote physical well being, cooperative play, and the Physical Education Standards during recess times, community building activities, and school wide events.

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	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2		WASC Ch.5

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture	What are your targets/ goals?	What shifts will be required to achieve
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(using indicators suggested above) WASC Ch.2		these goals? WASC Ch.5
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? Dr. George Washington Carver Academic Elementary School will take a holistic approach to understanding the importance of attending college. We will visit our local college and university campuses, this will also include the Bay Area local community colleges. These visits will not just include academic purposes but for sporting events, camps, and other activities that might spark excitement in Carver students. Carver educators will also communicate to students and families about the importance of being part of a "college community". We understand that many local colleges and universities have some really great art galleries, science museums, and cultural events that might spark excitement in Carver students. This is another avenue for Carver Educators to introduce Carver students to become members of a "college community", and let Carver students see that colleges have a special role in the community. Parents can also start to gradually introduce the idea of college by sharing their own college experiences, or those of a relative, neighbor, or friend.		
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? Carver will structure are site based and district professional development/learning as a vehicle for improvement, SFUSD will need to know how Carver teachers learn new skills. At the school site, we will continue to support teachers learning through a straightforward approach; with teachers merely needing to be presented with information about effective teaching strategies will not be enough, thus coaching, teachers work with a master educator before, during and after a lesson, getting feedback on their implementation of a newly learned teaching skills.		
School-Wide Action Step(s) Provide planning support in ELA and Math Engage in four week Inquiry Cycles during Early Release Days (based on PD learnings) ILT will plan PD's and analyze schoolwide data for monitoring and adjusting our progress. PD and coaching opportunities will be provided in focus areas	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I) Dr. George Washington Carver Academic Elementary School will use resources to We rely on a mixture of Prop A, substitute release days, and early dismissal days to maximize planning support for our teachers in both ELA and mathematics. The Literacy Coach and IRF organize and facilitate planning support for our teachers. On a bi-monthly basis our teachers engage in GLC that is facilitated by our IRF or Literacy Coach. During this time teachers plan lessons that are aligned to the PD. Our IRF and Literacy Coach and Assistant Principal provide coaching support for our classroom teachers. Our IRF, Literacy Coach, and Assistant Principal plan and facilitate our professional development input sessions.	
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.)	17% of students (33) at Carver have an identified disability.	Reduce the amount of students in SPED to 10% over the course of two years. Increase the amount of students at grade level on SBAC to 25%.	Ensure that students have the opportunity to work in both homogenous and heterogenous groups. Move to a push-in model of support that relies on modifying and accommodating curriculum so that students have access to grade level standards. Small general education class size Communication with families regarding academic and emotional support at home.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	We have been informed when students and families that are transient by the Families and Youth in Transition (FYIT) team. FYIT Services have been offered to all families who are transient. 100% of youth and families involved in foster care are receiving outside resources through mentoring and community resources to support the family.	All vulnerable populations such as: Foster youth, Families and Youth in Transition, undocumented youth and their families.	We will continue to offer families in transition and students involved in foster care system support and community resources. With the recent passing of the Homeless Families resolution on 1/23/18, the resolution will provide support, coordination and delivery of progra... and services. Identify all vulnerable populations through CARE Team, teacher consultation, Foster Youth Services Roster, FYIT Roster, parent liaison when appropriate in order to share resources and support offered .
Student Engagement/ Attendance	In the Spring of 2018, 48.6% of students were chronically absent. As of June 2018, 90 students (46.2%) are chronic or severe chronically absent	Our goal is to decrease our chronic absenteeism to 25%.	We will publicly recognize individual students with excellent attendance with monthly certificates and smoothie parties. In conjunction we will incentivize classroom attendance with recognition during whole school meetings. For Tier 3 students we will use strategic outreach from classroom teachers to families about importance absences of attendance so that we can identify and address barriers. We will hold weekly SAP meetings to analyze data and develop action plans to increase attendance We will continue to build our parent engagement initiatives as a means for building positive relationships and increasing attendance
School Culture/Climate	Zero students have been suspended during the 2017-2018 school year.	Our goal is to not suspend any students in the 2018-2019 school year.	We will continue focusing on the SEL skill of self-management by continuing to play PAX the good behavior game and the use of Class Dojo. We will add a focus of self efficacy by having daily community circles, a schoolwide PBIS, student-centered classrooms, Restorative Practices, and utilize Second Step and as our SEL curriculum.
Social Culture/Climate	Carver had 315 Classroom Referrals written to date: 03/2018 20% or 65 referrals have been written towards students who are 3rd, 4th and 5th graders. 3rd, 4th and 5th grade members have reduce their referrals in 5 months by nearly 40%.	At Dr. George Washington Carver Elementary School, the 2017-2018 school year data shows that although African American male students comprise 45% of the student population, they disproportionately make up 65% of all official out of class office referrals for behavioral disruptions.	Carver Umoja Boys Enrichment Program is to help boys enhance their lives by accepting personal accountability and to continuously striving toward the goal of achieving their full potential. The program includes essential manhood development components to address the specific learning style and culture of our boys. Using the Virtues of MAAT for Character Education Development curriculum.
Wellness Policy			

	Currently we are a school that does not allow our students to consume any sugary foods. All of our school wide celebrations provide healthy alternatives. We provide families with information on our wellness policy as well as a list of healthy ways to celebrate birthdays at our school. Lead by our nurse, we also provide preliminary check ups and follow up resources to families for both teeth and vision care. Through our Outdoor Education programming students cook with a variety of healthy ingredients. With the support of Playworks structures, students are play physically active games during recess times.	Many families and students still bring chips and candy to school to eat on the way to school or the way home. Families will send bring sugary foods to school in lunchboxes. A small percentage of students do not want to play organized games at recess.	We will continue to promote our wellness policy through assemblies, flyers, and via PTC conferences. We will add events next year promoting a healthy lifestyle: healthy eating, drinking water, getting sleep, and exercising. We will engage our Afterschool program to promote positive and engaging games and sports during recess and after school.
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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
☐ 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:	
Are initiative is to increase communication and access to important information within our school community. Through a survey, parents have named Text and Newsletters and Social Media, including a Carver FACEBOOK PAGE as a way to communicate multiple ways for a community of learners. We will investigate ways to send more text messages to parents and we will ensure that newsletters are published consistently and in multiple languages. A second initiative is to increase the number of parents volunteering in the classrooms and taking ownership in organizing school wide events. (All recommendations from parents through parent survey).	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Our goal is to increase the number of voices and perspectives from Carver's parents. We want to continue to have parents attending more school-wide events. Volunteer in the classrooms and take an even more active part in their child's education. We want to increase parent attendance during parent workshops, curriculum nights, principal chats, and be part of the PAG.	
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.	
- 100% College Prep - Umoja Boys Group (Growing Into Manhood) - Street Side Stories - Friends of Children - Homeless Children Network - Beacon Program - Boys and Girls Club of San Francisco - Play Works - X - KIDZ (S.T. E.M. Program)	
What are your specific goals or objectives for these partnership?	
For many of these programs we are able to build the types of collaborations and partnerships that will go beyond the simple provision of mentoring to a more holistic focus on the socialization of healthy, principled, successful, and engaged students. Funding for these programs tend to be innovative and enterprising and the most successful of these programs find ways to sustain what they do without public funds.	
What actions will you take to deepen your school's partnership with community organizations?	
Funding for these programs tends to be innovative and enterprising and the most successful of these programs find ways to sustain what they do without public funds. We at Carver are hoping these programs will find the necessary funding to continue the support for Carver. Most recently, Carver's will hopefully gain additional resources through the school's new Beacon Partnership with San Francisco Boys and Girls Club.	
How will you measure the impact? (Quantitative and/or qualitative data)	
Our first goal is to not suspend any students in the 2018-2019 school year and reduce referral data in each grade level by 15%. Carver's second goal is to engage the after school program to promote positive and engaging games, creative writing and develop a mentorship program in the after school program. Finally, we will continue focusing on the SEL skill of self-management by continuing to utilize PAX, the good behavior game and the use of Class Dojo. We will add a focus of self efficacy by having daily community circles, a school wide PBIS, and student-centered classrooms.	

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

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

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$1,100

Supplies - materials, including instructional materials, to support learning and classroom integration for students with exceptional needs that have IEPs for Special Education (examples include, but are not limited to, replenishment of LLI kits, materials for speech therapy, supplies, and an updated Woodcock Johnson protocol).

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 = \$5,693

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

Funding (\$5693) will be used to purchase supplemental materials such as Interactive Read Alouds, Word Study support materials, subscription based reading materials (Time for Kids, Reading A-Z) to support and enhance the instruction of 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)

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

Allocation =

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$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?

We will use funding to partially fund and additional a Para-Educator/Instructional Aide and Educator that will support EL and LI students in receiving differentiated support in the classroom. This will include providing supplemental instructional materials that these students will need to have academic success. The supplemental support will include: ● Para-Educator/Instructional Aides - 0.130 - (\$5,286.32) ● Educator/teacher: Extended learning time FTE/-0.310 - (\$23,263.84) Benefit Group Total: (\$11,326.63) ● Instructional Materials: ChromeBooks, Leveled Reading Books, Math manipulatives, Online Reading Program, Flocabulary (\$5,123.00)

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 = \$257,870

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 funding will be used to fund certificated personnel and provide class size reduction for our classrooms. This allows teachers to provide more frequent differentiated and targeted instructions to EL and LI students. Also, this funding will provide extended hour contracts for teachers in order to plan for the differentiated and targeted instruction for EL and LI students. Finally, this funding will support our school in providing our classrooms that serve ELs and LIs with the technology needed to teach 21st century skills.

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 = \$53,163	(31500)
<i>How do you plan to use these funds?</i>	
These funds will allow continue support of an Instructional Aide Salary/Benefits to support instructional assistance to low SES students/families; Instructional Supplies to support materials aligned to the curricula - these are not textbooks, but rather instructional materials such as books to support balanced literacy, resource guides for common core aligned math, experimental learning materials for science to support FOSS, and expert texts for language arts and social studies; school librarian will provide support to English Learners. Also, please explain "who" will provide translation, etc. for families of ELs. You may include verbiage such as: provide outreach, communication and support for English Learners and/or their families. These supplies allow for students to produce work products and include paper, school supplies along with oth625 31500 - IASA: Schoolwide Programs (SWP) 4310 - Instructional Supplies \$1,519.03 4313 - Supplies \$2,592.80 FTE (0.4375) - Paraprofessional \$23,499.00 FTE (0.400) - Paraprofessional \$21,485.00 Carver paraprofessional early literacy support for kindergarten to first grade classrooms. .	
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 = \$531 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.	
Parents are engaged in the following manners around the planning, implementation, and review of the BSC: monthly principal chats focused on site planning, implementation review, and refinement (100% free/reduced lunch), annual Back to School Night, focal groups for English Plus and DLI instruction (IRF provides workshops for EO families in Immersion, for example), SSC discussion of Parent Involvement Policy, African-American Parent Group, Latino Parent Group and engagement plan for the school success.	
Date your school's Parent Involvement Policy was reviewed by your School Site Council: 9/1/2017	
Select the Bryk Essential that most aligns to the use of these funds: ☒ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)	
Impact & Innovation Awards =	
<i>Referencing your plan, how do you plan to use these funds?</i>	
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)	
<i>How do you plan to use these funds?</i>	
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 =	
<i>Identify Sub-group & specific actions</i>	
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) =	
<i>How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)</i>	
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:
0	1.0	1.0	1.0
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
0	0	0.75	1.0
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1.0	1.0	1.0	Y
Other:	Other:	Other:	Other:

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.

Carver's Multi-Tiered System of Support (MTSS) encompasses both the academic and social-emotional-behavioral demands of learning. Carver has shifted its practices to emphasize integration of both academics and behavior as critical to student success. MTSS emphasizes the system of support, rather than interventions. MTSS is a key part in supporting all of Carver learners and ensure equitable access to a robust, high quality education. MTSS provides a structure to address individual needs to maximize learning potential.

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 (<i>list</i>)
☒	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: 9/27/2018
☒	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: 9/27/2018

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
Emmanuel Stewart	Principal	
Mauricha Robinson	Parent Liaison/Secretary	
Nicole Henderson	Classroom Teacher/Co-Chair	
Olufemi Aguda	Classroom Teacher	
Christina Isles	Classroom Teacher	
Lynda Antoine	Parent	
Curtis Lee	Parent	
Jewel Webster	Parent/Chair	
Mahalia Laurant	Community Member	
Barber Ockel	Community Member	