



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Guadalupe Elementary School
Principal	Maria Luz Agudelo

SCHOOL VISION & CONTEXT

Guadalupe is a Pre-K - Grade 5 elementary school located in San Francisco's Excelsior District. We have a committed teaching staff, many of which have over 10 years experience serving almost 500 students in 23 classrooms, including 20 K-5 classrooms and three Pre-K classrooms. We also have a full time computer teacher and two student advisors. Guadalupe serves a diverse population of children from the community, including Latino (58%), Asian (13%), Filipino (11%), and African American (3%). In addition, 69% of our students qualify for Free or Reduced Lunch. We have a group of dedicated teachers that are focused on integrating Common Core standards into their language arts and math instruction. With a 57% English Learner population our teachers work diligently to support our students in acquiring academic English skills through best practices in English Language Development. Guadalupe also has a K-3 strand of Spanish Bilingual classrooms in which students develop their foundational skills in their native language in order to transfer those skills to English. Guadalupe's three main areas of focus are in solidifying our language arts program through SFUSD's Comprehensive Approach to Literacy model; enhancing our students socio-emotional well being through PBIS, PAX and Restorative Practices; and deepening our community bonds through increased parent/guardian participation in school-wide activities and leadership roles in the PTA and SSC.

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)	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)	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):

Our Focal Students are our Latino English Learners. Problem of Practice: How can we improve our implementation of Reader's Workshop to support our focal students' (Latino English Language Learners) reading ability as reflected in progress on the RI and F&P results from one cycle to the next?

Academic Tier One - Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	The target performance goals for the 2018-2019 School year is to increase student achievement in English language arts to 40% proficiency on the SBAC. Our goal for the 2017-2018 was to reach 32% proficiency which we exceeded. . We similarly want to see a 10 Percent increase in students meeting benchmark in both the the F&P assessment for K-2 and the SRI for 3-5. Our focal students are our Latino ELs who we expect to see at 25% proficiency on the 2018-19 SBAC.	-Use the SFUSD ELA PK-5 Core Curriculum Scope andSequence to guide classroom instruction-Embed the CCSS shifts into grade level (collaborative)curriculum maps, unit and lesson plans-Implement SFUSD's Comprehensive Approach to Literacy-Teach so that students can ask questions and make comments that reveal deep engagement, challenge their andothers' thinking and apply various lenses to texts and content-Promote independent learning where students can: Choose texts of interest and in pursuit of knowledge with increasing independence and;show the ability to analyze, evaluate, synthesizecontent and find applications and connections to their own lives and experiences-Consistent use of small guided reading and strategy groups in both reading and writing as well as 1:1 conferencing based on need	The Instructional Leadership team will lead P.D. in CAL within the PDSA framework of continuous improvement. Formative data from KRI, F and P and SRI will be used throughout the PD cycle to seek bright spots and shrink the change in the areas of need. The IRF will facilitate the implementation of daily guided reading groups to ensure that every student performing below grade level will have differentiated instruction. S/he will also facilitate the implementation of formative assessments and conferencing and guided reading logs to inform differentiated instruction in CAL implementation. The IRF will also coach in the classroom to provide direct tier 1 support to 20 classroom teachers. Currently, Guadalupe grade level teams are in the initial stages of understanding and developing formative assessments that will allow for frequent and relevant data that can drive instruction. Each grade level will meet once a week collaboratively for 40 minutes and dedicate the discussion around ELA only. The planned early release for Tuesdays will allow for further professional

According to the results of the SBAC from the 2017-18 school year, which reflects the performance of students in grades 3-5, 33% of Guadalupe's students met benchmark standards in language arts. (up from 21% three years ago). Subgroups within the school population are performing below the whole school proficiency percentage, including 22% of Latinos, 11% of English Language Learners, and 25% of students identified as socioeconomically disadvantaged performed at or above grade level. By comparison 57% of our Asian students met or exceeded the standard. Our K-2 F&P English reading scores from Window 2 (2017- 2018) indicate that 58.2% of our students met or exceeded grade level standards. This is a 5.9% increase from 2017-18 Window 1. Our K-2 F&P scores in Spanish from 2017-18 Window 2 was at 32.3% proficiency which reflects a 9.2% increase from Window 1 for our Spanish Bilingual strand. Our Reading Inventory (RI) English reading scores (2017-18) for grades 3-5 from Window 2 indicate that 31.9% of our students are meeting or exceeding benchmark. This is a 9.1% gain from Window 1. These results indicate that the majority of our students are not meeting grade level standards. We see that there is a need for students to acquire higher order reading skills that allow them to read to learn. We must focus on increasing our students' depth of knowledge and academic literacy skills.

development, grade level collaboration, and cross-grade level collaboration. The ILT will continue to lead capacity building for ELA instruction and dig deeper into ways to raise the percentages of students achieving grade level performance. Anecdotal evidence leads us to question the access students have to materials to support reading at home. Grade level teams are working towards completing unit plans that detail weekly learning outcomes, daily teaching points and anchor charts that provide visual support for the students. The goal is to have a launching unit for each grade level followed by four 6-8 week spirals for K-5. Formative assessments need to be issued on a weekly basis and analyzed to inform instruction. Additional instructional shifts that will be required to achieve these goals include: -Full implementation of Reader's Workshop, with a focus on developing cohesive grade level units and mini-lessons as well as small group guided reading and 1:1 conferencing -More opportunities to review evidence of student work and assessments and use that data to inform planning and instruction -A focus on higher order teacher questions and more opportunities for student voice during mini- lessons. Professional Development on Specific Components of CAL: · Guided Reading · Small Group Work · Reading Conferences · Interactive Read Aloud (specifically to push academic language and actively engage students in thinking and talking about text) · Knowledge of Bloom's Taxonomy levels and how to implement in ELA Reading/Writing. Mini lessons go past strategies to analysis of texts. Continue weekly ongoing facilitated collaboration with grade level teams in ELA. Insure all classrooms have organized, leveled books, and an inviting space for students to access the classroom library. Provide funding for materials that will facilitate mini-lessons, such as chart paper, post-its, and leveled books. Continue Developing Anchor Charts to create rooms for/by students and promote the classroom as teacher. Environmental walk-through during the school year will lead to collected data that can further be analyzed. Building formative assessments on a weekly basis and using the data derived during grade level team collaboration to discuss best practices. Continue to provide support for new teachers with a meeting before the school year begins designed to inform teachers on school wide goals. We will continue working with their i3 induction coaches to make sure they get support in areas related to literacy, language development, and classroom management. Our Pupil Services coach will continue to provide professional development and coaching around PAX in order to make academic instruction more attainable.

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?
F&P results for Window 2 (2017-18) in grades K-2 show 58.2% of students are reaching benchmark. Our Window 2 RI proficiency rate for grades 3-5 is 31.9%. These scores indicate that nearly half of our K-2 students and nearly 70% of our 3-5th graders are not meeting benchmark standards. When looking at our Latino students only 20.7% are meeting proficiency on the RI and only 43.9% are meeting proficiency on the F&P indicating a clear achievement gap for these two populations when compared to the whole school.	Our targets are to improve reading scores in both F&P and RI by 10 percent for our Latino EL students.	The Instructional Leadership team will lead P.D. in CAL within the PDSA framework of continuous improvement. Formative data from KRI, F and P and SRI will be used throughout the PD cycle to seek bright spots and shrink the change in the areas of need. The interventions required to ensure all students reach mastery include: -Identify students who are not meeting benchmark -Use more frequent Tier 1 practices based on individual student needs with an emphasis on Guided Reading-Coaching in the classroom to build teacher capacity in this area. -PD around Guided Reading -The literacy coach will support the utilization of formative assessments based on evidence of student work to pinpoint areas for student improvement in ELA reading and writing. -Use running records to create individualized word work plans-Scaffold language expectations- Use sentence frames and practice wait time -Focus on strategies for academic conversations -Provide short term, targeted instruction via small groups, through re- engagement lessons, and 1:1 conferencing -Use of Raz Kids A-Z as a tool for reading acquisition-Continue to discuss best practices at grade level team collaboration.

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

Our Focal Students are our Latino English Learners.

Academic Tier One-Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i>	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? <i>WASC Ch.5</i>
According to the results of the SBAC for the 2017-2018 school year, which reflects the performance of students in grades 3-5, indicates that only 24% of Guadalupe's students met benchmark standards in math. When looking at our Latino students proficiency drops to 14%. Our district Window 1 IAB results (2017-18) indicate that 27.6% of our students are meeting or exceeding benchmark. Latinos are at 17% proficiency, while ELs are at 12%. The Common Core State Standards have an emphasis on students being able to solve problems in a variety of ways and be able to explain their reasoning through drawings and words. Guadalupe has a 57% EL population that will need to develop both math vocabulary and the ability to explain their thinking and reasoning.	Our target goal was to to increase SBAC percentage proficient by 9%, mov to 31% of student meeting or exceeding benchmark for the 2018-19 SBAC. Our Math proficiency did grow but only to 24% from 22%. For 2018-19 the goal is to get to 40% of students proficient on SBAC Math.	-Full implementation of the SFUSD PK-5 Math Core Curriculum Scope and Sequence to guide classroom instruction. - Use of Math Tasks to guide higher order thinking skills. Including, providing students with opportunities to collaborate. - Allow students to struggle with problems productively and construct mathematical ideas with their peers. -Consistent small group work and 1:1 conferencing based on need -Use strategies described in the Core Curriculum units and Mathematics Teaching Toolkit that promote the Standards for Mathematical Practice.	

		The Instructional Leadership team will lead P.D. in CAL within the PDSA framework of continuous improvement. Formative data will be used throughout the PD cycle to seek bright spots and shrink the change in the areas of need. The instructional shifts that will be required to achieve these goals include: -Professional Development led by the Math Teacher leaders on best practices -Continue to implement the SFUSD Common Core Math Standards -Use of SFUSD math milestone tasks and IAB to measure student performance. -Use of the 40 minute grade level collaboration to focus on math planning and review of student data. -Increase opportunities and support for student discourse -Have students work in pairs or groups to solve math tasks -Visual and oral presentations of directions, ideas, and concepts -Teachers provide math tools and manipulatives to expand understanding of number and operations in everyday activities -Teachers practice re-engagement which focuses on examining the task from a different perspective rather than doing the same task over and over, or critiquing approaches and making connections rather than adding more practice of learned procedures -The use of computer technology as a part of seeking mathematical answers, processes, and practicing skills. Teachers will have access to chromebook laptops through a cart for the whole class or a carry system with 5 laptops.
--	--	--

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?
SBAC results from 2017-18 showed Latino students performing at 14% and ELs at 10%. The 2017-18 IAB Window 1 shows that only 17% of Latino students and 12.2% of our EL students were at or above standard.	Our targets/performance goals are to improve math performance proficiency on the SBAC for our Latino students by 10 percent . Overall we are seeking to improve the number of EL students proficient on the SBAC math test by 10 percent.	The Instructional Leadership team will lead P.D. in CAL within the PDSA framework of continuous improvement. Formative data will be used throughout the PD cycle to seek bright spots and shrink the change in the areas of need. he interventions required to ensure all students reach mastery include: -Implementation of the SFUSD designed math program -providing short term targeted instruction via small groups, re-engagement lessons, individual extensions, or math games -providing sentence frames, conversation starters, use of extended wait time, additional conferencing and peer partner -direct instruction and opportunities to use math related vocabulary associated to -The use of computer technology as a part of seeking mathematical answers, processes, and practicing skills. Teachers will have access to chromebook laptops through a cart for the whole class or a carry system with 5 laptops.

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	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
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		work collaboratively on the implementation of the science curriculum? WASC Ch.5
Currently, students are receiving science instruction through FOSS kits. Materials are replenished through the district and student texts have been maintained. The goal has been to integrate science into ELA and ELD in order to provide continued focus on language acquisition and development.	The SBAC science test in its second pilot year will hopefully provide important data on how our 5th grade students are performing in science and indicate what our instructional focus in science should be. This data should be available for the Fall of the 2018 school year.	As the district rolls out the new science program teachers will be provided with professional development on how to implement and teach to the NGSS. We have three teachers on site who are currently piloting the district's science program and will be a valuable resource as full adoption takes place.

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
58% of Guadalupe Elementary School's students are designated as EL. The 2017-2018 CELDT results indicate that of the 240 students tested: 19% Beginning, 22% Early Intermediate, 32% Intermediate, 20% Early Advanced, and 4% Advanced. Our EL re-designation rate was at 12% which showed a significant increase from the previous years 7%. The SBAC results (2018-2019) indicate only 11% of ELs in grades 3-5 are performing at proficient or above. When looking specifically at our students in the Spanish Bilingual Pathway which is composed of ELs, we only see a 21.1% proficiency rate on the F&P in English and 0% proficiency rate on the RI (English) for Window 2. (The Spanish F&P proficiency rate is at 35.9%.)	As this was the first year of the ELPAC assessment we hope to learn how our students did and compare it to the CELDT data. Our main goal is to increase our reclassification rate to 20% in order to prevent our students from moving in to long term EL status. For the Spanish Bilingual strand our goal is for students in K-3 to be ready for the transition to 4th grade with an equal or greater ELA proficiency to their General Education Strand counterparts.	

		The interventions that are required to ensure all students meet mastery include: -Continue to the implementation of Talk Moves to increase student voice, higher order critical thinking skills, and partner work to deepen understanding of the English language - Grouping students by ELPAC level for designated ELD -Discussing strategies for EL support and re- designation during grade level collaboration meetings and staff meetings - Using CA ELD standards along with SFUSD's Core Curriculum to support linguistic and academic progress of ELs -Using the following 5 best practices: --1. Clarify new language and concepts using a variety of strategies and modalities --2. Strategically plan and integrate focused academic language study --3. Teach students to analyze, write, and create complex text --4. Foster heterogeneity and collaboration --5. Use formative assessment to inform instruction -Continue PD on Integrated and Designated ELD for implementation of components and best practices -Identifying focal students Results Oriented Cycles of Inquiry (ROCI) -Using technology to provide extra practice in reading skills and allowing more access to our newcomers.- Continuing our work with the Multilingual Pathways department to inform best practices in our bilingual strand -Focusing on enhancing native language skills for students in the Spanish bilingual strand to support transference to English -The technology teacher will support the 4/5 ELD Designated Block in order to reduce the size of designated ELD classes. - Through planning days and collaboration with the Spanish Bilingual Strand K-3 we will strengthen teacher capacity and student performance.
--	--	---

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?
During the 2015-16 school year, we shifted to a restorative approach with school-wide positive behavior interventions and supports. The shift included developing and implementing school-wide agreements, the use of Super Stars as a Tier 1 positive behavioral reinforcement, and the use of office referrals to track student data. Currently, staff members are piloting the use of BASIS as an office referral tracking system. Data shows that our Latino and African American students are over represented in our Office Discipline Referral data though overall referrals are down with a significant decrease in ODR for physical aggression. As a school we are also trying to focus on healthy eating and healthy choices.	Professional development for positive behavior interventions and supports are discussed at the start of the school year and reviewed with our Pupil Services coach. Our social worker supports students through our Wellness Center with support from an Americorps intern two days a week. The school also funds a puberty education teacher to ensure the fifth grade curriculum is taught to all fifth grade students.	1. Increase the Americorps intern to four days a week to continue support in the Wellness Center and expand on services. 2. Include time at staff meetings for the health advocate to provide updates and support with health related lessons. 3. Continue professional development on PAX and Second Step.

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?
	Students will learn how to integrate creative problem solving into their work and how to approach problems and challenges creatively and from multiple perspectives.	1. The school's art coordinator and administration will work together with VAPA and SF-Arts to provide students with a well-rounded arts education in a variety of modalities. 2. The school's master schedule will coordinate arts instruction for every class as offered by VAPA and SF-Arts.

All Guadalupe students participate in a variety of arts opportunities through VAPA and SF-ARTS. Students in Kindergarten through third grade receive 8-week classes in Music and Dance through VAPA and visual arts through SF-ARTS. Students have also started working with clay during the 2017-18 school year. Students in fourth and fifth grade receive instrumental music on Fridays and 8-week cycles in drama and choir. Students in third grade receive dance instruction through the SF Ballet for an 8-week cycle and go on dance performance related field trips.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
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.	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?	
All students in grades K-5 receive 100 minutes of Physical Education per week through classroom and PE teacher taught lessons according to the SFUSD PE curriculum.	All fifth grade students will meet physical fitness assessment standards.	1. Schedule PE coach and classroom teacher led weekly lessons to ensure all students receive a minimum of 100 minutes per week of 200 minutes per 2 weeks. 2. Coach will provide 1-2 PE related professional development sessions per school year. 3. Teachers incorporate the use of PAX and Good Behavior Game kernels/games, Go Noodle and other 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
Given that only 33% and 24% of our student body meet or exceed State Standards in Language Arts and Mathematics respectively, we need to provide more direct support to students to expand their reading comprehension in order to improve their scores.	Based on analysis of results, our targets are the 75% of students that do not meet State Standards. The goal is to increase performance yearly to at least 40% proficiency for the 2018-2019 SBAC assessment.	This shift will require a full time combination position of technology teacher and a reading interventionist for the 4th and 5th grade students that were previously in the Spanish Bilingual strand. This person will work in small group reading groups through LLI. This teacher will also support kindergarten through fifth grade with technology based reading programs such as Raz Kids A-Z. This position requires a teacher with classroom experience at both lower and upper elementary with a bilingual credential and technology supplement in order to help students achieve college and career readiness by the end of elementary school.

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?		
Guadalupe Elementary is involved in K-College starting in Kindergarten which includes parent education in Kindergarten. We have a 0.8 Library Specialist and 1.0 Computer Specialist that promote learning of 21st century skills. Our librarian provides student with lessons on researching information and navigating different text based resources. Our Computer Specialist provides students with a variety of lessons related to using technology, including typing, research, test taking, and the use of online reading programs. Guadalupe field trips include trips to SF Symphony, Academy of Science, and museums to foster curiosity and exploration of a variety of fields.		
Strategies in Action: Schools		
In <i>Transform Learning. Transform Lives</i> , 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?		
Site based professional development will be structured through three professional learning communities (PLCs), including the Instructional Leadership Team (ILT), Care Team, and Community Involvement Team. The ILT will focus on developing staff capacity in using data to inform instruction, including the implementation of language rich instruction in order to support our focal students - Latino English Learners. The CARE team will focus on social-emotional learning to support students, staff, and parents in order to create a safe and supportive environment for students to learn at their full potential. The Community Involvement team will focus on learning ways to invite parents and community agencies into the school to create partnerships in support of student well being and learning. Teachers will also continue to meet in grade level meetings focused on making the curriculum accessible to all students and supporting ELA and ELD.		
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)	
For the 2018-19 school year Staff Meetings and PD will focus on ELA, MATH, RTI, School Business, SFUSD required PD, and Data Analysis. - Grade level planning time during the school day to promote grade level collaboration and cohesion in ELA. -Use a Literacy Coach to support Implementation of the Comprehensive Approach to Literacy through various coaching methods. Two of the main focuses will be on the mini-lesson for Reading and Writing, and differentiation practices, especially through guided reading and conferencing. -Use the Instructional Reform Facilitator (IRF) to support EL instruction through data collection, analysis and coaching. Provide teachers with three release days during the school year for data analysis and planning. -Use the IRF to support implementation of the math curriculum, especially in its promotion of critical thinking and problem solving skills. -Use of committees to promote development in key academic areas. Committees include Instructional Leadership Team (ILT), Math Teacher Leaders, Bilingual Strand Collaboration, Response to Intervention (RTI), Student Assistance Program (SAP), and the Coordinated Services of Special Education.	-Union contract provides time for two staff meeting per month. -Union contract provides time for up to 6 additional hours of site-based meetings. -IRF is funded by central office. - School Budget will allocate monies for six half day collaboration days. -Staff agreement on an early release schedule starting in the 2018-19 school year. This will provide 2 hours of professional development on Tuesdays. This will require coordination with other agencies such as EXCEL, CDC, and Transportation.	
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.)	Students with Disabilities at Guadalupe are performing at below school averages in reading and math based on 2017-18 Window 1 proficiency data on the RI (6.3%) and F&P (25%) and 2016-17 SBAC ELA (9%) and SBAC Math (14%).	Students with Disabilities will increase in their academic performance for ELA and Math.	1. Students with RSP services will receive support in the classroom to promote inclusive practices. 2. Teachers will be provided with copies of the students' IEPs and routinely check in with the RSP in order to support student learning and ensure both the classroom teacher and RSP teacher are working together toward helping students reach IEP goals. 3. Students will receive modified instruction that will help them meet IEP goals and access the curriculum. 4. Hold IEP meetings to both review and set goals. 5. Evaluate students in an efficient and timely manner to ensure they get the support they need. 6. Hold 504 Plan meetings for students who require special accommodations, but do not have an IEP.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	We have a small number of foster youth on site. The number has ranged from as high as 10 to as low as 4, depending on reunion with family or adoption.	- Increase engagement with families - Increase attendance - Increase access to resources	-Mentoring for Success Americorp Intern support in the Wellness Center School Social Worker - Foster Youth Services intern to support foster youth - Collaborating with FYIT program to provide services and resources for youth and families - Referrals to CBO agencies for resources
Student Engagement/ Attendance	17% of Guadalupe students were chronically absent during the 2017-2018 school year. When looking at subgroups for 2017-18. 22% of our Latino students and 27% of our students with disabilities were chronically absent. Mid-year data for 2017-18 shows a truancy rate of 17% for our Latino students.	-Reduce out of class time - Reduce truancy rates -Increase parent engagement so bring students to school on time every day.	1. School-wide messaging about the importance of being to school on time. Working with Pupil Services on the messaging of truancy for "Vacation" related absences. 2. Attendance Awards 3. Setting up group and individual meetings with chronically tardy or absent students. 4. Setting up SARB meetings with families with excessive absences.
School Culture/Climate	During the 2017-2018 school year three students have been suspended for multiple aggressive acts. This is half the number of suspensions from the year before.	-Reduce number of suspensions- Reduce instances of physical aggression	

			-Establishment of School-wide expectations. -Establishment of Superstars for motivational purposes. - Establishment and use of peace corners in every classroom -Second Step and/or PAX as part of the curriculum in every classroom - Wellness Center – extended hours (all day if possible) -Uses de-escalation, cool down space, restorative practice, conflict mediation, groups, lunch bunch - Have person assigned to Wellness Center- Americorps, intern, or Social Worker -Launch mentoring program - Implement Tier 2 interventions with fidelity -Check in/Check out -Behavior Charts -Behavior contracts - Attendance incentives – school-wide, classroom & individual -Beginning of the year: -Setting up peace corners - Incorporating Second Step into routine curriculum -Restorative practices -De- escalation -- How to avoid power struggles -- Safety care (verbal only) -Ongoing: -De-escalation – Safety Care - Trauma Informed Practice -Restorative Practices
Social Culture/Climate	The 2016-17 4th and 5th Grade SEL Survey showed that 62% of students displayed a growth mindset. Results for self-efficacy and self-awareness were at 60% and self-management at 70%.	Provide students with skills to advocate for themselves and see mistakes as opportunities for growth.	1. Teachers in the lower grades will continue to teach Second Step lessons throughout the year. 2. All teachers will continue explicit teaching of behavioral expectations and strategies for emotional management through PAX, and Restorative Practices. 3. Teachers will model growth mindset in instructional practices to promote growth through learning from mistakes. 4. Teachers and Staff will engage in Race and Equity work through the Office of Professional Learning to learn about implicit bias and stereotype threat in order to better serve our diverse population of students.
Wellness Policy	Teachers are aware of the wellness policy and encourage healthy eating and behaviors, through short presentations by our on-site Health Advocate. Parents do not always follow the nutrition policy as seen by some of the lunch and snack items brought to school by students.	All classroom teachers and staff will promote healthy foods and give specific examples of alternatives to sugary snacks.	1. Principal will send out specific information on healthy foods in the parent packet at the start of the 2018-19 school year. 2. Back-to-School Night will make specific note of Wellness Policy and promote the importance of nutritious food in student learning. 3. Weekly Wednesday Letter home to parents will remind them of Wellness Policy throughout the year with check-ins on how well students are doing and ideas for healthy snacks and foods.

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
☒ 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:	
We will work as a Professional Learning Community (PLC) focused on creating a more inclusive school community for staff, families, and students. We will work with our teachers to be responsive to the requests from parents with regards to communication and homework expectations. We will continue our partnership with JCL (Jewish Coalition on Literacy) to bring volunteers into our classrooms with the greatest need and provide parent education in reading with children at home. Literacy Week will continue to provide ELA activities such as guest readers in the classroom and reading activities throughout the week. Literacy Night will offer activities for families to share with their children. --Getting books to go home with students; rethinking homework to be more writing/reading We will continue our Family Literacy Night and Art crawl and add a Math Night. We will continue to have our two SSC Community Meetings. We will add an end of year celebration for the whole school. Our goal is to continue to build the PTA leadership to support school wide community building and fundraising endeavors such as walkathons and parent nights.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
We will measure our impact through Culture and Climate Surveys, Attendance at Community Events such as Back-to-School, Community Meetings and Events, and Parent Conferences.	
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.	
Gallopers Afterschool Program Excelsior Works Jewish Collision for Literacy	
What are your specific goals or objectives for these partnership?	
Youth academic, social and emotional development Parent education in building social/emotional and academic skills. Literacy development for students and parent ESL workshops with the support of the JCL.	
What actions will you take to deepen your school's partnership with community organizations?	
Through the newly created Community Involvement PLC continue to reach out to organizations in the Excelsior.	
How will you measure the impact? (Quantitative and/or qualitative data)	
We will measure its impact by building leadership in our parent community in the PTA and SSC. Also by an increase in parent attendance at community meetings and events.	

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 = \$2,200

We will use these funds to provide support during IEP meetings and for buying materials to directly serve our students with IEPs.

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 = \$97,532

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

The Instructional Technology Teacher will serve all of the ELL students in the school by using technology tools to specifically support them with reading, writing and mathematics. A portion of her time will be allocated to provide Reading Interventions to small groups of 4/5 Latino students who are long term ELs and who are reading below grade level in English.

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

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

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

Allocation = \$0

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$55,000

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

This fund will pay half of a classroom teacher position and related instructional materials to support the direct and rigorous implementation of the Comprehensive Approach to Literacy by reducing class size.

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 = \$102,250

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?

This funding will pay for a student advisor who speaks a one of our two main languages at the school Spanish and Chinese. It will also fund a a portion of a classroom teacher for class size reduction in order to support our Problem of Practice in serving our Latino ELs who are reading below grade level.

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 = \$111,424 (31500)

How do you plan to use these funds?

We will use this funding to pay for one student advisor Spanish or Chinese in support of our students, families and members of the staff. It will provide additional instructional materials and supplies for ELA. It will pay for half of a classroom teacher for class size reduction.

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 = \$1,200

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.**

The school reaches out to families in English, Spanish and Chinese to participate in the School Site Council, the ELAC and the PTA. We have monthly Coffee with the Principal and workshops related to attendance, parent support agencies, technology and English.

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 = \$0

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 = \$0 (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 = \$0

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) = \$0

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		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1.0			
Other:	Other:	Other:	Other:
Assistant Principal 1.0	Americorps 0.271		

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

-The Administrative team will continue to work on setting school wide structures for implementation of rigorous instructional programs and positive behavioral intervention systems. -The Wellness Center will be in operation everyday of the week with the support of the Social Worker and of the Americorps Intern two days a week. They will also continue with the Mentoring for Success program. - The facilitated grade level collaboration around the implementation of the Comprehensive Approach to Literacy will continue on a weekly basis by the IRF with each of the grade level teams.

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) PTA
☒	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: 10/16/2018
☒	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: 10/16/2018

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
Maria Luz Agudelo	Principal	
Lai Leng Wong	Parent	
Joseph Bustamante	Parent/Co-Chair	
Amalia Ramirez	Parent/Alternate	
Xia Y. Zeng	Parent	
Michael Yu	Parent	
Gigi Fong	Parent/Co-chair	
Mei Yu	Student Advisor	
Marcia Bowdish	Teacher/ Chair	
SangYeon Lee	Teacher	
Ana Garcia	Teacher	
David Gerbic	Teacher/Alternate	