



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

School	Cleveland Elementary School
Principal	Benjamin Salas-Velasco

SCHOOL VISION & CONTEXT

CLEVELAND'S VISION Every Cleveland Peacemaker will be literate and bi-literate, reaching or exceeding proficiency levels in Reading and Math, with the socio-emotional skills of empathy, self-advocacy and growth mindset to succeed in Middle School. **CLEVELAND'S CONTEXT** Cleveland Elementary is a K-5 school located in the Excelsior in San Francisco. We offer a General English Program and a Spanish Bilingual Program. We are Home of the Peacemakers! Our mission at Cleveland Elementary School is to teach all students to be high achieving and successful learners, as well as productive, participating, and caring citizens who will establish and accomplish appropriate goals for both self and community. We are committed educators who work collaboratively to deliver a rigorous standards-based curriculum using instructional practices that promote higher levels of learning and student engagement. We promote and teach the values of Bilingualism, Biliteracy, and Multiculturalism. Creative and dedicated teachers collaborate in order to deliver differentiated instruction in all the core content areas. Staff, parent and community volunteers support both our students' academic and social growth. Our classroom teachers to collaborate during the school day once a week for lesson planning and reflecting on student work and social-emotional development. During this collaboration time, students are offered a series of activities ranging from PE class, library, and/or SEL/Life Skills to visual and performing arts provided by certificated staff. Parent involvement has significantly increased at Cleveland in 2017-18 and this school year as well. We have parent meetings and workshops every Tuesday (Principal's Chat, ELAC, Educational Workshops for parents, ...). Weekly parent attendance to meetings/workshops is between 35 and 60 parents. Cleveland is in the process of expanding the implementation of our Bilingual Spanish Program in 4th and 5th grade following the guidelines by MPD. During the 2018-19 school year, the Spanish Bilingual Program is being fully implemented in 4th grade and partially implemented in 5th Grade. During the 2019-20 school year, the Spanish Bilingual Program will be fully implemented K-5.

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 Cleveland's Goal Statement 2018-19 If we provide consistent Small Group Reading Instruction within Reading Workshop and Small Group Writing Instruction within Writer's Workshop, then our ELs will make gains in Reading and Writing as measured by F&P, Reading Inventory (3-5), and SLA (3-5) and Writing pre/post assessments and IWA. By the end of the year in Reading: On all reading assessments by the end of the year: Increase Student proficiency by 13.6% (3 EL Students additionally proficient per class)

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
SBAC 2016-17 3-5 Grade: 14.9% Proficient 3rd Grade: 14.1 % Proficient 4th Grade: 11.1% Proficient 5th Grade: 20.4% Proficient READING INVENTORY (RI) September 2017 3-5 Grade: 9% Proficient SPANISH LANGUAGE ASSESSMENT September 2017 3-5 Grade: 17.6% Proficient 3rd Grade: 23% Proficient 4th Grade: 13% Proficient 5th Grade: 17% Proficient Mid-year data: RI: +4% (English) F and P (Spanish): +2.6% F and P (English): -4.7	GOAL 2017-18 Cleveland will increase student proficiency in Language Arts (English and/or Spanish) by 13.6 % (3 students per class) in F&P, RI, SLA, and SBAC assessments. GOAL 2018-19 Cleveland will increase student proficiency in Language Arts (English and/or Spanish) by 13.6 % (3 students per class) in F&P, RI, SLA, and SBAC assessments. Student proficiency in Writing will increase by at least 10% as measured by IWA and Pre/Post Writing Assessments.	GRADE LEVEL COLLABORATION (GLCs) - Facilitated - Weekly (1 hour 45 minutes) - Focus on Literacy SMALL GROUP READING INSTRUCTION WITHIN READERS WORKSHOP - Guided Reading - Strategy Groups - Conferring Literacy Supports have been provided for teachers by the Instructional Coach Scheduling Peer Observations Humanities Support for Lab Classrooms PD on Guided Reading Groups for K/1 Video Studies on Strategy Groups Team Study Kindergarten: Shared Reading 1st Grade: Interactive Read Aloud Coaching Cycles by Instructional Coach SMALL GROUP WRITING INSTRUCTION DURING WRITER'S WORKSHOP	2018-2019 Fourth Grade class size reduction (22 students) and Kindergarten class size reduction (20) 2019-2020 Fifth Grade class size reduction (22 students) On Site Literacy Coach to implement a "Coaching for All" model, which will be differentiated for teachers. Additional support and/or coaching for new teachers. Teacher College training (New York) Expanding goal to writing to provide consistent small group instruction (strategy groups) to make gains as measured by Integrated Writing Assessment (IWA) and Pre and Post Writing Assessments. Align Cleveland to SFUSDs rubrics.

SBAC 2017-18 3-5 Grade: 14.7% Proficient 3rd Grade: 7.8 % Proficient 4th Grade: 14.3% Proficient 5th Grade: 21.9% Proficient ELs 3-5 Grade: 4.1% proficient READING INVENTORY (RI) September 2018 3-5 Grade: 10.5% Proficient 3rd Grade: 14.5% proficient or above 4th Grade: 7% proficient 5th Grade: 10% proficient or above F&P 2017-18 (EOY) GE - English Kindergarten: 37% proficient 1st grade: 53% proficient 2nd Grade: 62% proficient ELs Kindergarten: 18% proficient 1st Grade: 50% proficient 2nd Grade: N/A F&P 2017-18 (EOY) SB - Spanish Kindergarten: 70% proficient 1st Grade: 84% proficient 2nd Grade: 68% proficient ELs Kindergarten: 73% proficient 1st Grade: 83% proficient 2nd Grade: 71% proficient Integrated Writing Assessment (IWA) 2017-18 3rd Grade: 8.6% proficient 4th Grade: 1.8% proficient 5th Grade: 4.8% proficient and above ELs 3rd Grade: 8.2% proficient 4th Grade: 0% proficient 5th Grade: 0% proficient			
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
We are confident that some of our success on reading growth is attributed to clear school wide goal focusing on Small Group reading Instruction during Reader's Workshop and weekly Grade Level Collaboration focused on literacy. Implementation of class size reduction during Language Arts block (RW/WW) in 4th and 5th Grade. Our current interventions (through pushing in and pulling out) have shown growth school-wide and in particular for students who are struggling in language arts.	13.6% gain Bring below grade students to proficient by the end of the school year.	Reading interventions in the classroom during Reader's Workshop (push -in model). Bringing Reading Intervention (ARTIF) into the classroom to provide consistent guided reading and extra practice for students below grade reading level.

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

English Language Learners

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 2016-17 3-5 Grade: 19.2% 3rd Grade: 31.3% 4th Grade: 13.3% 5th Grade: 11.3% K-2nd: Fall to Spring Growth K: 15.7 % 1: 5% 2: 0 % (missing data) 3rd-5th: Fall IAB/Math Milestone 3rd: 38.2%/ 78.6% Mastered 4th: 22.2%/ 44.4% Mastered 5th: 36.1 %/70.5% Mastered	GOAL 2017-18 Cleveland will increase student proficiency in Math by 9% (2 students per class) in K-3 and 13.3% (4 students per class) in 4th/5th grade in the Milestone Tasks and SBAC assessments GOAL 2018-19 Cleveland will increase student proficiency in Math by 9% (2 students per class) in the Milestone Tasks and SBAC assessments		

		USE AND FOLLOW SFUSD MATH ADOPTED CURRICULUM MATH PLC -Understanding Math pedagogy - Grade Level Planning -Math Talks -Collaborative Group work - Academic discourse MATH TEACHER FOR 4TH AND 5TH GRADE - 4th and 5th Grade Classroom teachers will collaborate and plan small group instruction with Math Teacher.	2018-2019 Fourth Grade class size reduction (22 students) and Kindergarten class size reduction (20) 2019-2020 Fifth Grade class size reduction (22 students) 2018-2019 K-4th grade Math will be taught in Spanish in the Spanish Bilingual Classrooms. 2019-2020 K-5th grade Math will be taught in Spanish in the Spanish Bilingual Classrooms. (full implementation) Math Coaching and PD by IRF
SBAC 2017-18 3-5 Grade: 20.7% proficient 3rd Grade: 34.4% proficient 4th Grade: 7.1% proficient 5th Grade: 18.8% proficient ELs 3-5 Grade: 16.3% proficient			Additional grade level release time (2 days: 1 day in the Fall and 1 day in the Spring) for training and planning will be provided to 3-5 Grade in partnership with SFUSD Math Department. The two 5th Grade homeroom classes will become 3 classes for Math Instruction.

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?
Strategic support provided to struggling readers has positively support math growth since students were able to better comprehend math problems.	Bring 10% of below grade level students to the proficient level by the end of the school year.	Identify target students for math. Provide small group math instruction.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
Cleveland is currently using the FOSS curriculum for instruction. We will be implementing the new Amplify curriculum next year.	We are waiting to get professional development from the district to guide classroom teachers and administrators, in the implementation of the new curriculum.	Teachers will be able to collaborate and plan during Grade Level Meetings, once a month. Teachers will participate in professional development throughout the school year.

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	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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content within Designated and Integrated English Language Development (ELD)? WASC Ch.2		
ELPAC data will be analyzed in August once results are available. SMARTE goals will be set. Teachers will use SDAIE and GLAD strategies. Teachers will create and post language objectives.	Our main focus will be in decreasing number of Long Term ELs and increasing reclassification (R-FEP). Increase the number of R-FEP students from ___ to ___ Decrease the number of Long Term ELs from ___ to ___ On the ELPAC: Decrease the number of students in Early Intermediate from ___ to ___ Decrease the number of students in Intermediate by -----	Teachers will be able to collaborate for D-ELD planning during Grade Level Collaboration and/or Grade Level Meetings at least once a month. ARTIF will provide additional support to LTELs.
Wonders ELD curriculum will be implemented.		Teachers will participate in ELD PD on Wonders ELD curriculum.

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?
SEL survey results will be analyzed and goals will be created.	Goals will be set once we receive SEL survey results for this year. Wellness/Health site advocate will continue providing at least 2 PDs to staff.	We will continue providing information and workshops to our staff and parents on healthy food and habits. We will continue to work on implementation of Restorative Practices school wide.

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 value a balanced learning experience. Our students participate in the following visual and performing arts programs: -SFUSD VAPA visual arts lessons - SFUSD VAPA music lessons K-3 including Mariachi - SFUSD VAPA Instrumental lessons 4th/5th grades - SF Ballet lessons - 2nd grade - LEAP - Dance - LEAP - Ceramics San Francisco Adventures in Music (AIM) 1-5 Grade	Continue to offer VAPA experiences for all of our students.	We will continue to advocate for high quality services for our students. Integrate arts into curriculum.

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?
Students are provided 100 minutes of PE instruction time per week (200 for every two weeks) taught by the PE specialist and/or the classroom teacher. The lessons derive from the SFUSD PE curricular guide. We have a master schedule to ensure all students receive the required PE minutes every week.	Besides ensuring that all our students access physical education, our goal is to increase the number of our 5th graders that meet the physical fitness assessment standards, with the ultimate goal that 100% of our students meet it.	PD by PE Specialist will be provided to classroom teachers. Collaboration between PE Specialist and teachers at least once a month.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

Cleveland students, families, and staff, are aware that engaging students and families in a career and college going culture is important. Upper grade students will visit college campuses. Upper grade students will have a career fair. Teachers will actively share their own college journey experiences to provide students with a more direct connection to completing college. Our plan is to continue working with K2 College (K2C) and educate K students' families of financial & educational preparation for higher learner college goals. We also plan to continue promoting a College Bound culture (i.e. Field trips to different universities such as Berkley University or Stanford University, ...).

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?

Instructional Leadership Team (ILT) and School Climate & Operations Team (SCOT) will coordinate & schedule yearly professional development calendar which would include weekly meetings dedicated to PD relating to Literacy, Math, ELD, PBIS, Wellness, SFUSD/Cleveland Policies. ILT and SCOT will meet twice a month. Strand meetings will be held once a month. Site-sponsored structures for professional development would include: Weekly Grade Level Collaboration Meetings (GLC) facilitated by Literacy Coach. Focus on Literacy. Grade Level Collaboration facilitated by Literacy Coach and/or IRF which vary in focus/topic, such as Math, Science, ELD, Data Analysis, ... Weekly Grade Level Meetings (GLM) self-facilitated by Grade Level. Grade Level will create the agenda based on grade level needs. Differentiated Literacy Coaching Cycles for all teachers by Literacy Coach. Additional coaching/support for new teachers. Differentiated Math Coaching Cycles for teachers, with special focus on new teachers. Coaching and support with classroom management for new teachers. Lab classrooms opportunities in Literacy during GLCs. Lab classroom opportunities in Math during Math release days by Math Department. Lesson Study opportunities. ILT Leadership Walkthrough Peer observations Staff Development via teacher leaders for ELA, ELD, Math, Science, ... District-sponsored professional development may include: Staff PD for the implementation of SEL curriculum, Second Step. On-going support & PD from Multilingual Pathways Department relating to ELD implementation Safety Care training (Verbal De-escalation) for certificated and classified through Pupil Services Dept.

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)
Instructional Leadership Team (ILT) twice a month School Climate & Operations Team (SCOT) twice a month Weekly Grade Level Collaboration (GLCs) Weekly Grade Level Meeting (GLM) Site PD twice a month Monthly Strand meeting Faculty meetings twice a month	We will provide extended hour opportunities for all staff through Prop A funds and site funds. We will use our site-funded Literacy Coach , ARTIF and IRF (MTSS/Site funded) to help facilitate PD, common planning time and extended learning opportunities for staff, as well as provide ongoing coaching, support, model/co-taught lesson planning.

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.)	Cleveland is an inclusion school for students with special needs. Assurance of safety and mental health services (implementation of care plans/administration of medication)	Increase the % of proficiency in ELA and Math for students receiving RSP services.	Services will be provided in the General Education setting. Limit pull outs for assessments and specific services as per IEP. Special Education paraprofessional will provide services in the General Education classroom. Services will be provided in the language of instruction.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Once enrollment is completed, update list of most vulnerable students to focus on and monitor supports received. SAP Team will frequently review these cases.	Basis data tracks student discipline referrals focus group includes students who continue to receive discipline referrals	Second Steps curriculum Social skills groups by SSW Include LGBTQ curriculum
Student Engagement/ Attendance	Chronic Absenteeism has decreased by 3.5 % in the first half of the 2017-18 SY. We will continue analyzing attendance data to continue reducing Chronic Absences and promote daily attendance to school.	Continue decreasing Chronic Absenteeism %	SAP Team will continue monitoring attendance every week. weekly acknowledgement and celebration of the class with the Best Attendance and the class with the Most Improve Attendance (Banners for the class) Monthly individual certificates to acknowledge students with Perfect Attendance during the month. Phone calls and meeting with families of students that miss 3 days of school. Attendance contracts. SSTs for attendance. Continue developing relationships with families. Home visits when needed.
School Culture/Climate	Fourth and Fifth Grade SEL survey results from the 2017-2018 school year show the following overall favorable responses to the four core areas: Growth Mindset - 46%; Self-Efficacy - 58%; Self-Management - 69%; and Social Awareness - 72%. The Growth Mindset is 16 percentage points different from the SFUSD that comes in at 62% to our 46%.	The school will create goals based on these results, with a particular focus on setting a goal to increase Growth Mindset and the capacity of students seeing mistakes as an opportunity to learn and grow.	Continue to work on school wide implementation of PBIS strategies and Restorative Practices. Monthly PBIS assemblies Peace Corner in each classroom School wide celebrations School Climate and Operations Team (SCOT) will develop more strategies and interventions based on data.
Social Culture/Climate		Goals based on SEL survey results will be created.	Strategies will be decided by SCOT Team once SEL data has been analyzed.

	<p>SEL survey results from the 2017-2018 Family survey show favorable responses at a high percentage in the following categories: Climate of Support for Academic Learning - 91%; Knowledge and Fairness of Discipline, Rules, and Norms - 83%; Safety - 85%; and Sense of Belonging - 89%. The results are 3 to 9 percentage points lower than the district average, showing room for growth with our families. Student results for the same categories are as follows: Climate of Support for Academic Learning - 74%; Knowledge of Fairness of Discipline, Rules, and Norms - 72%; Safety - 55%; and Sense of Belonging - 75%. These results are similar to the district averages, within a 7 point range.</p>		
Wellness Policy	<p>All students engage in physical activity at least 100 minutes per week with their teacher and PE teacher. Cleveland communicates and supports the SFUSD Wellness policy to families via welcome letters at the beginning of the school year, Back to School Night, and Principal chats. Cooking classes (Cooking Matters) for our families were implemented to create healthy meals.</p>	<p>100% of our students and families will be aware and will understand the SFUSD Wellness Policy. 100% of our staff will adhere to the SFUSD Wellness Policy. Continue to work on eliminating sugary foods during class celebrations.</p>	<p>Will explain the food policy at kinder orientation and back to school night as well as on sending reminders home during the school year.</p>

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input checked="" type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
Parent involvement has significantly increased at Cleveland this year. Between 35-60 parents attend weekly meetings/parent workshops (Principal's Chat, ELAC, ...). Monthly parent leadership meeting: Principal and Parent Leaders (United Parents) elected to SSC/ELAC. In order to meet the needs of our population, Cleveland will offer more classes for parents on various topics. These would include, but not be limited to: * ADHA * Trauma * Computer literacy classes * Literacy support at home Additional opportunities for more active engagement would include Cleveland hosting a "Parent Day" where families would share their life experiences with the class/school. Cleveland will host activities like Literacy/ Math/ Science Night to make more of a home-school connection and engage families. School Staff will call students families to invite them to Family Nights. Family Liaison will communicate to parents face to face, meetings/school events. Weekly Wednesday Folders will be sent to families with newsletters and other important information. Volunteering opportunities will be posted. "Room Parents" will be identified.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Culture & Climate Surveys Attendance Attendance Sign In sheets at events School Surveys	
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 checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
After School program Education Outside Food Bank Community Partners will support with after school or extended day enrichment and academic support, mental health services for students that are referred, the food bank will provide fresh food to families in Cleveland, and more.	
What are your specific goals or objectives for these partnership?	
Education Outside is intended to provide support in the teaching of science, and doing so in a hands-on way that is not readily accessible in elementary classrooms.	
What actions will you take to deepen your school's partnership with community organizations?	
Provide wraparound services to support students and their families After school program- will provide enrichment activities such as sports and academic support.	
How will you measure the impact? (Quantitative and/or qualitative data)	
Survey Participation rosters	

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

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

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$1,700

This amount will be used for the following: Instructional Materials to support Tier 3 intervention, sensory supports, and positive behavior supports.

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 = \$106,326

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

0.5 FTE Literacy Coach \$51,976.19: Support teachers with coaching and planning support on best practices and strategies to support ELs during D-ELD and I-ELD instruction. 0.5 FTE ARTIF \$51,976.19 (Position will be 0.8 FTE): Provide intervention to ELs, especially Long Term ELs in 3-5 Grade. Rest for supplies for ELs and for ELAC meetings

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?

N/A

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?

0.4 FTE Teacher on Special Assignment (Technology) \$41,580.93 and/or enrichment Class accounts for Learning A-Z / RAZ Kids (\$13,420) to help supplement in-class instruction for English Learners.

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$179,500

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?

1.0 FTE ARTIF. Reading intervention to struggling readers. 0.3 FTE ARTIF: Reading intervention to struggling readers (Position is 0.8 FTE) Instructional supplies such as intervention books and leveled books for Guided Reading Supplies Non capitalized equipment to enhance instruction. Extra yard/cafeateria supervision.

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 = \$106,326 (31500)

How do you plan to use these funds?

1.0 FTE Class Size Reduction Teacher (4th Grade - \$103,953) Supplemental instructional supplies and Parent Involvement (\$2,373)

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 = \$1,064

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.**

Supplies for parent workshops

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 3/20/2018

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

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

Impact & Innovation Awards = \$0

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

N/A

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 = \$0 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

N/A

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 = \$0

Identify Sub-group & specific actions

N/A

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) = \$0

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

N/A

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:
	1.0	0.5	0.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		0.75	
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
0.5			
Other:	Other:	Other:	Other:
0.5 AP	1.0 MPD		

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.

SSW: Social Skill Groups, Support Implementation of Second Steps Curriculum, ... / IRF: Math Coaching, Data analysis, Grade Level Facilitation, ... / Family Liaison: Provide information and assistance to families, translation and interpretation, ... / Elementary Advisor: PBIS support (Tier 2 and Tier 3), Attendance reports, ... / AP: PBIS & RP implementation, Lead School Operations and Climate Team (SCOT), ... / MPD: Support implementation of Biliteracy Program in upper elementary grades, ...

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 (<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. 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: 9/26/2018
<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: 9/26/2018

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
Benjamin salas-Velasco	Staff / Principal	
Fernando Che	Staff / Classroom Teacher	
Smita Teotia	Staff / Classroom Teacher	
Sandra Vega-Martinez	Staff / Teacher	
Mirna Vazquez	Parent / ELAC	
Janet Campos	Parent	
Ivon Bonilla	Parent /ELAC	
Karla Cuellar	Parent	
Carolina Flores	Parent	
Marianela Campos	Staff/Classified	