



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

School	Francisco Middle School
Principal	Patrick West

SCHOOL VISION & CONTEXT

Francisco Middle school serves over 600 students across San Francisco, mainly from the neighborhoods within North Beach and Chinatown. About 68% of the student population is Asian, 12 % Hispanic, 8% White, 4 % African American, and 16 % other. Approximately ¼ of the student population is considered socio-economically disadvantaged. The school has a high percentage of ELs at about 35% of the school population, and our Special Ed enrollment is at 8%. Our staff is dedicated to our students, and has a growth mindset when it comes to student learning as well as adult learning. There is visibly good rapport amongst staff and administration, with collaboration happening across the building in different capacities. Francisco Middle School prides itself in its newcomer pathway, providing an enriching experience for Newcomer students with a combination of rigorous California common core content as well as English language development. Francisco has a low turnover rate amongst staff, but its ELD team takes the lead in constancy and strength in instruction and results. Our re-designated students are our highest performing academic block, outscoring other subgroups in both ELA and Mathematics. Francisco has historically struggled with the academic success of its African American and Latino students, and is still focusing on closing the apparent achievement gap at the site. Our challenges at Francisco are the low academic & social-emotional scores amongst our African American and Latino students as well as successfully meeting the needs of our EL population. All of the groups mentioned have had somewhat stagnant scores. As a school site we are researching and implementing ways to drastically change the trajectory of these students learning experiences and outcomes. Our other areas of focus for the this and the upcoming couple of years includes but is not limited to: building in structured planning time amongst teachers, increasing professional development content to include a broad range of EL instructional strategies (student centered classroom, structured talk time, communicative approach, increasing ELPAC reading and writing scores, language objectives, etc.). We are also changing logistical components of the school site. Over the next few years we are altering the structure of the master schedule to align to the Middle School Redesign Plan, implementing Student Led Conferences to promote family involvement, adopting an acceleration model for Literacy and Math support, and developing strong departments with lead teachers who facilitate clear and coherent unit plan goals and visions.

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):

African-American

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
	Our ELA and reading teachers currently have very little structured collaborative time to plan together. Our first goal is for ELA and reading teachers to collaborate for 8 hours a month to discuss successful reading strategies & academic planning based on student data. Our reading growth performance goals are as follows - RI: 50% of students scoring a BB score higher next year -RI: 45% of students scoring Basic score at least a level higher next year -RI: 5+% growth for our African American students over the course of one school year -SBAC: Match district Proficiency Level for whole school -SBAC: Increase Latino and AA Proficiency scores by 5% -Structured, school wide IWA day where students have a specific amount of time to take the IWA as a site; more student excitement and morale	Teacher collaboration time around core curriculum and reading strategies amongst ELA teachers. As a site we will focus on reading and writing instruction in various PDs. There will be structured time to plan and analyze student work around common core standards. PDs will provide time for teachers to dive deeper into standards and strategies, and block scheduling will give more time for students to dive deeper into analysis and learning. There will also be a focus on more time for teachers to understand the common core standards.	A large focus for an instructional and systemic shift at Francisco for the 2018-2019 school year will be the implementation of structured collaboration time around core curriculum amongst ELA teachers. The shift will be from our current system of departmental meetings which are primarily compromised of logistics and surface level issues to a common planning time in which teachers in the ELA department can come together to plan around common core standards, the analysis of student work, etc. There will also be a school wide focus on academic vocabulary specific to SBAC ELA target words. The shift to Block scheduling will also give students a longer period of time to dive deeper into content. As a school site we are also working on changing novels in our ELA and Social studies curriculums to reflect a more diverse viewpoint amongst authors. We are focusing on novels that are accessible and relevant for students of color.

Through analysis of 2017 SBAC scores, as well as 2017-2018 RI data, it is apparent that there is an achievement gap amongst our students. 47 % of our site is Proficient or Advanced on the ELA SBAC, however our Latino and African American students are performing at a 18% and 12 % proficiency rate respectively. These scores are comparable to our RI results, which have a similar breakdown of proficiency levels amongst our subgroups. From 2016-2017 to this current year, there have been considerable gains (20% of our students at Below Basic and 32% of our students at Basic last year scored higher this year.). Almost 42.9% of our African American students scoring at Below Basic last year scored higher this year, and 13% of our Latino students scoring Below Basic & 27% of our Latino students scoring Basic scored higher this year. Analyzing RI growth this year, alone, however, shows minimal to stagnant growth. From August 2017 to January/February 2016, our African American and Latino students grew less than 1% in National Reading Percentile.			
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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?
Francisco offers a Literacy Intervention course to students who are reading at low enough levels. There are 12-15 students in each section and reading growth is measured through F&P	Students in the intervention course are constantly assessed on their reading abilities and are able to exit the program once they score a high enough reading score on the F&P reading test. The goal for the students in these courses are for them to grow 1.5-2 years in reading growth in one school year.	A focus for our Professional Development next year, specifically with our ELA teachers, is culturally responsive teaching. One instructional shift that will target our focal group is changing the novels that students read to reflect writers from different viewpoints (increasing the number of books written by authors of color). We are striving to make mandatory and optional novels that students read at Francisco more relevant, rigorous, and interesting to increase excitement about reading. Francisco will also continue its continuous work around reading strategies across all content areas, providing Professional Development time as well as structured collaboration time for teachers to discuss reading and literacy strategies, specifically for 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):

Latino

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

Through analysis of 2017 SBAC scores, as well as 2017-2018 Benchmark data, it is apparent that there is an achievement gap amongst our students. 43 % of our site is Proficient or Advanced on the Math, however our Latino and African American students are performing at a 10% and 8 % proficiency rate respectively. These scores are comparable to our Math Benchmark results, which have a similar breakdown of proficiency levels amongst our subgroups. 42.6% of our students scored Proficient or Advanced on this years Math Benchmark, with a breakdown of proficiency levels: (Chinese: 51%, Latino: 13%, AA:17.6% and EL: 25.6^). While there was a slight increase in Benchmark proficiency levels amongst our Latino and AA students, there is still a large gap between these groups and our Chinese & White population. We believe that there is a skill gap as well as a language gap that is hindering our Latino and African American students from performing similarly to their peers.	Our Math teachers currently have very little structured collaborative time to plan together. Our first goal is for Math teachers to collaborate for 8 hours a month to discuss successful reading strategies in Mathematics as well as analyzing student work Our Mathematics growth goals are as follows - Benchmark test: Increase 5% points proficiency, Increase 10% proficiency among our target group (Latino students) to a 23% proficiency next year -SBAC: Match district Proficiency Level for whole school -SBAC: Increase Latino proficiency by 10% and AA by 8%	Teacher collaboration time around core curriculum and reading strategies in Mathematics amongst Math teachers As a site we will focus on academic vocabulary words and reading strategies that will help students dive into complex Mathematics problems. There will also be time to plan and analyze student work around common core standards. PDs will provide time for teachers to dive deeper into standards and strategies, and block scheduling will give more time for students to dive deeper into analysis and learning. There will also be a focus on more time for teachers to understand the common core standards.	Instructional shifts will include the implementation of reading strategies that will help students dive into more complex word problems, a schoolwide focus on academic vocabulary that pertains to Mathematics content, block scheduling that will allow for a longer time for students to dive deeper into complex content (more analysis time), and provides teachers more structured planning time to work with each other (understanding common core standards, analyze student work, align SBAC related questions & tasks to curriculum , assessments, & unit plans, etc.)
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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 academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
We currently do not provide Mathematics intervention.	Francisco will create a math intervention class for next year that tracks students (similar to our literacy class) and teaches Math fundamentals to students who are scoring at a specific Math level on the SBAC &/or Math Benchmark test. Start with 6th grade; identify a set of 6th grade students that need Math intervention for their elective.	Basic academic interventions that target basic foundational level math skills.

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
Students at Francisco currently take SFUSD Science Core Curriculum every day. In 6th grade, their Science classes are cored with Math classes, and in 7th & 8th grade they take Science separately. Science classes are currently using SFUSD Common Core Curriculum, which focuses on hands on group learning. Students work on labs at least once a week, and use group roles to do lab experiments & reports. We will use our SBAC Science data from this year to plan for 8th grade curriculum next year.	SBAC: Proficiency levels to be comparable to the 8th grade district average Courses at Francisco: Science courses will be taught by Science credentialed teachers who have a common planning time with a partner teacher to focus on content, reading strategies, and analyzing student work. Teachers will plan together for 8 hours a month on science-based common core curriculum	Instructional shifts will include the implementation of reading strategies that will help students dive into more complex word problems, a school-wide focus on academic vocabulary that pertains to Science content, block scheduling that will allow for a longer time for students to dive deeper into complex content (more analysis time), and provides teachers more structured planning time to work with each other (understanding common core standards, analyze student work, align district and state assessment related questions & tasks to curriculum ,labs, assessments, & unit plans, etc.)

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>
<p>35% of the population of Francisco are considered English Learners. Our newcomer pathway, which is one of our strengths as a school, places students into classes based on their ability levels on the CELDT test. We offer three levels of ELA and Social Studies support for students in each grade level: Emerging, Expanding, and Advanced. We also provide Transitional ELD for students who are on the cusp of being redesignated. Our school wide CELDT data shows that half of our EL students are scoring 1 & 2 (39 % and 11 %), while 25 % are scoring a 3 , 21 % are scoring a 4 and 4% are scoring a 5. A school wide initiative is for us to focus on the students at CELDT 4 and 5s and targeting the specific areas that they need to excel in order to be redesignated. From 2016-2017 to this current year, the average CELDT growth was +.041, with over half of our student population having zero growth and 36 % growing one level. Students at Francisco scored the lowest on the reading sections, with a school-wide average score of 2.15, while scoring the highest in the Speaking section, with an average score of 2.65. This is a primary reason that reading strategies continues to be a primary focus for our EL students. SBAC: EL students' scores on the SBAC slightly increased on both the ELA and the Math test, at 10% and 20% proficiency levels respectively. RI: 10% of our EL students jumped a level on the RI over the course of the year, but 90% made little to no growth.</p>	<p>A schoolwide initiative for the next couple of years is focusing on the redesignation of students, specifically targeting students that are scoring in the 4 and 5 range on the CELDT/ELPAC. Our goals are to increase SBAC ELA and Math proficiency scores by 5%, as well as increase RI growth by 10% (20% of students will increase at least one level on the RI test over the course of a year). We also want to increase our average reading scores on the CELDT/ELPAC by 0.3 to be on par with the current scores in the other 3 categories.</p>	<p>We will continue to work on development and further implementation of language objectives & strategies to meet those objectives We will also continue to develop skills around other EL strategies (communicative strategies & talk protocols, etc.) Students will continuously view their EL snapshots and create goals for themselves to increase their English proficiency. Teachers will have more time next year to collaborate around lessons involving all of these components with their EL students.</p>

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?
<p>Our SEL scores are slightly lower than the district in all areas; specifically in Social Awareness. The percentage of students who scored favorably regarding specific categories are as follows : Growth Mindset, 57%, Self Efficacy: 52 %, Self Management: 72% & Social Awareness: 56%.</p>	<p>It is a site priority to provide Social-Emotional curriculum to all students. At Francisco, our goal is to have 100% of students receiving Second Step (a social emotional guided curriculum for 6th 7th and 8th grade students) as well as curriculum around social awareness & technology. We are planning on implementing a full health class within the next few years, and are currently working with Science teachers to include district-provided curriculum to students in Science classes.</p>	<p>Implementation of SEL programs PD around culturally responsive teaching Google classroom for Culturally Responsive teaching for our staff. Extended hours for next school year (over the summer) to focus on culturally responsive teaching and familiarization of various SEL curriculum programs.</p>

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
We currently provide Piano, Orchestra, Visual Art and Music as electives for students.	Provide as many students as possible with exposure to arts programming ; all students including students in ELD will have access Give teachers some professional development around bringing art into the classroom. Give teachers strategies around bringing hands on art, music, etc. into their academic classes Field trips aligned to arts programming	Francisco will focus on providing visual and performing arts to all students within the next few years, including all Newcomer students who have in the past not received elective options. Teachers will receive professional development opportunities regarding bringing art into the classroom and into curriculum. Our VAPA teachers will provide strategies around bringing hands on art and music into their academic classes. Field trips will be aligned to arts programming. VAPA programing incorporated into the BEACON afterschool program.

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?
Based on data from the PFTs (data only provided from our 8th and 6th graders), 63 % of our students met standards for overall fitness. 84% of our students met standards for aerobic fitness.	As a PE team, we would like to reach 70% for overall fitness and 90% for aerobic fitness. We would like to track students cardio ability using timers or running scan cards. We would also like to focus on various ways to increase engagement in PE (cardio/running, fitness lab, sports & games, etc.). We would also like to create a space for PE teachers to analyze their student data and student work, similar to other core content areas, in order to plan effectively.	As a PE team, we would like to reach 70% for overall fitness and 90% for aerobic fitness. We would like to track students cardio ability using timers or running scan cards. We would also like to focus on various ways to increase engagement in PE (cardio/running, fitness lab, sports & games, etc.). We would also like to create a space for PE teachers to analyze their student data and student work, similar to other core content areas, in order to plan effectively.

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
	It is a school wide initiative to create solid departments with department heads who facilitate department goals and a vision at the beginning of the school year.	

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

Based off of the high school readiness exam, 69% of our 8th graders were deemed ready for high school. The largest gap that we saw in this data was between our subgroups, where 85% of our Asian students were high school ready but only 25% and 40% of our AA and Latino students respectively were. While our High School Readiness are higher than the district averages for most subgroups (our EL students are almost 20% higher than the district average) it is 2% lower for African American students than the district average.	Teachers create goals around high school readiness based on district readiness standards and guidelines. Add a 6th grade AVID class. Schoolwide AVID strategies in PD.	AVID strategies PD (first two days back) to support all teachers with implementing high leverage AVID strategies into all classrooms and courses throughout the school. 8th grade meetings to discuss strategies to support specific students in targeted student groups. 8th grade field trips to visit college campuses.
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Elementary Schools

What is your plan for promoting college and career readiness?

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

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?

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)
Full time IRF leads the Instructional Lead Team that meets biweekly. The ILT plans Professional Development and develops school-wide Instructional Goals. IRF also supports teachers through instructional coaching, 1:1 unit planning sessions, facilitation of data analysis, and participation in Departmental meetings. The following professional learning opportunities currently exist and will be fine tuned within the next few years: -ILT that develops instructional vision and plans professional development and school wide structures to support that vision -Site based Instructional Rounds (do in May to focus on priorities for 18-19 -- mid September and mid January) -Peer classroom observations follow each instructional round -Continue bi-monthly full staff professional development -Implement structured teacher collaboration time that allows teachers to plan & analyze student work as well as engage with common core standards with partner teachers -Create a space for departments to engage with California common core standards -Increase teachers leading professional development and department meetings ; department heads that are accountable for department vision and goals.	Teachers will be encouraged to use QTEA/PropA Hours to attend professional development opportunities that are in alignment with our school-wide goals. These opportunities will be provided onsite, by the district and by outside organizations. School-based funding sources will be used to pay teachers extended hours to attend ILT meetings and to participate in teacher collaboration sessions and site-based professional development. School-based funding will be used to provide substitutes to allow teachers to participate in classroom observations, instructional rounds, collaboration sessions and site-based professional development.

STUDENT-CENTERED LEARNING CLIMATE

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

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

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Our special education population is included into the regular school day as much as possible based on individual student needs and required services. Our Special Education team (teachers and paraprofessionals) provide extensive supports to our students with IEP's and 504's	Continue to expand the inclusion of our special education students into the general education population throughout the school day and experience.	Push-in Special Education teachers and paraprofessionals into general education classes. Professional development for teachers and staff about inclusive strategies and practices.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	These vulnerable students face unique struggles and challenges, as well as bullying, at school that need to be specifically addressed.	Providing education to the whole student body around acceptance and support of these vulnerable student groups. Providing a safe and supporting learning environment for all of these vulnerable students	SEL Curriculum taught throughout the school LGBTQ & Allies club Wellness center Beacon Programing - Wellness Weeks Professional development for teachers and staff
Student Engagement/ Attendance	Francisco has a chronic absent/tardy rate of 5.6%, which is one full percentage point lower than the district average. The chronic absentee rate for AA and Latino, however, is 50% and 8.8 % respectively.	Focusing on African American & Latino students who are scoring the lowest in these categories. Focusing on staff who scored	School wide systems & structures that support a strong culture & climate amongst staff & students Curriculum that is geared towards students who are target groups (adding diverse novels, real world problems & projects, etc.)
School Culture/Climate	Our students are scoring below the district average in social emotional questions based on growth mindset, self efficacy, social awareness, self management, safety & belonging. We have seen a drop from two years ago to last year and are taking steps addressing this decline.	Tier 1 supports for all students, specifically our target students who are scoring lowest in social emotional learning assessments & have the highest percentage of chronic absenteeism	Implementation in Social Emotional Learning curriculum (Second Step) Health class that addresses social emotional issues School wide systems & structures that support a strong culture & climate amongst staff & students
Social Culture/Climate	On the Panorama survey, 58% of the students responded positively to questions related to a sense of belonging and connectedness and 62% of students responded positively to questions related to growth mindset.	Our goal to to provide target support and programs to increase each positive response rate by 5% on the 2018 administration of the Panorama student survey	Implementation of Second-Step social emotional curriculum, participation in Character Day, School-wide PBIS Ram Ticket incentives, teaching Digital Citizenship lesson to all students throughout the school year. All staff will consistently use restorative practices when working with challenging behaviors.
Wellness Policy	Observation data of students not following district wellness policy.	Teach and enforce district wellness policy throughout the school day and during after school programing.	Teachers will learn about the district wellness policy during PD at the beginning of school. Teachers will teach their students the district wellness policy and enforce throughout the school year.

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 type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
Culturally responsive teaching professional development PD: Restorative practices & Tier 1 & 2 RTI strategies Launching student led conferences Parents and families as partners in planning and organizing meetings and school events.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Parent responses to culture and climate surveys Increase in attendance rate Increase in SBAC & academic scores Fewer suspensions, behavior incidents Increased parent and family involvement and participation in meetings and school events	
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 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 checked="" 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.	
TEL HI Neighborhood Center (BEACON) JCYC	
What are your specific goals or objectives for these partnership?	
Connecting learning inside of the classroom to learning outside of the classroom Provide after-school tutoring and homework support Provide arts programing Connect students and families with college and career connections and experiences Make connections and build relationships with parents and families	
What actions will you take to deepen your school's partnership with community organizations?	
Hold weekly meeting with BEACON director and assistant director Work with community partners to assess progress towards goals and plan for necessary adjustments Hold a yearly summer resource fair in early March for community organizations to connect students and families with summer programing and opportunities.	
How will you measure the impact? (Quantitative and/or qualitative data)	
Student enrollment numbers in BEACON and JCYC Student and family survey feedback Walkthrough observations of after-school 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 = \$5,800

\$2,624.00 - 10 substitutes to allow teachers of special education students to participate in peer classroom observations, instructional rounds, collaboration sessions and professional development. \$917.00 - 20 extended hours will be used for teachers to participate in teacher collaboration sessions and attend site-based professional development. \$2,259 - Supply money will be used to purchase supplies and materials to extend and enhance the learning experience for our Special Education students.

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

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

Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = \$85,767

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

\$68,230 - 1.2 FTE to pay for two EL classroom paraprofessionals that work in classrooms directly supporting our newcomer and long-term English Language Learners. \$12,000 - Consultant fees to pay for online Rosetta Stone subscriptions for newcomer English Language Learners. \$3,537.00 - 77 extended hours for teachers of EL students to participate in teacher collaboration sessions and attend site-based professional development. \$2,000 - Supplies and materials to support instruction of English Language Learners.

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

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

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 = \$31,000

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?

\$20,790.46 - .20 FTE towards a 1.0 Curriculum Technology Integration Specialist to support students access to educational technology and to support teachers and staff with implementation of technology into the curriculum. \$10,177.62 - .179 towards a .75 EL paraprofessional that work in classrooms directly supporting our newcomer and long-term English Language Learners.

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$90,288

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?

\$83,161.86 - .80 FTE towards a 1.0 Curriculum Technology Integration Specialist to support students access to educational technology and to support teachers and staff with implementation of technology into the curriculum. \$10,177.62 - .121 towards a .75 EL paraprofessional that work in classrooms directly supporting our newcomer and long-term English Language Learners. \$246.00 - 5 extended hours to for teachers to participate in teacher collaboration sessions and attend site-based 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)

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 = \$162,572 (31500)

How do you plan to use these funds?

\$41,581.08 - .40 Literacy Intervention teacher to provide intensive and specialized reading intervention instruction to Title-I students that are reading significantly below grade-level. \$103,952.32 - 1.0 An additional counselor to provide direct academic and social-emotional support to low-income students. \$1,407.00 - 5 substitutes for teachers to participate in peer classroom observations, instructional rounds, collaboration sessions and site-based professional development to support low-income and other focal students. \$15,631.60 - 341 Extended hours extended hours for teachers to participate in teacher collaboration sessions and attend site-based 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)

1% Title I Parent Set Aside = \$1,625

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.**

To solicit and encourage increased parental involvement in various aspects of the school community. We will continue regular PTO, SSC and ELAC meetings, affinity group dinners, and Francisco Family Cafes.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 4/12/2018

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

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

Impact & Innovation Awards =

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 = \$100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

\$83,509.22 - 1.0 FTE Literacy Intervention Specialist to provide direct instruction to students that are reading below grade-level. \$16,490.78 - The remaining funds will also be used to purchase instructional materials and curriculum that support the Literacy Intervention program and will also be used to pay for substitutes for teacher release time and to pay teachers extended hours for collaboration and professional development around Literacy instruction.

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	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			3.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
.5			
Other:	Other:	Other:	Other:
Computer Science .20	Librarian 1.0	VAPA 1.8	MS Math .20

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.

1.0 Social Worker - Supporting the social and emotional needs of our students and assisting families in connecting with resources. 1.0 IRF - Provide instructional coaching for teachers, lead school in analysis of data with the objective of goal setting, and organize school-wide professional development. 1.0 Librarian - Collaborate with teachers to incorporate reading, literacy and research strategies across all courses. 3.0 T10 Security Aide - Provide for a safe and supportive school and learning environment. 1.80 VAPA - Providing students with orchestra, piano, art and creative writing courses. .5 Family Liaison - Facilitate communication among and between the school and parents/families. Serve as a resource and connection for the SSC, ELAC, PTO and the BEACON afterschool program. .20 - MS Math - Adding an additional 8th grade math class to the master schedule to lower class sizes with the goal of providing more individualized instruction. .20 - Computer Science - 6th grade computer science class on an elective wheel to provide students with basic and foundational computer science skills. .5 Nurse - Ensure compliance of all medical and health requirements, provide basic first-aid for students and support wellness programming at the school-site.

SECTION V: Recommendations and Assurances

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

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

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

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

[School Site Council Learning Module - SSC Parity.](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Alison Collins	SSC Vice Chairperson and Parent Member	
Sofia Collins	Student Member	
Hilda Ibarra	Parent Member	
John Kuang	SSC Chairperson and Teacher Member	
Danielle Anderson	Teacher Member	
Aeron Noe	Teacher Member	
Cathy Personius	Teacher Member	
Crystal Li	Student Member	
Patrick West	Principal	
Christopher Perez Ibarra	Student Member	
Angela Zhou	Parent Member	
Mei Kwan	Staff Member	