SFUSD SAN FRANCISCO PUBLIC SCHOOLS

2018-2020 Balanced Score Card:

A Two-Year Single Plan for Student Achievement

School	**Feinstein, Dianne Elementary School**
Principal	Michelle Lin Chang

SCHOOL VISION & CONTEXT

At Dianne Feinstein Elementary School, we, as a welcoming community of students, families, teachers and staff, believe in supporting diversity and inclusiveness to foster a caring environment of trust, compassion and respect. We emphasize the social, emotional and academic development of our students and teach the tools that children need to be 21st century critical-thinkers and problem-solvers. Our school, which opened in 2006 on the site of the former Parkside Elementary School, has a strong history of diversity. Our demographic record shows that 28.1% of our students identify as White, 26.7% as Asian, 12.3% as Multiple Races,12.1% as Hispanic, 2.2% as Filipino, 1.8% as African American and 16.6% who decline to state an ethnicity. In terms of programs, 23.2% receive Free or Reduced Lunch, 15.8% of our students are English Language Learners, and 9.7% receive Special Education Services. We utilize a school Wellness Center, staffed by our full-time nurse and social worker to help promote social-emotional learning at our site. We also various tools to nurture emotional well-being such as Caring School Community, Second Step, Kimochis, PAX, and social skills groups. Additionally, we work to address our students' social and developmental challenges, with a focus on social skills, self-esteem, conflict resolution, and leadership skills. We know that a well-balanced school experience for students will result in decreased behavior problems, improved social and communication skills, better relationships with peers and teachers, increased self-confidence, self-esteem and self-efficiency, and lower levels of depression and anxiety. Our school also has a strong technology foundation. We have a full-time librarian/computer teacher who supports classroom learning by teaching K-5 digital responsibility, coding, and information skills. We have a full computer lab in the library (and a 3-D printer), Chromebook carts, Bluebots for coding, Makey Makeys for coding, and iPads for classroom use. Additionally, computers and projection devices are in every classroom. We provide Special Education Services and support two SOAR classrooms, with an emphasis of mainstreaming those students for some or all of the day into our general education classrooms. Our school community supports outstanding opportunities in arts by providing students with Artists in Residence for visual arts, dance, and music. We also foster a partnership with Lincoln High School Teacher Academy students who come to our school weekly to assist teachers and mentor students in the classroom. Moreover, we have created an outdoor classroom lead by our full-time outdoor education specialist in which students learn about gardening, the science behind gardening and a general appreciation and respect for the environment. Our PTA is extremely active and provides significant support for our community. The PTA is key in funding a part-time Reading Specialist and Math Specialist who supports Tier 2 interventions for our students struggling in reading and math from 1st through 5th grade. We have several aftercare programs to meet the needs of our community. The Stonestown YMCA , provides full time aftercare support for families as well as enrichment activities such as art, music, and sports. We also have two parent-run programs: a Mandarin Language and Abacus program and a Russian Heritage program.

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 MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ Instructional Core: ELA, ELD and Math	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	▪ Instructional Core: ELA	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	▪ Instructional Core: ELA, ELD and Math	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	▪ Student-Centered Learning Climate	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K–12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	▪ Instructional Core: ELA, Math, Other Subject Areas ▪ College and Career Readiness	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	▪ College and Career Readiness	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate	Direct links to summary and list reports at the student level to take a deeper dive into your results

NOTES:

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
To ensure access to the core curriculum, academic success and social emotional well being in our African American students, ELL students, and students receiving SPED services, we will continue to focus on these subgroups.

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
Based on our SBAC results in Y1617 57% of our students school wide met or exceeded standards in ELA as compared to 62% of our students school wide met or exceeded standard in English Language Arts in Y1718. In Window 1 of F & P 71.5% of our K-2 students met or exceeded standards In Window 2 of F & P 54.8% of our K-2 graders met or exceeded benchmark. In Window 1 of our Reading Inventory 51.5% of our 3-5 grade students met or exceeded benchmark. In Window 2 of our Reading Inventory 61.9% of our 3rd-5th graders met or exceeded benchmark. In the final F & P the following grade level scores for meeting/exceeding standards were seen: K 66.3%; 1st 69%; 2nd 78.8%.	There will be a 10% increase of our students school wide in meeting of exceeding standards on the SBA, F&P, and/or RI Students will make gains in their reading levels from BOY in F&P or RI to the EOY Students in grades K-5 will perform close to their level of proficiency on the BOY F& P or RI in the fall of 2018 as they did at the end of the year in the spring of 2018	Teachers will use the SFUSD ELA PK-12 Core Curriculum's Scope and Sequence with embedded Core State Standards to guide instruction. Teachers will collaborate with their grade level teams to revise their curriculum maps, unit plans and lesson plans for each spiral while embedding the CCSS shifts into them: -Identify, gather, analyze and evaluate evidence through reading of complex text -Close reading of complex texts to build knowledge through literary texts and content-rich nonfiction -Engage in high level academic discussion and conversations about evidence from text -Present elaborative and evaluative techniques in writing using evidence from text Teachers will regularly assess student progress in ELA through Fountas & Pinnell in K-2nd grades and Reading Inventory in 3rd -5th grades and use these results to inform their teaching. They will also use formative assessments to inform their instruction and identify areas of need.	All teachers will follow the SFUSD Comprehensive Approach to Literacy with fidelity School-wide focus on consistent use of ELD supports and instructional tools Classroom teacher confers/leads guided reading groups/provides immediate feedback/instruction to students every day and knows where each student as a reader/writer and how to support them where they are Professional development refresher in the SFUSD's Comprehensive Approach to Literacy ELA strategies- Focus on Interactive Read Alouds, LLI kits used by SPED faculty, Reading Specialist provides small group instruction, utilize Raz-Kids, and reference ELD modules provided by MPD.

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?
D.Feinstein does not receive a centrally funded Academic RtI Facilitator, even though our students would benefit from one. Thanks to the support of our PTA, we do have a part time Reading Specialist who works with our struggling readers. According to our assessment results, our focal groups are English Learners and students receiving Special Education services: F & P window 1 meets or exceeds standards: ELL 52.2% SPED 33.3% AA 100% F & P window 2 meets or exceeds standards: ELL 41.7% SPED 27.8% AA 100% RI window 1 meets or exceeds standards: ELL17.6% SPED 6.9% AA 33.3% RI window 2 meets or exceeds standards: ELL 28.1% SPED 27.6% AA 100% SBAC ELA Y1617 meets or exceeds standards: ELL 32.7% SPED 37.0% AA 28.6% SBAC ELA Y1718 meets or exceeds standards: ELL 28% SPED 29% AA 33.3%	We would like to see a 10% increase of our African American students, ELL students and students receiving SPED services meeting or exceeding standards on the 18 19 SBA in 3rd-5th grades We would also like to see a 10 % growth in the F& P and RI for these subgroups	Classroom teachers will use interactive read aloud and guided reading in the general education setting to support students' reading growth. RSP staff (teachers and paras) will use the Fountas and Pinnell Leveled Literacy Intervention to provide targeted support for students reading below grade level. Reading Specialist will use small group instruction at student's reading level to provide targeted support for students reading below grade level. Raz-Kids will be used as supplemental support for Tier 2 intervention with emphasis on home use and in school use as appropriate. Teachers will receive training in the ELD Modules from MPD at the start of the school year then will use them throughout the year until all are completed to learn how to best support their ELLs Schoolwide focus on our ELLs through having all ELLs be our focal students.

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):
To ensure access to the core curriculum, academic success and social emotional well being in our African American students, ELL students, and students receiving SPED services, we will continue to focus on these subgroups.

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
Based on our SBAC results in Y1617 60.0%of our students school wide met or exceeded standard in math and in Y1718 61% met or exceeded standard. In Window 1 of th IAB Math Benchmark, 55.6% of our students met or exceeded standards. In window 1 of the Math Task 80.0% met or exceeded standards and in window 2 73.6% met or exceeded standards.	There will be a 10% increase in the number of our students school wide who meet of exceed standards on the SBAC in math There will be a 10% increase in Math IAB and Math Tasks	Teachers will continue to use the SFUSD Math Core Curriculum that is built upon Common Core State Standards. Each grade level team will analyze work on milestone tasks and develop plans to support student learning. Teachers will use strategies such as math talks, the Three Read Protocol, visual and kinesthetic supports (e.g. number charts, diagrams, manipulatives, charts), student illustrations and constructive conversations to explain mathematical thinking. All students will use math journals	Teachers will continue to encourage and teach all students to believe in themselves and approach mathematics through a "growth mindset" - to believe that they can learn anything, and the more work they do the easier tasks get. We will continue to share information about the growth mindset with our families in the hopes of shifting some pre-conceived notions families have about being "smart" and being a "math person". Our Math Teacher Leaders will continue to provide professional development and support in math. Math strategies-Continue to implement the SFUSD Math Core Curriculum and promote a “growth mindset”; increase academic discourse and collaborative group work/discussions.

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?

D.Feinstein does not receive a centrally funded Academic RtI Facilitator, even though our students would benefit from one. Thanks to the support of our PTA, we do have a part time Math Specialist who works with our students struggling in math. Math Benchmark/IAB window 1 meets or exceeds standards: AA 50.0% ELL 33.3% SPED 31.6 Math Task window 1 meets or exceeds standards: AA 66.7% ELL 61.6% SPED 46.8% Math Task window 2 meets or exceeds standards: AA 75% ELL 75% SPED 38.9% Math SBAC Y1617 meets or exceeds standards: AA 33.3% ELL 51.0% SPED 40.0% Math SBAC Y1718 meets or exceeds standards: AA 50% ELL 42% SPED38.9%	We would like to see a 10% increase of our African American students, ELL students and students receiving SPED services meeting or exceeding standards on the 17 18 SBAC in math We would also like to see a 10% growth in the IAB and Math Task for these subgroups	Classroom teachers will use guided math groups in the general education setting to support students' math growth. Targeted students will participate in math pull out groups to support their math learning.

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
Our partnership with Education Outside supports science learning school-wide through integration of science concepts with ELA, math, social studies, and art through hands on lessons in our outdoor classroom. Students also receive science instruction weekly through the use of FOSS kits and Amplify Science.	Our goal is to continue to deliver hands on science instruction to support student learning in science.	Teachers will follow the SFUSD Science Department's timeline for roll out of the new science curriculum, Amplify. Besides the beginning of the year professional development provided by the Science Department, we will have ongoing PD to reflect on our teaching of the new curriculum and troubleshoot areas of need.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	**Based on the analysis of the results, what are your targets/performance goals?**	**What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery?** WASC Ch.5
F & P window 1 meets or exceeds standards: 52.2 % F & P window 2 meets or exceeds standards: 41.7% RI window 1 meets or exceeds standards: 17.6% RI window 2 meets or exceeds standards: 28.1% ELA SBAC Y1617 meets or exceeds standards: 32.7% ELA SBAC Y1718 meets or exceeds standards: 28%	There will be a 10% increase in SBAC scores for our ELLs. We would also like to see at least one level of growth for our ELLs on the ELPAC.	

		All content is taught by teachers with the appropriate EL certification based on state requirements. Teachers provide Designated English Language Development (ELD), integrated ELD during content classes, and supplemental materials to provide ELs full access to the core curriculum. Teachers will participate in professional development from MPD by going through the ELD Modules starting at the beginning of the school year and continuing on throughout the year. Teachers will use the tools and resources of SFUSD's Core Curriculum that reflect CCSS shifts to create grade-level (collaborative) curriculum maps, units, and lesson plans that provide English Learners access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports. Regular PD time for teachers will be scheduled to collaborate on curriculum maps to ensure the integration of ELD. Admin will ensure that all ELs receive a 30-minute block of ELD instruction until reclassified as a fluent English proficient student. Special Ed EL students must receive ELD, either through the site's ELD structure, or provided by the Sped teacher in addition to SPED services. Teachers will use the CA ELD Standards in tandem with SFUSD's Core Curriculum to support the linguistic and academic progress of ELs. Effective Integrated ELD instruction requires the use of intentional practices for ELs and regular academic interactions and conversations as the key drivers to access the master core, grade-level academic content. Teachers implement the following strategies as appropriate: o Guided reading o Shared Reading o Targeted Vocabulary Development Each grade level will focus on ELLs for their focal students. We will use the ELD Continuum provided by MPD and pay close attention to Designated ELD and Integrated ELD; we will continue to focus on reading and small group instruction using the Comprehensive Approach to Literacy (CAL); we will implement the new Science curriculum units provided by C&I, and incorporate 21st century skills with a focus on the 4Cs (i.e., collaboration, communication, critical thinking, and creativity).

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?**
Years ago, we shifted from punitive discipline to a restorative approach with school wide positive behavior interventions and supports. Our social emotional climate survey results show that students, staff and families have a positive view of our school's climate and culture. However, the data also shows that our students and staff do not feel as safe as the parents do. This may be due to the fact that we have SOAR at our site and students in SOAR have had emotional outbursts that have been observed during the school day. We also focus on healthy eating and healthy choices.	We have a full time social worker and school nurse who work together in our Wellness Center. They are a part of our weekly SAP meetings to review student referrals and generate action plans. We have school wide positive behavior interventions and supports which are discussed at the start of the school year and reviewed on a regular basis. We have a full time school nurse which we support through the PTA, SSC and central funding. She works with teachers to ensure that they are delivering the mandated health education lessons. Systems are in place that include what to do when a student is escalated, reentry into the classroom, and consequences.	Continue to support the work of the nurse and social worker. Continue to use the Wellness Center for health and emotional regulation. Provide workshops for parents around Restorative Practices and other ways to support their children. Continue to provide lessons on differences and how to work with others who may be different. Teachers will continue to deliver health lessons in their classrooms.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program.	**What are your targets/ goals? (Elementary, Middle, High)**	**What shifts will be required to achieve these goals? What resources or support will be**

Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	Refer to the VAPA section in the Central Services Supports Guide	**required to achieve these goals?**
We provide a well-rounded education which includes visual arts (K-5), performing arts (2nd) and music (K-5). Students learn to collaborate with others through the arts as well as express their creativity. Our PTA provides support to ensure that all students have access to the arts.	All teachers will collaborate with VAPA, EAP, and PTA funded artists. All VAPA artists will align curriculum to the VAPA standards and CCSS.	We will have a designated Arts Coordinator, and an Art Committee that includes representatives from all stakeholder groups, to lead the implementation of AEMP goals and align to school priorities. Teachers will participate in VAPA Professional Development opportunities that incorporate art based teaching methods, in depth arts content area strategies for student access, and teacher collaboration, with site approved Prop A hours. We will will use a minimum of 90% of our Elementary Arts Program (EAP) funding for Artists in Residence.

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?**
Physical education is not only important for student's bodies but also for their minds. We implement the required minutes of PE for each grade level each week with the assistance of a 0.8 FTE PE specialist and classroom teachers. We also provide other opportunities for movement outside of PE such as yoga, body breaks (e.g. Go Noodle), dance, and a sensory course.	All student will receive 200 minutes of PE instruction over ten days. All 5th graders will meet the PE assessment standards.	All teachers will collaborate regularly with the 0.8 PE specialist. All teachers will receive professional development in PE from the PE specialist. Teachers incorporate the use of Go Noodle and movement breaks into their daily lessons.

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

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?

• Annual Author's Day • Weekly share outs of class projects • Research and presentations • Computer coding throughout the school-year • Student council for 2nd through 5th grade students • Regular technology skills including online research, presentation programs, blogging, webpage creation, digital citizenship, coding, and 3-D printing We may consider: • Career Day/Career Education Book Groups • Partnering with a local college or university for student to explore different college and career pathways

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

We have two staff meetings a month and at these meetings the principal, in collaboration with the ILT, Math Teacher Leaders, and ELA Teacher Leaders coordinate professional development. Our PD focus for the 18-19 school year will be mostly on supporting English Learners. We have two ILT meetings a month where the ILT collaborates on school initiatives, problem solves, and learns about SFUSD initiatives to share with their grade level teams. We have weekly grade level meetings during which teachers have time to go deeper with the topics provided during staff PD, analyze student work, and collaboratively plan instruction. Teachers also have three grade level release days per year. Grade level teams decide if they will use this time for collaboration, observations at other schools or classrooms, or professional learning conferences. Before school starts each year, the ILT plans with the principal and helps to create the year long PD calendar, schedules, school wide initiatives, and other things to help start the school year off smoothly.

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)
Continue meeting with the ILT, grade levels and whole faculty as noted above. Continue garnering support and input from the ILT and other teacher leaders to provide rich, ongoing professional development. Continue to provide three sub release days for each grade level. Utilize learnings from the Skin I'm In ECPLC to infuse strategies and conversations in our staff pd as well as in our classrooms.	Funding for ILT summer planning will be funded through the PTA and site budget. Grade level release days will be funded by the site budget.

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.)		There will be a 10% increase in academic achievement for our students receiving SPED services.	

	9.7% of our students receive special education services. We have full inclusion RSP services as well as SOAR special day classes for students who are severely emotionally disturbed. Our students receiving SPED services score below the rest of our school site.		We will hold IEPs timely and implement action steps to ensure services are delivered with quality and consistently. Professional development for the teachers and staff will be delivered to better serve the students. We will engage with the SPED specialist in assisting teachers to implement strategies to work with students with a variety of disabilities.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Data collected by our Social Worker, our SAP Team, our RSP & SDC Teachers is used to identify and support our most vulnerable student populations. Basis data tracks student discipline referrals which includes students who continue to receive discipline referrals.	Basis data will indicate fewer discipline referrals, IEPs will reflect progress on goals, and our Social Worker will continue monitoring progress and meeting her targets.	Our SSW, nurse, SPED teachers and principals will continue to provide support identified through SAP, SST, 504 and IEP meetings. We will continue to staff our wellness center to provide a place for students to go for health and emotional needs.
Student Engagement/ Attendance	Our chronic rate is 4.6% and our highest chronic rate is 13% which is our Hispanic/Latino students. This rate is so high due to families taking extended trips to the Phillipines during the school year.	There will be a 8% decrease in chronic absenteeism in our Hispanic/Latino students.	Remind families in the beginning of the school year then regularly throughout the year about the importance of attendance. Give perfect attendance awards.
School Culture/Climate	Based on Y1718 data, 80% of our students understand our school rules and 65% of students reported feeling safe at school. Parents report higher numbers with 82% reporting an understanding of rules and 92% reporting their children feel safe on school grounds.	There will be a 20% increase in students reports of feeling safe at school.	We will continue to work with SPED to get the support we need with our SOAR students to ensure all in our community feel safe. We will continue to offer lunch bunch and honors time for all students to improve relationships and provide incentives for positive behaviors.
Social Culture/Climate	We have seen an increase in the use of Caring School Community, Second Step, Pax, and Kimochis in classrooms. Our students have shown their understanding of the SEL curricula through their actions.	SEL curricula will be used with fidelity throughout the school.	Provide professional development as needed in Second Step and Pax. Continue to check in every trimester on the fidelity of delivery.
Wellness Policy	Teachers have an awareness of the wellness policy and encourage healthy eating and behaviors, however it is not always enforced or followed by parents.	All classrooms will eliminate sugary foods at class celebrations.	Principal will discuss wellness policy at Back-to-School Night. Letters will be sent home from classroom teachers about class celebration policies. Kindergarten teachers will discuss healthy eating and lunches during kindergarten orientation.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: ***The child's first and most influential teacher is the family.***

Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
☐ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☑ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☑ Connecting families to community resources	☑ African American families ☑ Families of English Learners ☑ SPED ☐ Foster Youth ☐ Homeless ☐ Other:

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

The ELAC position has been expanded. Families are encouraged to support their students' learning at school. Teachers will send home welcome letters at the beginning of the school year and continue communication all year. There is a weekly electronic newsletter sent. Our school celebrates Umoja with classroom projects and a school-wide assembly. PTA has been working on family education development such as, Importance Of Play, Screenagers and Drug informational meetings. The school holds a science night and art night.

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

Our school will use the culture and climate survey results. Attendance at events will be monitored and tracked.

Community Partnerships

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

☑ Academic Support ☑ Behavioral Health & Wellness ☑ College & Career ☑ Expanded Learning/After-School ☑ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☐ VAPA or Literary Arts ☑ Youth Leadership/Youth Development ☐ Parent/Family Support or Partnership ☐ Other:

List 1-3 current or potential community partner(s) who are address these needs.

Author Day Lincoln High School - Teacher Academy Planned Parenthood Reading Specialist Girls on the Run Education Outside

What are your specific goals or objectives for these partnership?

Supports college and career readiness by ensuring all students are exposed to a variety of opportunities and disciplines.

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

Continued outreach for above programs. Regular meetings checking in on effectiveness.

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

Culture and climate survey. Speaking to families about their experiences with these programs.

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 = $3,100

We will use these funds to pay para professionals extended hours and substitute release days for planning and professional development.

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 = $36,053

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

We will use these funds for substitute release days, para professional/teacher/secretary extended hours, supplies, field trips and partial salary of Education Outside teacher.

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

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

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

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

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

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

LCFF Concentration Grant (SCG-C) 07092
Allocation =

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?

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 =

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?

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 = (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside =
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

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

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

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

Impact & Innovation Awards =

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

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

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

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

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

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

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	**Social Worker**:	**Nurse**:	**Family Liaison**:
	1.0	0.5	
Wellness Coordinator:	**CHOW:**	**Elementary Advisor**:	**T10**:
IRF:	**Literacy Coach**:	**Academic RtI Facilitator**:	**Hard To Staff**:
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.

Social worker and nurse staff the school Wellness Center which provides critical emotional and physical support for the students.

SECTION V: Recommendations and Assurances

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

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

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: **9/18/2018**
☐	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **9/18/2018**

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
Atria Rondone	Teacher/Secretary	
Rory McMahon	Teacher	
Michelle Chang	Principal	
Carol Fuerth	Teacher	
Keith Lent	Para Professional	
Garrett Lenoir	SSC Chair/Parent	
Beverlie Leano-Torres	Parent	
Carol Hernandez	Parent	
Laura Tam	Parent	
Keith DeMartini	Parent	