



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

School	Chavez, Cesar Elementary School
Principal	Jennifer Freeman

SCHOOL VISION & CONTEXT

César Chávez is a community school, with a strong focus on literacy and numeracy, support for children and families with socio-emotional needs through a wellness team, CARE/SAP team, mental health collaborative and a family engagement support team.. Our students are predominantly Latino (85%), English Learners (65%), living in poverty (62%) and 15% of them qualify for special education services. Our school serves children in three pathways: English Plus, Spanish biliteracy and DHH Total Communication. Our goal is develop children's native Spanish language as a key cultural lever and a springboard to strong biliteracy. STRENGTHS - Instructional Leadership Team, members who are learning to hold and engage grade level colleagues on our instructional focus grounded on hard data and collaborate to design and deliver PD to colleagues - instructional support team (IRF, Lit Coach, ARTIF) that help shape and define instructional approaches in the English and Spanish biliteracy pathways, and deploy them with certificated and paraprofessional staff - culturally responsive mental health collaborative whose reflective practice supports implementation of consultation model with teaching and support staff to meet the needs of special education and other high needs students and their families, continuing consultation model and development of trauma informed lens with teaching staff through PD, monthly wellness circles and 1:1 support CHALLENGES students and families living in abject poverty due to underemployment, unemployment, homelessness, domestic violence, lack of affordable/consistent physical or mental health care, lack of affordable housing and other stressors that create uneven home support for children's academic needs, absences and lack of connection and focus for these students while in school teaching staff building skills and knowledge to differentiate and offer appropriate supports to ELLs KEY STRATEGIES INSTRUCTIONAL FOCUS: Beginning to implement project based learning in all grade levels through learning showcases this year and collaboration with the BUCK institute in 2019-2020. We also focus on academic language and guide students in supporting their ideas with examples through speaking and writing. Teachers explicitly model and coach students with intentional feedback and differentiated supports. We will continue to support this approach in our PD cycles and during weekly learning rounds which includes teachers. SOCIO-EMOTIONAL FOCUS: Continued development of a more robust BRTI system of supports-school-wide and coherent implementation of BRTI in classrooms. In addition, focus on Mental Health, Trauma sensitive classroom and restorative justice. We are thinking of implementing PAX school-wide.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? *(For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)*
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "###_Mid-Year_Summary_2017-18". This folder includes the following reports:

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

***Focal Group:** *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

English Language Learners and 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
According to our literacy data, our students continue to grow in their literacy development in F & P. However, in the area SBAC data our students have regressed. F&P data in Eng. -2016-17 W1 39.7% meets/exceeds. -2017-18 W1 46.9% meets/exceeds F&P data in Spanish. -2016-17 W1 44.9% meets/exceeds. -2017-18 W1 56.9% meets/exceeds Reading Inventory 2016-17 9.1 % Reading Inventory 2017-18 11.2% SBAC 2016-17 20.4 % proficient SBAC 2018-2019 12.3. % proficient IWA 2017-18 3rd grade: 25% proficient 4th grade: 7.1% proficient 5th grade: 0% proficient In our first round of Reading Inventory Testing we are showing improvement grade 3-5. Grade 3 6.2 %, Grade 4 16.9 % and grade 5 18.2 %. These are higher scores than last year's SBAC performance and it is the beginning of the year.	F & P (Eng): increase performance by 15% F & P (Spanish): increase performance by 20% Reading inventory: increase performance by 10% SBACC: increase performance by 15 %	Systematic/daily instruction in CAL -read aloud -shared reading - guided reading/ small group instruction with specific goals for reading groups along with progress monitoring at benchmarks (F&P foundational skills, LLI, warm and cold running records) -designated and integrated word work and SEBT instruction -writing workshop -mini-lesson -independent writing - small group instruction	Integrating content, reading, writing, ELD instructions through project based approach. Focus on Explicit Language and Content Standards taught and explained to students in each lesson. Increase opportunities for differentiated small group instruction, specifically in Writing as 5t grade students were not proficient on the IWA.

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
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		achieve these goals?
84 students have been seen this year by the Tier 2 intervention team. Of those 84 students, 58 have shown improvement (70% success rate). Of the 60 students tracked by F&P running records, 41 saw improvement (68% success rate). 7 students were exited through the course of the year. 22 Kindergarteners were seen in short intervention periods (4 weeks). 17 of those students saw improvement in foundational skills (77% success rate).	As our Tier 1 instruction improves we should see less need for intervention. Our goal would be to increase push in support in all classrooms and decrease the number of students who need PuLI out support. We will target intervention and push in support for the students more than one year below grade level. We will increase the use of strategies proven successful for students with visual processing needs and dyslexia. Performance goals: Our goal for the next two years is to increase the student success rate by ~7% each year, to arrive at an 85% success rate by the end of the 2020-2021 school year. This will account for the typical 12-14% of populations that fall into the Tier 3 category.	Instructional shifts: Students will need to receive daily targeted instruction with the classroom teacher in either small group or one on one and with the interventionist within the same day Meetings will need to be arranged by the teacher/interventionist within the first two weeks of school to determine the following: share and coordinate schedules entry criteria exit criteria student goals (foundational and reading) when students will be assessed (intervention cycle) identify what assessments will be used establish a push in or pull out model

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 and 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. 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
SBAC Math: 3.2 increase (2017-18) 16.6% (2016-17) 13.4% IAB: .7 increase (2017-18) 12.7% meets/exceeds→ (2016-17) 12% 3rd grade 10.2 % increase in IAB 15.7 % increase in SBAC 4th grade -5.3 decrease in SBAC % (2017-18) → 12.5 % (2016-17) 5th grade: -9.4% decrease in IAB -2 % decrease in SBAC	We would like replicate the work done in 3rd grade last year across grade levels and increase our SBAC Math Scores by 10%.	We focused a year-long PD series on Math practices. Teachers collaborate in Math planning and share best practices. Hiring a Math teacher leader for 2nd grade who can work to guide Math practice. Coaching on differentiation and small group instruction for Math. Dreambox for Math intervention.	We are spending a minimum of one ELD period a week deconstructing the English text of the Math curriculum. Coaching on differentiation and small group instruction for Math.

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?
In some some of our classrooms, teachers meet with small strategy groups Teachers at most grade levels are concentrating on unpacking the language of Math in designated and integrated ELD. RSP teachers modify instructions and tasks to support students with IEPs	Increase IAB performance for these groups to at least 5% and SBAC by 5%	Teachers need time and space to share best practices, develop intervention and monitoring strategies to support these students. Consult with effective teachers and district content specialist as to determine how to support Tier 2 and 3 students in classrooms Consider hiring a math intervention specialist for either full or part time

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?	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

WASC Ch.5		
All students receive science instruction. We are implementing the new Amplify Units in all grade levels for one content integrated Spiral. As part of our move towards Project Based Learning all grade levels will be implementing a science focused project based on the Amplify units.	We will measure growth in Science through improvement in ELA scores. Providing students access to integrated Science instruction will support use of academic vocabulary across the curriculum.	We are implementing project based learning across all grade levels. We will continue to work to integrate science across the curriculum and measure growth in ELA scores as students gain access to science they will improve in ELA.

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
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<p>% CELDT met criteria: 3.1% decrease performance (2016-17) 17.9% → (2015-16) 21% SBAC ELA: 1.8.% increase in performance (2017-2018)14.1% 2016-17) 6.7%→ (2015-16) 15.4% SBAC Math: 2.45 decrease (2017-18) 14.1 % (2016-17) 16.6% 3rd grade 6.55 % increase in SBAC ELA 4th grade -5.3 increase in SBAC ELA 12.5 % (2017-18) → 5th grade: -6.37 % decrease in SBAC Reclassification Rates: 2016-2017 - 20 students 2017-2018 - 39 students 2018-2019 - 46 Students (Sept 2018) Reading and writing continue to be areas of focus with the specific lens on how the English Language works. Our reclassification efforts went up for our ELLs by almost double compared to the 16-17 school year. 39 students were reclassified this school year. Our year-round focus on deconstructing text to the sentence level while using the district's designated ELD framework has been an integral part of our Designated ELD professional development calendar. Release days have been created to make sure that teachers have a chance to plan together, see each other teach, and analyze data for further PD. Grade level teams have integrated ELD standards into the 4 spirals we have for language arts instruction. All of this in an effort to ensure that all ELLs have access to, engage with, and achieve grade-level academic content during Designated an integrated ELD throughout the day. We are implementing Wonders in 1st and 2nd grae while continuing to focus on deconstructing texts in other grades.</p>	<p>AMAO 1: double digit growth (20% or better) AMAO 2: Increase growth by 10 percent for ELLs under 5 years in school and 15% for ELLs in school for over 5 years. increase performance of ELLs in F & P by 15 percent. Use illuminate RFEP reports to target our efforts at supporting LTELLs make progress toward reclassification by 20%</p>	<p>Take data from LPAC and reading assessments to strategize ways to use our reading intervention teachers to push in into the classrooms. Use the data to refer students to Reading Partners as... Protocols for academic conversations while giving students ample opportunities to practice with partner shares, dyads, and lines of communication to name a few. Math talks with an emphasis on unpacking /deconstructing a word problem using the three reads protocol. We will continue to differentiate instruction during Designated ELD time by keeping 2 proficiency levels within a classroom.</p>
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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?
Our Students need more health education regarding diet, physical fitness, wellness and responding to stress. Our Nurse helps plan Puberty lessons and reaches out to the 5th graders regarding health.	Next year our goal is to integrate health education into our parent and student workshops as part of our Family Engagement and Education Project and workshop series.	We will need to reach out to NGO partners to support in our workshops such as Urban Sprouts.

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?
We are hoping to fully integrate artistic expression into our Project Based Learning Model and learning showcases.	Our goal is for every student to have access to art, every day.	We will be integrating Art into all of our projects. We will also increase opportunities for our students to have access to drumming and dance through a partnership with Loco Bloco.

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?
Our Students all participate in 110 or more minutes of PE biweekly. That being said, our scores on the CPFT are lower than the district average. About 5% of our students chose not to participate in PE and avoid it.	Our target is to increase physical fitness by 5 % and integrate more movement into the school day.	We will need more time to plan movement based activities beyond PE and Dance class.

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
School needs a more systematic process for engaging students and families in a career and college going culture. A couple of 5th grade teachers have taken students to area colleges, some teachers, some staff have talked to their students about college life and their own experiences, some classrooms have tables and/or groups with university names. The librarian has made the Pathways to college curriculum available to teachers. Increase number of parents who participate in the K2C program. Right now we have a participation rate of 8.2%.	Systematize our approaches to college and career going culture in every classroom. Increase number of parents who continue to contribute to accounts by 5%	As a school, we need to own that consistent conversations, processes and tangible artifacts and connection between what we learn in school and how this build a pathway for a college and career. More education through parent workshops, tabling during major school events (PTCs, BTSN) Encourage teachers to attend K2C workshops so they can support families to continue to save

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?

As part of our Family Engagement and Education Project (FEEP) we will hold workshops on the importance of College preparedness. 5th grade classes will take at least on field trip to SFSU.

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?

In order to CONTINUE our UNWAVERING VISION ON LANGUAGE ACQUISITION as a foundation of our instructional focus and professional development, we will have PD and coaching specifically designed to improve outcomes for English Language Learners... Thursday Early Release PDs Tuesday Collaboration from VAPA release Substitute Teachers for release time for Collaboration 1 staff meeting per month on Socio-emotional learning.

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)
Differentiated and based on teacher choice to address distinct grade level span and/or student needs Opportunities to practice and bring back evidence of student learning to analyze and adjust practice in collaborative groupings with support from coaches Focused on deepening STUDENT SUPPORTS (PEDAGOGY) so that ... teachers plan lessons with LANGUAGE OBJECTIVES to explicitly engage students in focusing on the language necessary to provide access to content classroom structures support student engagement, optimize time on task to engage in rigorous, observable learning Students expand on their conversations through follow up questioning and writing about their learning Students regularly receive specific feedback from peers and teachers about their content and language use Students use the routines, classroom resources and school wide expectations (turn and talk, expanding thinking, listening strategies, meta-cognition, reasoning, writing about learning) as they move up through the grades to access more rigorous and demanding content to become independent and self sufficient Students access their funds of knowledge (language, culture, experiences) and a growth mindset to continually access increasingly rigorous content in English and Spanish Students and Teachers participate in collaborative, integrated projects based on content and with a final showcase of their learning. In addition our school is struggling with the implementation of PBIS and school climate is declining. We have had an uptick in referrals and suspensions in 1st and second grade. In order to address this we will focus our Staff meeting time on implementing PBIS and a school wide discipline policy with fidelity.	We will leverage our IRF, Literacy Coach, ARTIF and coaching from the Buck institute in order to implement the PD plan and increase outcomes for English Language Learners. We will provide PD during Early Release thursdays as well as substitute release days funded through out innovation grant. We are re-allocating 1 FTE to a bRTI facilitator to help align SPED, Intervention and bRTI/PBIS across the school through coaching, PD and program implementation.

STUDENT-CENTERED LEARNING CLIMATE

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness

- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Our SAP and Grade level SAP has been meeting more regularly. (Bimonthly meetings) Cesar Chavez is an inclusion school for our students with special needs – specifically providing mainstreaming for students in the DHH program	Reduce referrals to Assessment through early RTI and intervention as well as mental health Meeting the needs of our students with disabilities in an equitable, inclusive manner.support.	Social Worker collaborating with Mission Girls for groups for 4th grade. GL SAP to identify students who need support early. Our general education teachers will be supported by the RSP teacher to understand the IEPs of the students in their classrooms to better address their needs and accommodations Our social worker and School Psychologist will continue to be acti... members of our SAP team We are re-allocating 1 FTE to a bRTI facilitator to help align SPED, Intervention and bRTI/PBIS across the school through coaching, PD and program implementation.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	We have supports with FYIT, HCN interns	Improve attendance for kids on the FYIT list.	Provide tutoring, transportation support and social skills groups for these students.
Student Engagement/ Attendance	Our chronic absentee rate has been rising over the past 3 years.	Reduce from 17% to 12 %	Student Advisor with SART team to conduct home visits.
School Culture/Climate	We have a small but growing population of African American Students who are not very involved in School events. We have consistently High Family Satisfaction with lower rates for teacher and students	Improve Student and teacher satisfaction rates by 10%	Create an AAPAC and African American/Black Student union. Focus Staff meetings on creating community and addressing intrinsic bias and staff divisions. Hire consultants to support race and equity work. We are re-allocating 1 FTE to a bRTI facilitator to help align SPED, Intervention and bRTI/PBIS across the school through coaching, PD and program implementation.
Social Culture/Climate	This year participation and use of Second Step has declined. School is determining whether we would like to implement PAX.	Improve student engagement by 10%.	ocial Worker and safe and supportive schools coach will work together to have everyone trained in PAX, RP and de-escalation strategies. We are re-allocating 1 FTE to a bRTI facilitator to help align SPED, Intervention and bRTI/PBIS across the school through coaching, PD and program implementation.
Wellness Policy	We are not implementing the wellness policy with fidelity	Increase student health and reduce obesity by 5%	Nurse and PE teacher will work together to plan and implement Parent Workshops around healthy eating.

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
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:

Family Engagement and Education Project Based on input from the community and the SSC we would like support to implement this project. Our community has asked for a closer relationship between teachers, students and families. In order to make this happen we would like to create a system for teachers to reach out to families through a series of workshops. Teachers would give workshops designed for families on: ELD, Math, SEL, Computer Literacy, Project Based Learning and Health and Wellness. In order to make this happen we are asking for funding for: Extended Hourly Pay for teachers for planning and giving workshops. (we still need support with this) .5 for a Math Coach/ Interventionist (We still need funds for this position) .5 ELD coach / Project Based Learning coordinator. ((We still need funds for this position) .5 funding for Family/Teacher Liaison to organize the workshop (Currently we are paying this out of site funds) 1.0 Social Worker/Community School Coordinator to work in direct service for families as well as Organizing workshops and pulling in NGOs to support - We have a 1.0 Social Worker. We are using site funds to pay for our BRTI facilitator. We would like this to be centrally funded. .5 to pay for a bilingual Nurse to do family outreach on Community Health and Wellness -Thank you. We have received a full time nurse.

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

We will measure impact based on Culture and Climate Surveys, Academic Data (SBAC) improved Attendance and Improved attendance at Family workshops.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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List 1-3 current or potential community partner(s) who are address these needs.

Jamestown SF Youth Theatre Loco Bloco Reading Partners

What are your specific goals or objectives for these partnership?

Jamestown is expanding to become a Beacon site and will be providing afterschool care for up to 200 youth. Loco Bloco will be held at Chavez and support music and arts education as well as youth development Reading partners will continue to support students reading growth.

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

Hire Beacon Director Implement Parent Engagement and Education Project through monthly teacher led parent education workshops.

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

ASQ Parent and teacher surveys. Qualitative data through surveys. Reading Partners Data

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 = \$5,550

\$1,236.96 Substitute Teachers Salaries for IEPs \$450.00 Extended Hours for Paraprofessionals \$2,341.00 Instructional Supplies \$1,107.00 Travel and Conferences

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 = \$115,368

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

.25 FTE Reading Intervention to continue to support the acceleration of of ELL reading achievement in small group pull out groups - two 4.5 hour bilingual paraprofessionals to support ELL instruction (small group/strategy support/center work) in Kinder bilingual classrooms - 1000 extended hours instructional aides - instructional materials to support ELL language support and academic acceleration \$4249 .2 Spanish Reading Intervention teacher

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

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

Supplemental Concentration Grant - 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 = \$55,000

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?

.38 Spanish Reading Intervention Teacher for small groups instruction for ELL students. 15,000 Consultant fees for Reading Partners 498 Instructional Supplies.

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$445,500

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?

2 FTE classroom teachers in 4th and 5th grades to facilitate re-grouping for primary language instruction and reduce class size when regrouping for primary language; .6 FTE Curriculum tech Integration Specialist to provide direct instruction and coaching support to integrate technology into instruction; .75 FTE Reading Intervention teacher to accelerate reading growth for Tier 2 and 3 students and provide additional support inside classrooms (co-teaching, collaboration and consultation) .75 FTE Senior Clerk position to support Pre Kinder attendance, enrollment, as well as office operations K-5, including budget support (accounts payable, requisitions on GoFAST, Percii, Peoplesoft) for a staff of approximately 70; .25 FTE to increase centrally funded elementary advisor to 1.0 FTE - charged with support of attendance monitoring (SART, SARB process) as well as discipline and restorative practices for behavioral interventions; .50 FTE to increase family liaison from .5 centrally funded to 1.00 to support family engagement plan and support for empowering parents to support childrens academic and socioemotional growth 1000 for instructional supplies (4310) such as daily materials needed to access curriculum \$727 for other supplies (4313)

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 = \$129,826 (31500)

How do you plan to use these funds?

. 75 FTE Reading Intervention teacher to accelerate reading growth for Tier 2 and 3 students and provide additional support inside classrooms (co-teaching, collaboration and consultation); 1 - 4.5 hour bilingual paraprofessional to support in bilingual and English pathway Kinder and 1st grade classrooms; \$519.00 paraprofessional EC hours for parent meetings (childcare) \$ paraprofessional hours for community ASL classes \$3,092.40 Substitute teacher salaries for curriculum planning release \$1,721.00 Extended hours for teacher planning \$662.00- parent meetings (ELAC, PTO, workshops) 10683- Instructional Materials for Phonics and Reading Instruction 1800 - Extended ours for Community ASL classes

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 = \$1,174

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

Set aside for parent resource room, materials for parent workshops and meetings Para hours for childcare. Please see above for detailed Parent Education and Engagement Policy.

Date your school's Parent Involvement Policy was reviewed by your School Site Council: 3/19/2018

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

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards = \$16,272

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

\$4893 Teacher Release days for Project Based Learning Planning \$5024 Supplies for learning showcases \$5000 Consultant fees for Projects

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:
	1	1.0	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.75	
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1	1	1	X
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.

KEY STRATEGIES - INSTRUCTIONAL FOCUS: students provided with robust language supports, language objectives and intentional integration of ELD so that they can support their ideas with examples through speaking and writing in all content areas - SOCIO-EMOTIONAL FOCUS: social worker and mental health consultant pushing in to support high needs students, to support transitions and/or documented periods of struggle during the day, coupled with consultation with teachers and implementation of behavior plans. Teacher capacity building so they develop stronger socio-emotional classroom supports. Also, support for teachers socio-emotional health - FAMILY ENGAGEMENT: FL develop annual plan to engage and empower families through partnerships with after school program with explicit collaboration with parent leadership groups to address specific themes in dinner meetings (reclassification, CCSS, P/T conferences)

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018.
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 10/10/2018
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 10/10/2018

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
Jennifer Freeman	Principal	
Mali Pedroza-Chipman	Teacher	
Diana (Yami) Rosas	Teacher	
Carolyn Guerrero	Teacher	
Nadia Tasayco	Other Staff/PL	
Maria Gutierrez	Parent	
Elvira Arriola	Parent/Chair	
Maria Cano	Parent	
Tracy Brown	Community Member	
Olga Reyes	Parent	
Nayely Bautista	Parent/Alternate	