

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Chinese Immersion School at De Avila
Principal	Wendy C Cheong

SCHOOL VISION & CONTEXT

Our mission is to work in partnership with the CIS community to provide a holistic approach in a safe and can do environment where our student learners are biliterate, academically, socially and emotionally successful. We are a collaborative community that provides an inclusive environment where students feel safe. Differentiation is provided to ensure equity so there is access for all. Our strength lies in the fact that our school community provides a holistic approach to a child's education which includes academics, physical fitness and social emotional well being. We understand that our school culture and climate are of utmost importance and by providing students with an environment where they feel comfortable and safe, they can freely learn. Our academic program is based in Cantonese and English language development embedded in all content areas. We understand that STEAM (science, technology, engineering, art, math) is integral in 21st century learning and is integrated throughout the curriculum. We work in partnership with the teachers, principal, parents, community and before/after school program to ensure a child's well being and academic success. Our population consists of: 60% Asian, 20% Two or more races, 12% white, 4% unknown, 3% Hispanics and 1% African American. About 25% of our 390 students are English Learners and 20% are socioeconomically disadvantaged. Our 2017-2018 SBAC scores are 86% in ELA and 89% in math for students in grades 3-5. We have 14% of the students who are near/not meeting standards in ELA and 11% of the students who are near/not meeting standards in math. We are providing interventions in literacy support and small group instructions in math to better support these students.

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/ao/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/ao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<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
<p>NOTES:</p> <ul style="list-style-type: none"> ▪ 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):

Our focal group is the English Learners at 37%, 152 students, out of a 390 student population.

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 students reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	Of the EL students who are not at grade level expectations, we would like to see an increase at least a level in their F&P or in their RI scores. In writing, we would like to see the EL students improve their writing level a notch according to the SFUSD grade level writing rubrics.	Our K-5 focus this year: • K-writing needs to be more concise and cleaner on task • 1st-Writing workshop-mini-lesson • 2nd-readers workshop-mini-lesson & building stamina • 3rd-writing-using spirals and some mini-lessons • 4th-skills based writing conferences • 5th-mini-lessons We will need to • Incorporate mini lessons on grammar/phonics • Continue with the workshop model • Devote more planning time to implement reading/writing for the week We are also lowering class size in the 4 & 5th grades as an effective strategy so that students can make more progress.	We have a literacy specialist who provide small group reading and writing instruction to students performing below expectations. She coaches classroom teachers in literacy instruction and provides site PDs to build capacity. We will provide site PDs on data analysis to calibrate our work and determine next instructional moves. In addition to implementing Guided Reading groups to support students reading at their levels, we will focus on the structure of mini-lessons to use as a way to conference with students in reading and writing school wide.

2018 SBAC result showed 85.7% of the students meeting or exceeding standards, a positive growth compared to 2017 score. Our 2017 SBAC result showed 85% of the students meeting or exceeding standards. Based on T2 F&P assessments, 61/66 -92% of Kinders met/exceeded grade level expectations. Four out of 5 students who were approaching standards are ELLs. 58/65 (89%) of 1st Grade students met/exceeded grade level expectations. Six out of 7 students who did not meet/approaching standards are ELLs. 56/62 (92%) 2nd Grade students met/exceeded grade level expectations. All 6 students who did not meet/approaching standards are ELLs. Based on T2 RI and/or F&P assessments, 57/63 (90%) of 3rd Grade students met/exceeded expectations on the RI and/or F&P. Four out of 6 students not meeting/approaching grade level expectations are ELLs. 54/65 (83%) of 4th grade students met/exceeded expectations on the RI and/or F&P. Ten out of 11 students not meeting/approaching grade level expectations are ELLs. 52/58 (89%) of 5th grade students met/exceeded expectations on the RI and/or F&P. Four out of 6 students not meeting/approaching grade level expectations are ELLs. Based on T2 IWA assessments, 53/64 3rd grade students are approaching/developing, Out of the 53 19% (12 students) are ELLs. 31/69 4th Grade students are approaching/developing. Out of the 31, 12% (8 students) are ELLs. 26/59 5th Grade Students are approaching/developing. Out of the 26, 7% (4) students are ELLs. In summary, we are seeing a pattern where a good numbers of our EL students need more support in meeting benchmarks in reading and writing.

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?
	With the success of the reading intervention results, we would like to aim for a good number of students exiting the intervention program and returning to the classroom reading at par with his or her peers.	School wide, we will focus on flexible groupings in reading based on students' needs. We will maintain close communication between SST's, SAP, teachers, and support staff to support the targeted students. And we will continue with providing reading intervention groups for those students who need them by the literacy specialist and the classroom teachers.

For the 2017-2018 school year, 56 students received reading and/or writing intervention. Thirteen students exited the intervention program successfully. Twenty-five students received 16 weeks of reading interventions (2 rotations). At the conclusion of 16 weeks, One student (3%) improved one instructional level. Seven students (27%) improved 2 instructional levels and 5 students (19%) improved 3 levels. Seven students improved (27%) 4 instructional levels and 3 students (12%) jumped 5 instructional levels with 1 student (3%) jumping 10 levels. Fourteen students were added during T2 and received 8 weeks of reading intervention. At the conclusion of 8 weeks, 2 students (14%) did not make any reading gains while 1 student (7%) moved up 1 instructional level. 8 students (57%) moved up 2 levels and 1 student (7%) jumped 3 instructional levels. 2 students (14%) improved 4 levels and 1 student (7%) jumped 6 levels.

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):

Our focal group is the English Learners at 37%, 152 students, out of a 390 student population. We also need to focus on students who are below benchmark.

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	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? <small>WASC Ch.5</small>
2018 SBAC result showed 89.4% of our students meeting or exceeding standards, a positive growth compared to 2017 score. Our 2017 SBAC results showed that 89% of our students meeting or exceeding standards. Fall Milestone Assessment K-5 All of the students met or thoroughly met the standards except 9% or 34 students. Nineteen students were at approaching and 15 students at not approaching, with the majority of these students being ELs. As an immersion school, we feel that the milestones are not a good representation of students' knowledge and skills. Because math is taught in Cantonese Chinese, this may be a factor in our students not meeting standards, even on a English based assessment.	We want to see most the students approaching standards meet standards and students at not approaching move up to approaching or higher to show growth.	We will do more focused teaching by previewing assessments (milestones) to know what concepts to teach. We will provide students access in both Chinese and English to help them understand the concepts being taught. We may need to accept verbal answers and not expect students to be able to write in Chinese. We are also lowering class size in the 4 & 5th grades as an effective strategy so that students can make more progress.	We will need to predetermine the English language support needed and find ways to frontload the language so that students can understand the math concepts without language as the barrier.

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?
	We would like to see an increase of the ELs meeting standards.	

<p>Based on the trimester 1 milestones, a large percentage of our EL students were at approaching or not yet approaching standards. Data showed that 1st grade had the highest percentage at 71% not meeting standards. In 4th grade at 38% of the ELs were not meeting standards. Trimester milestone 2 results showed that in grade 1, 40% of the ELs did not meet standards, a big improvement from trimester 1. There is no milestone 2 for grades 3-5 administered. Since the milestone assessments only test particular math concepts, skills and there is no continuity of the same concepts, skills tested in the subsequent assessments, the results do not reflect a comprehensive view of what the students are able to do. Our 2017 SBAC results showed that 89% of our students meeting or exceeding standards.</p>		<p>During ELA instruction, we will use math content to teach the vocabulary and language structure so that students can comprehend math word problems and be able to solve them with more success. This will allow student to have exposure and access to the math related language in English and to allow them access to the math content during Chinese math time. We will work with MPD and the math department to develop lesson plans to support this effort.</p>
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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.)

<p>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?</p> <p style="text-align: right;">WASC Ch.5</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>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?</p> <p style="text-align: right;">WASC Ch.5</p>
<p>There was no normed science assessment data for the 2016-2017 school year. Fifth graders take a science assessment in the 2017-2018 school year providing us with our first objective science assessment data.</p>	<p>We would like to see most of the 5th grade students meet standards on the science assessment.</p>	<p>Teachers have been teaching NGSS instruction in collaboration with the Outdoor Education and STEAM teachers. Students are engaged in more hands-on, inquiry based science instruction following the design thinking model. We will be moving more towards an integrated curriculum implementation STEAM approach instruction.</p>

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).

<p>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)?</p> <p style="text-align: right;">WASC Ch.2</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery?</p> <p style="text-align: right;">WASC Ch.5</p>
	<p>We would like to see an increase of the students in 3rd-5th grades reach proficiency in either the F&P or RI.</p>	

There are 144 ELLs K-5 which is 37% of the student body: K-42 1-38 2-33 3-13 4-10 5-8 Thirteen percent are beginners, 17% are Early Intermediates, 41% are Intermediates, 17% are Early Advance, and 1% are Advanced. At the conclusion of T2 spring 2018, 14% (16 students) of ELs did not meet reading proficiency. 56% (17) EL students in 3rd-5th grades did not meet proficiency in either the RI or F&P. We will need to focus on these particular students during the D-ELD and especially, the integrated ELD instructional time.

During D-ELD and integrated ELD time, we will focus on the particular academic language skills needed for the EL students to access the content. We will also provide additional language learning and practice support such as after school reading clubs, after school tutoring, reading/writing buddies and software applications that focus on language learning. Our literacy specialist will also provide reading and writing interventions to the EL students. We will work with MPD to implement strategies that are effective for ELs throughout the academic school day. We are also lowering class size in the 4_5th grades as an effective strategy so that students can make more progress.

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?
According to the 2016-2017 SEL Skills survey taken by the 4 & 5th graders, we made percentage gain in growth mindset, stayed the same in self-management, had a -3% decrease in social awareness and a -7% decrease in self-efficacy. Self-efficacy is -11% below the district average where all other 3 categories are above the district average. Parent responses on the school culture-climate survey remained relatively the same as year 2016. Aligned with our District's CPM tool, teachers are using resources from the website, sfusdhealtheducation.org to teach the 20 required health lessons. The following lesson include: family diversity growth and development, alcohol, tobacco and drugs, nutrition and physical activity, social and emotional health.	Our school provides a designated area of resources such as books and lessons to teach a comprehensive health curriculum. Other resources include the website: sfusdhealtheducation.org as well as healthsmart; they were presented and reviewed to the staff during a faculty meeting. 1. Students receive 100 minutes of P.E. a week and this is accounted for as teachers list their P.E. schedules and log in their P.E. minutes monthly. The P.E. specialist works with teachers to plan and co-teach a comprehensive P.E. curriculum. The P.E. specialist also does "Friday Fitness" days during the morning assembly to promote a healthy lifestyle. 2. The school participated in Red Ribbon Week to promote awareness of the dangers of alcohol, tobacco and drugs 3. The Caring School Community and Second Steps curriculum are being used to teach social and emotional health in classrooms and small social skills groups. Resources are available for grades K-5.	Second Step curriculum resources were purchased and now each classroom can have its own kit or binder. Teachers/staff need to be committed to teach the curriculum for social and emotional health; the vertical alignment of the lessons will benefit the students most, including developing students' self-efficacy. Teachers can use the monthly themes that have been listed on the calendar to plan for the appropriate and required lessons for the month. Resources can be found in the designated area at the school site (copy room) and the websites: https://sfusdhealtheducation.org/ http://www.healthiersf.org/ https://www.etr.org/healthsmart/

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?
To make sure there's a balanced and comprehensive arts program, each grade level receives music, visual arts, and performing arts lessons. Each art discipline will build upon each other throughout each grade level. Students would experience the joy and accomplishment of completing a production or performance through collaboration and teamwork.	Through these different art disciplines, students could explore the different ways of making meaning, as they study the techniques that are needed to make their imagination into reality. They could also engage on a deep creative level by improvising and creating different ways to express themselves, their ideas, or their understanding.	As teachers, we will need to first experience this creating process so that we can support our students as they explore different ways of making meaning and expressing themselves. Our school site would also need to provide time and space for teachers to collaborate more with other teachers across grade levels to align our expectations on our students' art discipline. In addition, our teachers should also collaborate with our art consultants to decide how students can use art to fulfill their academic assessments, which provide them another means to show their understandings, in addition to paper assessments.

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?
<p>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.</p> <p>Students are provided 200 minutes of PE instruction time per week taught by the PE specialist and/or the classroom teacher to meet the mandate. The lessons derive from the SFUSD PE curricular guide. We have a master schedule to ensure all students receive the required PE minutes. The 2016-2017 on 5th grade physical fitness test indicated that 40% of the students met 6 out of 6 fitness standards compared to the district's 24%. Thirty-three percent of our 5th graders met 5 out of 6 fitness standards compared to the district's 26%. Data showed that students are performing higher than the district's performance levels. There is no benchmark cut off on this particular assessment.</p>	<p>Refer to the Physical Education section in the Central Services Supports Guide.</p> <p>How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p>	<p>The PE specialist and teachers will embed more physical fitness goals during instruction. We will do circles to building team work and community. Classroom teachers need PDs to be more knowledgeable in teaching PE. They also need to incorporate social emotional learning during PE instruction.</p>

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
<p>As a Cantonese Chinese Immersion School since its inception in 2009, we are interested in obtaining a consistent and objective measurement by which we can better determine students' Chinese language proficiency levels in listening, speaking, reading and writing. In addition, as the academic language increases in difficulty as students progress through the grade levels, we want to be sure that students continue to stay engaged and make gains in their Chinese literacy skills.</p>	<p>We want to see an increase in the students' oral language production and in literacy skills.</p>	<p>We will provide resources (such as leveled books in both languages, professional development, and district recommended resources) to support students in their literacy skills and guide teachers in their literacy instruction. We will develop a K-5 matrix in oral language to record, measure and reevaluate the quality of students' oral language production.</p>

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

Elementary Schools

What is your plan for promoting college and career readiness?

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

We promote a college and career ready readiness pathway for our students in various ways. We will have personalized learning pathways by providing opportunity for students to express and be themselves. Differentiation of instruction will occur in classrooms where collaborative group learning as well as individualized learning are planned for and embraced. We have a STEAM classroom with adjustable furniture and places where students can sit, be creative, and work collaboratively and/or individually. Our students will be motivated and engaged in learning the common core state standards and master them through well thought out and planned lessons. Students will be inspired to learn the skills and knowledge needed for various careers and understand that through hard work and determination, they can and will go to college. Real life tasks are offered to students through social studies, science, and math lessons. Students are offered the opportunity to be scientists through the annual science fair, and engage in engineering like activities in STEAM. Students have numerous opportunities to engage in experiences like dance, ceramics, chorus, visual arts, drama, the opera, so as to explore art as a career. Our Career Read Aloud Day where parents and community volunteers come and share their professions and read a story to the students is a much loved event. Resources such as Brain Pop, Jr., Scholastic News, Times for Kids, Storyworks also introduce various people of a range of occupations. Cultural competence is an integral part in our Chinese immersion program where the students learn Chinese, it's culture, as well as English. However, we are not limited to sharing the Chinese culture with our students. Even though our school is not ethnically diverse, we learn and embrace all cultures so as to promote understanding amongst all people. Exposing students to languages beyond Chinese and English is a goal. We will provide more and more integrated curriculum via STEAM approach instruction. We provided various technologies (devices) and resources (cardboard, recyclable materials) so that students are not limited to paper, pencil, and learning within four walls. Our outside garden program, PE program, art program, Chinese New Year Parade experience, allow students a blended learning environment. Our school is comprised of so many qualified teachers and staff that have the capacity to teach and address student needs. In areas where teachers may need support, we seek professional development to gain/enhance skills. Parents and community members are also our resources which we openly welcome as part of our teaching community. Parents give special presentations, share their talents and resources through volunteering. We are part of an innovative system where we provide structure, order, and routine, but also "think outside the box" to engage and meet student needs. Though our school funds only provide us with our essentials: principal, secretary, teachers, .5 FTE nurse, .5 STEAM position, we also tap into our PTA for funding support. We recognize and feel that these school funded positions are essentials and should be provided automatically for every school. Without the support of our generous and supportive PTA parent (and employers match) community, we would not be able to provide an excellent educational program. We also partner with the city's K to C program in encouraging parents to save for their students' college education. We will aim for an increase of 1% or 4 students (from the current rate of 24.8%) in our family participation rate in the school year 2018-2019.

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

We will plan our site based PDs in alignment with our BSC goals which are in social emotional learning, literacy instruction/intervention and STEAM approach integration in teaching content areas in the classroom. The instructional leadership team, literacy teacher, social worker, principal, as well as central office support will help provide these professional development to the teachers. We will also seek out other PD opportunities in these areas.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
We will engage in PDs that A. Increase teachers' capacities to implement guided reading groups, mini-lessons and effective strategies for ELs during integrated ELD instructional time B. Provide more inquiry based, hands-on instruction in the classrooms in the content areas via collaboration with the Outdoor Education and STEAM teachers. Move into an integrated curriculum where STEAM approach instruction in the classrooms with the STEAM teacher's support. C. Develop school wide and classroom management systems that enable students to show consistent behaviors in and out of the classrooms. We will also focus on developing teachers/staff's abilities to teach social awareness and develop more positive student interactions among their peers in and out of the classrooms as part of their social emotional learning. D. We will provide resources (such as leveled books in both languages, professional development, and district recommended resources) to support students in their literacy skills and guide teachers in their literacy instruction. We will develop a matrix to record and reevaluate our current Chinese literacy core curriculum across grade levels.	A. site will fund a 1.0 literacy specialist to provide site PDs, teach student groups; site PD days, grade level meetings, prop A hours and sub release days will be used. We will consult with MPD and content specialist for support. B. Site and PTA funded STEAM and Outdoor Education teachers will lead PDs; Prop A hours can be also used; sub release days. We will also consult with central office science specialist for support. C. Site social worker and the central office specialist will lead workshops in developing students' social skills and teachers' capacity to incorporate social emotional curriculum/strategies in the classrooms and during recess times D. We will use PTA raised funds to purchase Chinese leveled books, resources and provide PDs for teachers. We will also seek support from MPD Chinese specialist.

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.)	We will put more focus on supporting tier 2 & 3 students and their families. We will also partner with our parents, students and staff on the importance of teaching SEL to increase students school performance.	Students will participate and access classroom instruction with paraprofessional support, teacher and RSP teacher during pull-out.	We will hold IEPs timely and implement action steps to ensure services are delivered with quality and consistently. We will engage with the SPED specialist in assisting teachers to implement strategies to work with students with autism.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			
Student Engagement/Attendance	Fall 2017 indicates that chronic absenteeism rate is at 1%, a 0.5% improvement from fall 2016. We do not have a chronic absenteeism issue at the school.	Work on student families to take trips during scheduled breaks according to the instructional calendar so students are not missing instructional days.	Teachers, staff and principals check in with habitually late student families and offer support.
School Culture/Climate	Spring 2017: According to the SEL Skills survey, we made percentage gain in growth mindset, stayed the same in self-management, had a -3% decrease in social awareness and a -7% decrease in self-efficacy. Self-efficacy is -11% below the district average where all other 3 categories are above the district average. Students and parent responses on the school culture-climate survey remained relatively the same as year 2016. Suspension rate remains at 0%. We will review our Spring 2018 data in fall 2018.	2018-2020: As part of PBIS, Tiered Fidelity Inventory Action Plan will be reviewed and implemented for all three tiers (see plan). .	2018-2020: Second Step lessons (a more aligned and consistent research based SEL curriculum) will be taught to all grades/ classrooms. BASIS (as adopted by the District) will be used by teachers and support staff as a progress monitoring system for academic, behavior and health concerns. Same behavior protocols being used school wide from teachers to support and after-school staff, and paras/ noon monitors. Training for staff especially with ASP, axillary (part-time) staff, paras, noon monitors that are aligned with the PBIS approach. Refocus on strategies that are consistent and will be used school-wide, e.g. "think sheet", phoenix tickets, quiet coyotes hand sign. Back to School Night- to include discussion of SEL program to parents. More ASP staff and teacher connection on how to gauge/ determine progress with tier II and III students. Educate parents about school rules, e.g. early drop offs. Have more social etiquette at school, e.g. more greetings (student-student; student-teacher, student-staff) School-wide implementation of PBIS with agreement of what rules are followed. Growth mindset- students, teachers, staff and parents
Social Culture/Climate			
Wellness Policy			

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 type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input 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:

Fall 2017: We had 100% attendance on Back to School Night. Parents will continue to attend parent conferences and other major school events such as the Winter Show and Spring Performance. Teachers met with 99-100% of their students' parents during parent teacher conference week to discuss students' strengths and areas that need support. Monthly PTA general meetings have 15-30 parents in attendance depending on education workshop content. Parents participate in school wide events such as the winter show, science fair, Chinese New Year parade, Family Art Fair and Spring Performances. 2018-2020 We aim for a 5% increase in the monthly PTA meetings and a 5% increase in our general ELAC meetings. We will also reach out to have more parents volunteers supporting the school. We will continue to engage parents by offering multiple opportunities to be involved with the school community. Especially, consistent reaching out to EL families and others who typically do not attend school functions. Host more student centered activities to attract/increase parent participation.

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

Data to be collected are meeting sign in sheets, school site and district climate surveys, participation rate to various school events, parent conference attendance.

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 type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input 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.

After School Buchanan YMCA

What are your specific goals or objectives for these partnership?

BYMCA will continue the instructional day's behavior expectations and protocols for students to demonstrate safety, respectfulness, responsibility and kindness. They will conduct community circles to build strong relationships with the students and implement restorative practice to repair harm among stakeholders. They will provide academic support when possible to support student's academic progress. They will also reach to parents as partners in providing excellent after school care for the students.

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

The principal and the site director meet regularly to discuss program needs, students, staff support as well as progress monitoring. The principal, support staff will help provide training or refer training for after school staff in PBIS. The after school staff is included in the monthly SAP meetings to discuss and support students we both serve. Classroom teachers and ASP staff communicate regularly on students who may need additional support. The after school staff is always included to attend all staff events and functions as part of the CIS family. The mindset is to operate two programs and 1 school where students receive consistent quality service from the beginning of the school day to the end of the after school day.

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

Measures to be considered: survey data, SAP meeting attendance, anecdotal notes, regular lead meetings, staff reflection and debriefings.

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 = \$300

Funds will be used to purchase instructional materials.

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 = \$61,479

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

\$60,000 will be funded to support a 0.6 literacy specialist to provide literacy intervention to EL students. \$1,479 will be used to purchase supplies for EL students.

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

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

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

Allocation = \$0

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$15,000

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?

\$15,000 will be funded to support 1. the Chinese literacy effort in PDs and development of curriculum and assessment materials, personnel or the purchase of supplemental materials to support students' primary language and increase students' Chinese language learning 2. EL's English language proficiency and in math by providing targeted interventions, additional academic support, and extended hours for teachers/staff 3. Support teachers/staff's attendance on relevant PDs to support EL students

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

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

Targeted Instruction Improvement Grant (TIIIG) 07940

Allocation = \$0

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

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 = \$0 (31500)

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)

1% Title I Parent Set Aside =

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.**

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

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

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

Impact & Innovation Awards =

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

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

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

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

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

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

How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)

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

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

CENTRAL SUPPORTS & RESOURCES

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
		0.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
0.6 Librarian	0.6 PE Instructor	VAPA 0.4	Instrumental 0.2

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

The nurse and PE specialist will deliver healthy body, healthy mind lessons and promote student physical and emotional health. The librarian will augment the classroom teacher's literacy instruction in expanding students' reading repertoire. The VAPA and instrumental teacher will develop students' appreciation of art and musical skills via learning how to play an instrument.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (list)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 10/11/2018
<input 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: 10/11/2018

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
Matt Smith	Chair, Parent	
Adrienne Jang	Secretary, Parent	
Winston Wolff	Parent	
Parag Gupta	Parent	
Yajun Wang	Parent	
Jialing Zhu	1st Grade Teacher	
May Liang	3rd Grade Teacher	
Hong Xin Jiang	5th Grade Teacher	
Karen Tai	Nurse/Counselor	
Wendy Cheong	Principal	