



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Drew, Dr. Charles Elementary School
Principal	Vidrale Franklin

SCHOOL VISION & CONTEXT

The mission of our school is to create and maintain an environment that ensures that every member will become independent problem solvers through making positive choices and practicing conflict resolution. Each member of the school community reaches a high level of academic achievement as determined by Common Core State Standards. We commit to differentiate instruction and engage each scholar through culturally responsive teaching in addition to a comprehensive system of support to assure this outcome. We aspire to address the needs of all of our students by encouraging creativity, cooperation and independent learning, and reinforce an atmosphere of friendship and mutual support through clearly articulated expectations. Some key strategies that the school community is implementing to meet its academic, social/emotional and school climate goals include: thoughtful shifts in instruction and integration of technology towards achievement of the Common Core State Standards in Language Arts and Math, and toward meeting the standards-based claims for Language Arts and Mathematics in the new Smarter Balanced Assessments; further development of differentiated learning strategies utilizing Balanced Approach to Literacy and Readers Workshop as well as district designed Math curriculum for students performing at, above and below grade level; school-wide implementation of Tier 2 and Tier 3 interventions under the academic and behavior Response to Intervention system. As a Bayview/Hunter's Point School, we understand that our students' success ultimately depends on the shared responsibility of families, staff, and scholars. All stakeholders will demonstrate an ongoing commitment: - To establish and maintain an environment of kindness and mutual respect. Students will become independent problem solvers through making positive choices and practicing conflict resolution. - To hold all students to their highest level of social development and academic achievement. - To differentiate instruction and engage each scholar through culturally responsive teaching of the Common Core State Standards. Our goal is to prepare our scholars to attend any middle school in the district and be able to problem solve, think critically and take pride in their culture, themselves, and others. Dr. Charles Drew is the home of some very dedicated and caring teachers who are adjusting their teaching practices to meet the needs of the students they serve. Teachers are participating in a variety of Professional Developments: Comprehensive Literacy, Science Investigation, Mathematical practices and the understanding of culturally relevant strategies to address the needs of the scholars we serve. The students are vibrant, creative, energetic, responsive learners. Although Drew is a vibrant community with a dedicated staff, and eager scholars, we are continuously trying to close the achievement gap. We feel we are moving in the right direction by addressing our children's learning styles, perfecting our instructional practices and continuously working with our families to provide consistency and continuous growth. Dr. Charles R. Drew believes that every student can achieve their highest potential through differentiated instruction that begins with their strengths and pushes them in their areas of need. As a school, we will do this by implementing balanced literacy and workshop style instruction PreK-TK-K – 5th grade, creating an inclusive school with a combination of co-teaching, inclusion, utilizing the environment to support our instruction, and providing enrichment opportunities to tap into students' passions and spark their creative spirits.

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):

A focal student is a student who meets a set of criteria that is stated as making it so that the student has a very high probability of being at grade level within the given 180 day school year. Student attends school regularly with the exception of illness and or other extending personal circumstances. Student has a responsive support network beyond the school day. Student resides in a home where caregivers are willing and open to communicating with teacher and or school. Student is open and willing to consistently work with teacher and other school supporting staff to build academic content as it relates to academic improvement. Student has data that reads as being At, Approaching, or Promising.

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
The data is telling us that we need to shift this focus in differentiation to reader's workshop and specifically in Guided reading and the mini-lesson across grades. Approximately 8% are reading on grade-level at the end of each reading inventory cycle. After reviewing the SFUSD E/LA Core Curriculum Implementation Rubric, we identified that most teachers at our site are in the beginning stages of implementation with regards to collaborative curriculum maps, Unit & Lesson Plans, and Analysis of Student Work. Based on spring scores we can see a discrepancy between F&P scores, and our reading inventory scores. When students take the test independently - with grade level text - their comprehension scores show a dip. Grades 3-5 8% proficient on Reading Inventory RI - 8% proficient F&P English - 31.3% proficient SBAC ELA - 12.1% Math Task - 31.7 SBAC Math - 8.9	We are setting our annual growth target of a 10% increase in proficiency on the SBAC. RI - 18% F&P English - 41% SBAC ELA - 22% Math Task - 41.7% SBAC Math - 18.9%		We'll use grade level meetings as an opportunity to plan around our theory of action in response from feedback from support staff. We'll use grade span meetings to look at student work, and create lessons that respond to students' present level of performance. We will identify students that are Advanced, proficient, basic, and below basic and use grade level meetings to differentiate our lesson plans and instruction to meet students at their present level of performance.

		<p>When we develop, norm, and grow our content knowledge as an Instructional Leadership & Cultural Social Emotional Climate Team using a Balanced Literacy Reader's and Writer's Workshop Model approach and the PAX Good Behavior Game, we can support, model, and coach classroom teachers in norming their understanding and implementation of:</p> <ol style="list-style-type: none"> 1. Reader's and Writer's Workshop (with elements including Writing as a way to build comprehension skills, Whole Group Reading Minilessons, Independent Reading Conferencing, Whole Group Interactive Read Aloud, Small Group Guided Reading, and small strategically targeted groups for Focal Students). Daily classroom schedules created for PUSH-IN support during Reader's Workshop. 2. Fountas and Pinnell (TK-5) and Reading Inventory (3-5) assessment data to inform our Guided Reading groupings and differentiated lessons according to student needs. 3. Guided Reading PUSH-IN support (varying staff) for targeted reading groups; (ARTIFs support Tier 2 students with Leveled Language Inventory). 4. Behavior support for all students through the implementation of the PAX Good Behavior Game, to develop executive functioning skills and increase "on-task" behaviors (TK-5). We will then deliver the instruction necessary for all of our students to make positive academic gains, and for our Focal Students to learn and show positive movement by no less than one band. The movement will be evident at the end of the 2017-2018 school year, per the Drew Problem of Practice Goal. 	
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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?
Our school wide focus on the mini lesson and guided reading in reading has lead to an increase in teacher's capacity to better differentiate within Reading Workshop. After reviewing the SFUSD Comprehensive Approach to Literacy Implementation Rubric, we identified that most teachers at our site fall into either Beginning Implementation or Integrated Implementation for all of the CAL components (RW, WW, & WS). After reviewing the SFUSD E/LA Core Curriculum Implementation Rubric, we identified that most teachers at our site are in the beginning stages of implementation with regards to collaborative curriculum maps, Unit & Lesson Plans, and Analysis of Student Work.	We are expecting that 10% of our Tier 2 students will be proficient in reading, by the end of the year (based on our reading inventory data).	All Tier 2 students will receive small group or individual reading support at least 3 times a week. Small group reading support will be provided to students as part of their pull out intervention with the ARTIF.

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):

A focal student is a student who meets a set of criteria that is stated as making it so that the student has a very high probability of being at grade level within the given 180 day school year. Student attends school regularly with the exception of illness and or other extending personal circumstances. Student has a responsive support network beyond the school day. Student resides in a home where caregivers are willing and open to communicating with teacher and or school. Student is open and willing to consistently work with teacher and other school supporting staff to build academic content as it relates to academic improvement. Student has data that reads as being At, Approaching, or Promising.

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
We had 8.9% of our students on or above grade level on the SBAC Math and 31.7% proficiency on the Math task. This reflects our school wide work on math talks and problem solving. After reviewing the SFUSD Math Core Curriculum Implementation Rubric, we identified that most teachers at our site range from the beginning stages of implementation into intermediate stages of implementation with regards to collaborative curriculum maps, Unit & Lesson Plans, and Analysis of Student Work. Math Task - 31.7 SBAC Math - 8.9	Based on analysis of our SBAC results, we are targeting an annual 10% increase of proficiency on the math SBAC. In order to achieve these results we will be targeting teachers capacity to implement math talks, integrate technology, and differentiate with centers and strategy groups. Math Task - 41.7% SBAC Math - 18.9%	Whole group math lesson, independent math conferences, whole group math talks, homogenous small mathematic groups, and small strategically targeted groups for focal students.	We'll use grade level meetings as an opportunity to plan around our theory of action in response from feedback from support staff. We'll use grade span meetings to look at student work, and create lessons that respond to students' present level of performance. We will identify students that are Advanced, proficient, basic, and below basic and use grade level meetings to differentiate our lesson plans and instruction to meet students at their present level of performance.

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Our tier 2 students need extra differentiated support to build fluency, mathematical reasoning, and efficient problem solving strategies to accelerate their growth. Teachers need to increase their capacity to provide whole group instruction, but currently range from awareness to beginning implementation regarding differentiation in math.	Our goal is to increase the percentage of students at grade level on the SBAC 2019 to 19% or over. We also have the goal to increase teachers capacity to coach students into utilizing more efficient problem solving strategies, integrate technology, opportunities for fluency practice and engaging in productive struggle.	Next year we will strengthen our utilization of technology, centers and strategy groups as strategies for differentiating and engaging students in the content, as well as offering them regular opportunities for fluency practice, showing their thinking with multiple strategies, and productive struggle. We will also emphasize helping students make real world connections to math and focus on the oral development of mathematical reasoning skills. We will also focus on supporting teachers capacity to utilize quick checks to collect formative and summative data to build test taking skills for our students and to inform differentiation. We will continue to increase teachers capacity to coach students into utilizing more efficient problem solving strategies, integrate technology, opportunities for fluency practice and engaging in productive struggle

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

Currently our students have access to engaging science instruction through the Foss kits, and science based field trips to sites like the Exploratorium, CAL Academy of Science, and Mission Science Center. Currently our teachers are in the beginning stages of implementation of the new Next Generation Science Standards.	Based on observational data and report card data trends; we need to increase instructional minutes allotted for science. We are also aiming to provide our students with more opportunities for blended learning and investigation in science.	We'll use grade level meetings as an opportunity to plan around our theory of action in response from feedback from support staff. We'll use grade span meetings to look at student work, and create lessons that respond to students' present level of performance. We will identify students that are Advanced, proficient, basic, and below basic and use grade level meetings to differentiate our lesson plans and instruction to meet students at their present level of performance.
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ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? <i>WASC Ch.2</i>	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? <i>WASC Ch.5</i>
18 EL students tested in grades K-5. In grades 3-5. SBAC Math and ELA scores: 0% Proficiency for ELs	We have the goal of 10% of our ELS moving up another level on the CELDT and one EL be reclassified as English proficient. By the end of 2019, 10% of our ELs will read at or above grade level. Measure by success: Increases overall CELDT score by one level for reach EL student. Performance Goal: Uses RTL Strategies TK/PK: Increase progress to 10% of students meeting or exceeding expectation for Understanding and Response to English Literacy Activities.	Through the grammar gallery program, teachers will provide students thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers. Strategies across the content areas: anchor charts, turn and talks, shared/interactive writing, and open ended questioning from teachers. Utilize district provided ELA Curriculum. Instructional shifts: Academic conversations, planning time, training for teachers, pd with specific focus on ELLs TK/PK teachers use anchoring language and props for read alouds; turn and talk for language development, provide opportunities for shared/interactive writing, and ask open ended questions to encourage students to make predictions and connections.

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?
		Nurse, social worker, edgewood will provide structured groups for students. We will use the second step curriculum to support our students social emotional learning.

Currently all of our students receive daily access to a comprehensive SEL curriculum through Second Step, PAX, Restorative Practices, and Zones of Regulation. Every classroom supports a positive classroom culture with daily community circles, peace tables, brain breaks, and collaborates with our wellness team. Our school only allows healthy food and drinks on campus, students are currently receiving nutrition lessons, we offer puberty classes to our 4th and 5th grade students, classes through the health department, and our nurse helps promote oral and personal hygiene. Climate of support for academic learning - 78 students scored well above the district in the following categories: Growth Mindset, Self-Management, and Social Awareness. Our scores in Self-Efficacy was lower than the District average Growth Mindset - 61 Knowledge and fairness of discipline, rules and norms - 68 Safety - 56 Self-Efficacy - 69 Self-Management - 59 Sense of belonging (School connectedness) - 66 Social Awareness - 66	We will continue to provide students with daily access to a comprehensive SEL curriculum through Second Step, PAX, Restorative Practices, and Zones of Regulation. Every classroom will continue to support a positive classroom culture with daily community circles, peace tables, brain breaks, and collaborates with our wellness team. We will continue to only allow healthy food and drinks on campus, 5 nutrition lessons per year, puberty classes for our 4th and 5th grade students, classes through the health department, and the nurse will continue to help promote oral and personal hygiene. Climate of support for academic learning - 88 Growth Mindset - 71 Knowledge and fairness of discipline, rules and norms - 78 Safety - 66 Self-Efficacy - 79 Self-Management - 69 Sense of belonging (School connectedness) - 76 Social Awareness - 76
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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?
In order to ensure a comprehensive arts program, we will have a designated an Arts Coordinator, preferably a teacher, who serves as the primary liaison to the VAPA Department and to provide leadership and direction at the school in partnership with the Principal, teachers, parents, staff, and VAPA Supervisors. Additionally administration will facilitate collaboration between classroom teachers, VAPA teachers, and artists in residence, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with VAPA Supervisors. VAPA teachers from all arts disciplines in Kindergarten through Grade Twelve will plan student learning outcomes in alignment with the California Visual and Performing Arts Framework in five areas: Artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections and applications. They will create culturally responsive lessons that are focused on promoting st we have district funds for the following programs: dance, instrumental, theater arts. The Mayor's fund provides for ceramics and dance. The PTA funds additional visual arts as well as bilingual dance program. Still need to get VAPA job descriptions. Music Instrumental Vocal Visual Arts Dance	For students to receive increased access to a comprehensive arts program with quality instructors. The target is for our students to experience arts in multiple formats and to integrate them into other parts of their learning. Our goal is for them to recognize and appreciate art and how art enhances their qualities of life.	Increase my communication and collaboration with Vapa teachers and supervisors to ensure that our students are receiving high quality learning experiences that are culturally relevant. Increase the number of arts focused field trips, enrichment activities in collaboration with our ASP, schoolwide events, and incorporate more project based learning opportunities. Find an expressive arts teacher or program to collaborate with and increase opportunities for our students

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 will work towards mastering the CA Physical Education Standards	

All students currently have access to 100 minutes of PE instruction every week in grades K-5. 100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to physical education classes. PE teachers and classroom teachers will collaborate, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with PE Supervisors. Students will work towards mastering the CA Physical Education Standards	Administrators will continue to improve collaboration between classroom teachers, PE teachers, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with PE Supervisors. We will continue to promote physical well being, cooperative play, and the Physical Education Standards during recess times, community building activities, and schoolwide events.
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OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
College readiness/success is the driving force behind all of our school-wide actions. Creating an environment where students can push themselves and learn from their mistakes is essential to fostering a growth mindset.	K-Readiness workshops for parents Field Trips to college/universities Partnership with college volunteers. Foster a growth mindset among parents, teachers, and staff to develop our students' potential. Consistent classroom practices (Weaved across the content areas that significantly increase students' perseverance in completing school assignments that lead to higher academic performance and achievement.	Continue to support the all teachers in strong instructional literacy practices. Support all students in reading groups (RTI), more exposure to grade level material for upper grades and explicitly teaching comprehension strategies. Administration participates in year long PLC with Growth Mindset focus: sharing best practices, resources, and increasing school-wide awareness. Parent Workshops provided to support parents' efforts to foster a growth mindset at home. Ongoing PD/Support to teachers to support positive academic mindsets and help student build effective learning strategies.

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?

PK/TK: Teachers will provide Universal Tier 1 PBIS strategies as measured by the Pre-SET observation tool that include predictable organized environments, clear expectations across context, and provide students with positive descriptive acknowledgment that narrates desired behaviors. These actions will lead to 80% of PK/TK students scoring at the building or integrating level in the ALT-Reg domain of the DRDP. Measures include: attention maintenance, self-comforting, imitation, curiosity and initiative in learning, self-control of feelings and behaviors, engagement and persistence and shared use of space and materials. PK/TK: 80% of PK/TK students will score at proficiency in alphabet knowledge (Uppercase/Lowercase recognition, letter sounds), beginning sound awareness and print and word awareness as measured by PALS/F&P. Teachers will utilize the ROCI to create flexible groups to support early literacy indicators. They will create rich early learning experiences and daily interactions that support language and vocabulary development. Teachers will scaffold lessons by applying visuals, sentence frames, TPR, realia and lessons that build on the student's prior knowledge and real world experiences. 4th and 5th grade teachers will increase their vertical alignment and plan more together. Teachers will continue to observe one another's instructional practices and adjust to support relevance and rigor. Students are better prepared for success in Middle School and beyond. All classrooms will take at least 1 Field Trip to tour a local college.

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

As a site, we will support staff and students learning on a continual basis. We will publicize and encourage attendance at District Provided PD opportunities. Our site based PDs will be based on student/teacher surveys with the primary focus on English Language Arts skills such as, accuracy, fluency, phonological awareness and comprehension. In order to reach our Science, Social Studies, and Math goals our students need to have strong Literacy skills.

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)
All classrooms will introduce the PAX Good Behavior Game Kernels within first two months of school. Classes will play the PAX Game after 6-8 weeks of the beginning of school. Push in support provided for teachers to deliver Second Step lessons. Full time nurse and school social work will divide up classrooms to offer support. Growth Mindset PLC partnership with Bat Team/Pupil services	Through Prop A. Sub release days, and early dismissal days we will maximize planning support for our teachers in both ELA and mathematics. The Literacy coach and IRF organize and facilitate planning support for our teachers: On a bi-monthly basis our teachers engage in Grade Level meetings. During this time teachers plan lessons that are aligned to the PD. Our Literacy Team will provide coaching support for our classroom teachers and plan appropriate PDs based on needs of teachers.

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.)	50% of Specialized Academic Instruction and para-educator minutes are delivered within the General Education classroom. 90% of students with IEPs receive targeted intervention in English Language Arts, showing progress demonstrable by regular assessment of reading level growth. 100% of students with IEPs receive instruction that combines interventions at all tiers - 1, 2, and 3: restorative practices, in addition to the Special Education supports and services outlined in their IEPs.	1-2 years accelerated growth for all SPED students	Continue emphasizing a collaborative model where we maximize services provided for students with IEP's by collaborating between classroom teachers, RSP team, and our intervention teachers. Our RSP teacher works with students in multiple formats: pull out 1:1 services, small intervention groups, and push-in support depending upon their IEP goals Provide more support from RSP teacher, but continue emphasizing delivering services within the classroom whenever possible. We will continue to pilot Foundations and Wilsons in order to better serve our students learning needs. SPED Teacher will co-plan and co-teach lessons with the GenEd teachers. SPED teacher will create academic/behavior goals for each student as well as strategies to support each goal.

Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	100% of youth and families involved in foster care are receiving outside resources through mentoring and community resources to support the family.	Students will continue to achieve at the same rate as other students.	We will continue to offer families in transition and students involved in foster care system support and community resources. Identify all vulnerable populations through CARE Team, teacher consultation, Foster Youth Services Roster, FYIT Roster, parent liaison when appropriate in order to share resources and support offered . Social worker will continue to monitor progress under 504 and will collaborate with classroom teacher to ensure goals are met
Student Engagement/ Attendance	Our fall attendance data shows that our chronic absenteeism rate 28.1% percent. The 1 year change is 8.9%. We have analyzed the data and determined that the increase is mainly due to incoming students who are already chronically absent, the fires in the fall impacting air quality, and the bad flu season. We also didn't get an education liaison to support our site this year around attendance. The walking school bus, our weekly attendance celebrations, and attendance SSTs have been are most effective strategies for increasing student attendance.	We want to continually reduce our chronic absenteeism rates, by strengthening our case management of at risk students. We will continue to work on improving culture and climate issues that negatively impact attendance.	We will continue to have the monthly smoothie parties to incentive attendance and think of how to grow the program to better target our at risk students. We will send more positive communication home to families regarding their improvements in attendance and utilize our parent liaison, our Education Liaison, and our cohort resources to support the case management of our tier 3 and 2 students. We will promote the walking school bus as a tool for engaging parents and families in getting their child to school on time. We will introduce more "health lessons" to minimize the spreading of germs during flu season. We will continue to engage willing parents in the TAP program. Tier 1 - Excellent Attendance Celebrations Tier 2 - Phone Calls /reminders to families, transportation options like bus/vans, etc Tier 3 - Home Visits, SSTs
School Culture/Climate	We became a PAX school this year and use PAX as a part of classroom behavior management. We anticipate on the student survey that students will provide feedback regarding self-regulation and growth mindset which will inform our next steps	We want to increase the amount of time spent in class for our African American boys who are out of class due to referrals and or visits to the wellness center/ buddy classrooms. In order to see a reduction in average monthly referrals, we will continue to strengthen our schoolwide implementation of PBIS, second step PAX, Zones of Regulation, and Restorative Practices. Zero Suspensions	We will continue to showcase student talent, academic achievements, and student leadership throughout the year. We will continue to focus on foster student leadership with our student council, as well as having our upper grade students support in lower grade classrooms. We will continue to strengthen our tier 1 systems aimed at improving school culture and climate (PBIS, SEL curriculum- second step & Zones of regulation, Academic Conversation) Next year we will continue to engage in a series of professional development opportunities aimed at making our school more culturally relevant. The Behavior Leadership Team (BLT) will review data at least 4x's a year to review trends and patterns in discipline referrals. Continue daily community circles, school-wide PBIS, student-centered classrooms, Restorative Practices, and utilize Second Step and as our SEL curriculum. PAX Good Behavior Game, and Growth Mindset Activities used across the content areas. Parent Workshops to include similar topics to support home school connection.
Social Culture/Climate			

	Currently we have school wide implementation of community circles, and peace tables. Our staff actively engages students in reflective conversations to promote self-regulation and self-efficacy. We also have many of students participating in our boys and girls groups. We will continue use the student survey, report cards, and informal feedback to track our progress.	We are looking to provide targeted support for new students and students who express negative comments about themselves and the school on a regular basis. We hope to help them set goals, build friendships, and identify adults who can support them with conflict resolution and problem solving.	We will continue to showcase student talent, academic achievements, and student leadership throughout the year. We will increase the frequency of our second step lessons. Next year we will reinforce the Good Behavior Game as a tool for promoting grit, self-efficacy, and self-management. We will continue provide new students with opportunities to have lunch dates to promote friendship at our site. We will promote new strategies for welcoming new students throughout the year supported by our student council "welcoming committee."
Wellness Policy	Currently we are a school that does not allow any food on campus that has sugar in the first three ingredients. All of our school wide celebrations provide healthy alternatives. We provide families with information on our wellness policy as well as a list of healthy ways to celebrate birthdays at our school. We actively promote our wellness center and restorative practices to support conflict resolution within our community. We also provide resources to families and outreach our oral hygiene and eyesight. . Students are actively encouraged to play games during recess times.	Families and students who still bring chips and candy to school to eat on the way to school or the way home. Students who don't play games during recess.	We will continue to promote our wellness policy through assemblies, flyers, bulletin boards and via PTC conferences. We will add 1-2 schoolwide events next year promoting a healthy lifestyle: healthy eating, drinking water, getting sleep, and exercising. We will continue to use our PBIS to reinforce our expectations around healthy choices.

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 type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input 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:	
We will continue to support effective communication between the school, families and community partners through our website, school messenger, monthly newsletters, monthly calendars, Mocha Mama's Principal Parent Chat, phone calls, email, and text. We will implement new protocols for promoting engagement in school wide events and help our parents successfully run fundraisers to support the school. We will continue to study Culturally Responsive Teaching and The Brain to improve our school culture and strengthen relationships. We will continue to partner with Edgewood (our parent advocacy agency) to provide them with educational opportunities and support in advocating for themselves and their students.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Our SEL surveys will reflect the satisfactions of our stake holders in this community.	
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 type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" 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.	
ADVENT Mentors, YMCA, Urban Ed Academy	
What are your specific goals or objectives for these partnership?	
The goal of these partnership is to expand our students' learning by providing hands on experiences to solidify their learning. It is also to give our students more exposures to their community and the diversity San Francisco offers.	
What actions will you take to deepen your school's partnership with community organizations?	
We will continue to strengthen our partnership by attending each other's events and school activities. We will also communicate who we are as a school body through presentation and participation at joint events.	
How will you measure the impact? (Quantitative and/or qualitative data)	
We will measure the impact by the increase of volunteers at our school as well as in the number of partnership with our community agencies	

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 = \$850

In support of our Full Inclusion Model, we will use the additional designated funds to support students with disabilities. We will fund common planning times for SPED Teachers/Paras and GenEd Teachers/Paras to communicate and plan together. We will provide supplies and resources that will support their academic success: supplies/materials for SPED Room that support multi-sensory approach to learning. We also want to support the SPED teacher with resources to ensure we are in compliance while testing for SPED students is happening.

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 = \$7,970

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

In order to strengthen the home school connection, we will hold parent workshops, with training and support for families of English language learners. We will provide materials to take home, and create make-n-take resources.

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

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

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

Allocation = \$0

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$45,000

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

As we increase the reach of our blended learning model, we need to increase classroom technology and support. (additional chrome-books and cart for Kindergarten classes, classroom printers and ink cartridges for student reports,) All TK, K, and 1st grade classrooms will receive daily para support during Math and ELA instruction. The Paraprofessional will support small group instruction and provide Tier 2 support as needed. - Instructional Aides - \$28,000 - Supplies - \$11,500 - Rental/Lease Equipment - \$5,000

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 = \$546,787

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?

Balanced Literacy Model requires a classroom environment that is inviting, engaging, and allows for constant student interaction. The classroom environment is meant to be an extension of the learning and provide access to all students. We will purchase furniture, shelving, and other tools to better equip our learning environments to support the Balanced Literacy Approach. As we increase the reach of our blended learning model, we need to increase classroom technology and support. (additional chrome-books and cart for Kindergarten classes, classroom printers and ink cartridges for student reports). - Certificated Staff - \$274,000 - Classified Staff - \$107,000 - Supplies - \$8,000 - Field Trips - \$1,500

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

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

CATEGORIAL EXPENSES

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = \$53,934 (31500)

How do you plan to use these funds?

To support our students, in the Balanced Literacy Approach in the Blended Learning Model we need to purchase current licensing fees for programs such as iRead and MyON, etc. Each PK-5th Student will leave Family Literacy night with 2 new books, Family Math/Science Night will provide manipulatives and materials to create their own projects. teachers will provide all students, especially EL students, thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy and collaborative interactions among peers. Instructional supplies .Family Night books. Offer professional developments using prop A (5 times per year. Develop specials specifically focused on teaching students to focus, study, self-management, and time management. Support staff stretched over the course of 60 days. Push in support from high school and college students. Budget for staff that explicitly support behavior as behavior highly impacts learning. Family workshop series. Family care nights (Monthly themed nights). Formal family events Family night out. School support and workshops. Family Bazaar. Incentives for family participation. Intake with all stakeholders regarding PBIS. Push-In support. Staff to co-teach second step. Spirit week. Workshops around culture climate (Ex: Pax, Second Step, Good Behavior Game). Commitment cards developed for parents to participate in spaces where there are school needs. After school Para-educator training. Back to school BBQ. Teacher and staff appreciation. Spelling Bee, Math Bee, and Second Step Bee. - Certificated Salaries - \$10,000 - Supplies - \$38,706 - Consultant Fees - \$2,500

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 = \$540

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.**

Involvement of Parents Parent Involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. To ensure that parents and the community have the opportunity to support the educational process through participation in decision making and volunteer activities, we encourage parent participation by: • Holding an annual Back to School meeting each fall to inform parents of school wide program requirements and their rights • Offering a flexible number of meetings, which also includes opportunities for parents to meet to participate in the decisions relating to the education of their children through: o Parents as Partners (PAP) meetings every month o School Site Council meetings every month o School Site Summit annually o Parents are welcome to schedule an appointment at any time throughout the year (teacher, principal, IRF, LSP, parent liaison, etc)

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 10/3/2017

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

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

Impact & Innovation Awards =

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:
	1.0 Julissa Hicks	1.0 Health Lessons to students and family workshops. Push in support for Second Step: Social Emotional Curriculum	Keyana Henderson
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		Dexter Washington	Jerold Robinson
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
1.0 Clark	1.0 Tamara Reyes	1.0 Tricia Holloway	
Other:	Other:	Other:	Other:

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

Assistant Principal will support with developing and monitoring instructional focus. IRF will support with instructional coaching and PD planning specifically around Equity . Literacy Coach will support with instructional coaching and literacy PD planning. Literacy Intervention teacher will help to build teacher capacity by providing specialized teacher trainings /coaching/PD. Academic RTI will target students behind grade level requiring Tier II services. Nurse will support with physical health of students Social Worker will support with mental health of students and our overall climate efforts as well as facilitate our weekly Care Team mtgs and school Elementary Advisor will support mentoring program and attendance/family engagement efforts. Family Liaison will continue to promote and outreach family engagement. School librarian will enrich and extend literacy experiences and computer science lessons PK-5 .

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 type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input 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: 10/31/2018
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 10/31/2018

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
Vidrale Franklin	Principal	
Lynce Atkins	Parent	
Cordelia Hampton	Parent	
Candance Benjamin	Parent	
Shakarri Hebron	Parent	
Sharita Williams	Parent	
Kimberly Brown	Teacher	
Wendy Butler	Parent Advocate- Staff	
Alice Kowalsky	Teacher	