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

School	**Harte, Bret Elementary School**
Principal	Jeremy Hilinski

SCHOOL VISION & CONTEXT

At Bret Harte School we provide academically rigorous, standards-based instruction focusing on Language Arts, Math and Science. Students learn in an environment that values their individual identities, nurtures independence and challenges them to be critical thinkers. We enable students to advocate for themselves and others by forming strong, positive relationships with their peers and adults in our school community. Bret Harte School provides the appropriate support and services needed to meet the unique needs of each student and family within our community. We honor, promote and teach the value of bilingualism, bi-literacy and multiculturalism in both our Dual-Immersion and English Plus programs. Bret Harte School teachers and staff are committed educators that work collaboratively to deliver a rigorous standards-based curriculum using instructional practices that promote higher levels of learning driven by student engagement and performance data. Our teacher and staff professional development focuses on building our capacity in balanced literacy, Common Core State Standards for Language Arts and Math and infusing Restorative Practices and Second Step programs. Bret Harte students are the leaders of tomorrow. They are motivated critical thinkers; college and career ready. They embody a strong sense of self and compassion for others. Students possess a love for learning and problem-solving and willingness to take risks. Students leave Bret Harte students are innovative and confident.Bret Harte students ready to shape the community and world around them!

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: (**500 words maximum**)

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? *(For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)*
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan *Transform Learning, Transform Lives*.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001*as well as for the Local Control Accountability Plan (LCAP).

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the **School Site Council must have parity**.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school **17-18 Results** folder look for the folder titled **"###_Mid-Year_Summary_2017-18"**. This folder includes the following reports:

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

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
African American students, English Language Learners, Students with Special Needs, and Students from Socio-Economically Disadvantaged Families

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
Focusing on Grades 3-5 Interim District Assessment (IDA) data, Bret Harte students demonstrated a growth of 3% in 3rd grade, 8% in 4th grade, and 3% in 5th grade between the first and second trimesters. Utilizing Fountas & Pinnell data, kindergarteners increased 15% in rate of proficiency from the beginning to the middle of the academic year. In 1st grade, 11% are currently meeting or exceeding standards. 2nd grade demonstrated an increase of 15% from the beginning to middle of the year Fountas and Pinnell assessment in English.	Interim District Assessment (IDA) - 3rd Grade - From 20% to 40% 4th Grade - From 23.5% to 45% 5th Grade - From 36.4% to 50% Fountas and Pinnell (For BOY) Kinders - BOY at 25% 1st Grade - From 6% to 25% 2nd Grade - From 11% to 25% 3rd Grade - From 25% to 35% 4th Grade - From 30% to 45% 5th Grade - From 10% to 20%	The instruction of balanced literacy with specific foci on guided reading, self-selected reading, shared reading, and word study; the use of Words their Way to illuminate the examination of word patterns and spelling families; the use of Fountas and Pinnell data to drive instructional planning; the repetition of the Reading Inventory to secure the technology component of testing and gauge lexile levels in reading; and the use of grade level collaboration time (with coaches) to review, analyze, and examine student work in language arts	

			As a result of an increase in continuity from PK to K at Bret Harte and our receiving more kinders from our PK, our BOY goals for Fountas and Pinnell proficiency are set higher, at 25%. Our goal increases from this year to next reflect nominal and attainable growth in F/P and IDA performance and proficiency. The necessary instructional shifts include, but are not limited to, full implementation of balanced literacy (including guided reading, self-selected reading, shared reading, conferring, and workshop). Classroom libraries should remain thematic with students having access to leveled texts during guided reading time. Full utilization of the readers' notebooks during literacy block is necessary to document student learning. Interactive and shared reading have been areas of focus for new to the school teachers and, with the purchase of the Units of Study and Words Their Way, better support for word study and workshop are now available and expected to be utilized. Raising a Reader in K and 1 will support self-selected, library-like reading practices and our participation in the digital literacy program gives students and families access to MyON school-wide and parent workshops for 1st and 2nd grade parents. MyON is used both during and after school and we continue to work with parents on incorporating it into the evening routines at home. Reading Partners will continue to select students 1-2 grade levels behind in reading and our literacy coach will continue to support novice teachers on implementing balanced literacy with fidelity and understanding. Finally, continue to monitor instruction using walk-through and quick visit data.
SBAC assessment data show that only 9.5% of students in grades 3-5 are proficient in ELA. Broken down by grade level, the following data are true - Grade 3 - 7.4% proficient Grade 4 - 4.8% proficient Grade 5 - 15.4% proficient		Additionally, the use of the practice tests on the TOMS site can support with student familiarity with the format and structure of the SBAC (in addition to all of the above strategies)	Getting balanced literacy consistent across classrooms; develop teachers capacity to go do small group reading instruction - guided reading; develop systems to allow for timely assessments and collaborative planning in response to assessments.
			Strategy - quarterly data talks modeled after data talk with principal at RPA office at the start of the year

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?
Generally speaking, throughout the course of the year, 60-70 students have been rotated through Academic RtI groups with the target of moving students 1-2 grade levels behind in reading to grade level. F/P, SRI, and CELDT data were used to determine highest leverage students for reading groups.	A target subgroup would be ELs in the lower grades (K-2) with the high leverage goal of ensuring movement through CELDT proficiency levels. A trend, over the last five years, is ELs plateauing at intermediate and more students classified Long Term ELs by 4th grade. That said, this year alone, 9 3rd-5th graders were/are in the process of reclassification, a 900% increase from last year.	Instead of selecting students for Academic RtI and Reading Partners groups/tutoring based on teacher referral, actually laying out the entire grade level of proficiency bands to select the students (not based on classroom) in most need of academic intervention; continuing our Instructional Cabinet Team meetings to ensure all support providers are on the same page with regard to reading intervention logistics and strategies

	For 60-70 students participating in Reading Partners and Academic RtI groups, F/P and/or SRI proficiency levels will increase by 1.5 grade levels in one academic year (0.5 GLE acceleration of intervention and standard 1.0 GLE of progress in class).	Quarterly data meetings to track and re-assess student placement in groups along with ELPAC preparation to ensure language data is current and accurate (not based on test anxiety)
	SBAC proficiency of students in Reading Partners and Academic RtI groups (60-70 students) will increase by 10%, meaning 10% more students will demonstrate proficiency in ELA as a result of these interventions.	Additional direct service in reading intervention both during the day and through the use of BEACON funds

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):
African American students, English Language Learners, Students with Special Needs, and Students from Socio-Economically Disadvantaged Families

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
Interim District Assessment (IDA): 3rd Grade - +27% Windows 1-2 4th Grade - (-)15% Windows 1-2 5th Grade - +2% Windows 1-2	Interim District Assessment (IDA): 3rd Grade - +40% W1-W2 4th Grade - +25% W1-W2 5th Grade - +40% W1-W2	School-Wide LESSON STUDY (note the caps to emphasize enthusiasm) in math (expanding from 4/5 this year) - PD from the IMPULS program in Japan (principal, IRF, and lead teacher attending)	Focus on 3 Read Protocol Focus on Math Talks Students Explaining Thinking 100% Participation on Rich Math Tasks Multiple Strategy Instruction K-5 Teacher Leader Driven Math PD GLC Focused on Math Math Release/Planning Days Peer Observations in Math Math Walk-Throughs Support from Math TSAs Math Revision PLC Participation
SBAC data in math show the following percentages of proficiency - Grade 3 - 8.7% Grade 4 - 0% Grade 5 - 7.7%	SBAC targets in math are an increase of 10% proficiency in each grade level and, thus, overall in grades 3-5.	Math intervention coordinated by IRF with curriculum designed for RtI in math and the use of the SWIVL camera to capture small group interactions from COMPLEX INSTRUCTION (all 4/5 teachers have been trained - looking to expand to 3rd grade)	Same - math intervention, expanded lesson study, and peer observation school-wide

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?
With an overall SBAC proficiency of 5.7%, the following interventions are necessary (and vital) - Math intervention has come in the form of teachers planning, reflecting, and re-teaching core instruction when students were unable to grasp the concepts. With Academic RtI in place for language arts, the IRF and Asst. Principal maintained a focus on math as well. Serving as the math facilitator, the AP coordinated a team of lead teachers to provide peer observation, focused feedback, and detailed planning to enhance math instruction for Tier I and Tier II students. The math lead team consists of two classroom teachers (grade 1 DLI and grade 5 English Plus) and the RSP.	Simply stated, ensuring that a math intervention block is taught daily in the classroom by teachers. This should model the workshop format for language arts, but in math and should be no less than 15-20 minutes daily. This may mean extending the math block slightly. During this time, teachers will pull small Tier II intervention groups while the class works on independent work time activities. Teachers will be provided PD on this model by our math lead team.	Math intervention block PD on structure for math intervention by lead teachers, IRF, and Academic RtIF Some leveled materials for math intervention from Everyday Math Math manipulatives

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
All TK-5 students are expected to receive science instruction daily; teachers are expected to use FOSS kits to engage students in the scientific processes of exploration and experiential learning; one classroom (4th grade) is piloting the new SFUSD science curricula and the 4/5 team partners with the Academy of Sciences in providing science through experience; Science Fair has been expanded school-wide and outdoor education week-long trip continues to be offered to all of 5th grade; Education Outside is provided to students TK-5; ELD integration with science	Expansion of piloted science program to all of 4th and 5th grade; FOSS science still to be on site and available to teachers to use; the goal is 100% of students receive science using the Next Generation Science Standards in the Fall of 2018 (PD to be offered at the start of the school-year) with an increase of 20% in proficiency in science through adopted assessment; ELD integration with science as well	Remaining implementation of FOSS; Science instruction daily for 45 minutes (min); Partnership with CA Academy of Science; School-Wide Science Fair; Observation/Feedback using SWIVL cameras for complex instruction-type strategies in science for small groups; Experimental and experiental learning in science; Education Outside 60 minutes weekly; Engagement in science through field trips as well

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
According to our most recent CELDT data, Bret Harte demonstrates the following - 31.3% of ELs meeting AMAO 1 target; 8.5% (less than 5 years) meeting AMAO 2 target; 42.1% (more than 5 years) meeting proficiency overall on CELDT	An increase to the following are our goals for SY 17-18 - 45% of ELs meeting AMAO 1 target; 25% 9less than 5 years) meeting AMAO 2 target; 60% (more than 5 years) meeting proficiency overall on CELDT	Continued leveled ELD classes at GL clusters (TK-1, 2-3, 4-5) with no more than 2 CELDT levels of students in any one class; In the 4/5 - newcomer/beginner class and also long-term EL class with support from bilingual aide and ARtIF; Adoption of a school-wide curricular focus (looking at Carousel of Ideas, for example); PD on ELD standards; DLI PLC once a month; IRF as ELD coordinator checking in with GL clusters monthly; Unofficial CELDT scoring again (this worked well this year); F/P for all K-2 students, SRI for 3-5, Spanish F/P K-5, and F/P English in 3-5 for 5 most at-risk students; LTEL ELD intervention; LLI for beginners in lower grades

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?

CA Healthy Kids Survey indicates that more than 2/3 of students feel safe at school and slightly less than that indicate a healthy lifestyle at home and at school; we currently have 100% of our students participating in Breakfast in the Classroom program (we were the first school to participate); Second Step is taught school-wide with each support staff paired with a classroom teacher (including principal); Mindfulness is taught school-wide (all teachers have been trained); Pax Good Behavior Game is implemented school-wide with training from Pupil Services this year; RP leads have created RP team, which meets weekly	100% of teachers teaching mandatory health lessons; full implementation of the Pax Good Behavior Game; full implementation of Mindfulness; 90% of students reporting feeling safe and healthy at school per CA Healthy Kids and SFUSD student satisfaction surveys	Health training by health lead on mandatory health lessons; gender sensitivity training to continue; Pax implementation; Mindfulness implementation

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?
Balanced arts programming at Bret Harte including the following - VAPA Dance (PE) weekly; Drumming residency (SFArts); Dance Team (After School); Science and Art Integration	Continued full participation in VAPA dance, drumming, dance/arts after school, and science integration with the arts; continued participation in the SF Arts Festival at the Asian Art Museum; art-related standards-based field trips	Collaboration between TK and K-5 VAPA teachers; more of the same focus on the arts to ensure that students have access to a balanced art program and continuum

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?
200 minutes of high quality and vigorous PE provided to all students every 10 days utilizing the support of the PE specialist, VAPA dance teacher, and Playworks coaches; a passing score on the CA physical fitness exam for all 5th graders	Increase in passing scores on the CA physical fitness exam for all 5th graders toward 100% passing on calisthenics and increases in better body mass indices and other indicators of a decrease in childhood obesity; full participation (continued) in the CA requirements for physical education	Adding additional vigor to physical education lessons and experiences across the board (PE, Playworks, dance)

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture	What are your targets/ goals?	What shifts will be required to achieve

Enrollment is on the increase in the K2College program. We have had workshops (during Back to School Night) on the K2College program and the advantages of the city's initiated savings accounts for students as they enter kindergarten. In fact, one of our two kinder teachers attended the PD and was able to bring back $200 in scholarships to be deposited into two students' accounts.	75% of all students engaged and enrolled in K2College by the end of SY 18-19.	Greater visibility and awareness of K2College program.
Relationship with K2College lead seems strong in that they presented at Back to School Night and were able to do some community outreach to inform families of the benefits of the program.	Continued relationship with Citibank and SF City on the K2College program.	Greater visibility and awareness of K2College program.
Similar to the spring semester, we are working to ensure that all students in K-2 enroll in the K2College program. We made a strong push at Back to School Night and will continue to do so as we progress through the school-year.	Presentations at multiple workshops and weeks on campus, such as a table outside of parent/teacher conferences in the hallway.	Greater visibility and awareness of K2College program.
Field trips to the CA Academy of Science, the Exploratorium, and the 5th grade science camping trip to Pescadero has students engaged in careers in the sciences. Furthermore, we are holding a "now annual" science fair in May.	Continued exposure to the sciences, a career field underrepresented by African American and Latino professionals.	Continued exposure to the sciences, a career field underrepresented by African American and Latino professionals.
Girls' Youth Sorority, Boy Scouts, Girl Scouts, and Urban Services' foci on a college-ready track.	Continued partnerships during SY 18-19.	Continued partnerships during SY 18-19.

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?

Increase numbers of students and families enrolled in K2College program Partner with Zone leadership on increasing awareness and enrollment in K2College Continue to partner with community based organizations, such as the Y-Plan, to encourage a college-ready atmosphere Continue to partner with Alice Griffith community and Urban Strategies (hosting tenant association meetings, etc.), ensure deep alignment with all CBO partners (listed on 14-16 BSC page - there are numerous ones), continue outreach into the community, including faith-based organizations All of the aforementioned steps in promoting career readiness and college-going environment

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?

100 minutes, per contract, of PD/staff meeting time on Mondays each month - 30 minute business meeting and 70 minute PD monthly on Mondays (2nd and 4th Mondays of the month); Thursday TCPT - 1:30 - 3:40pm (1:30 - 2:30pm input and PD with 2:30 - 3:40pm designated GLC); GLC facilitated twice a month (literacy coach, ARtIF, IRF) with other two guided by GL leads; Focal areas - math - units of study, 3 read protocol, close read, math talks, math intervention/workshop; language arts - balanced literacy with a focus on guided reading, writer's workshop; DLI PLC with Inquiry Groups for English Plus; science - FOSS implementation and science notebooking; SEL - focus on emotional intelligence and BRtI Tiers I-III

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)
Mondays - 30 minute business meeting/70 minute PD each month	Principal, AP, CBO partnership with Urban Strategies and Alice Griffith Tenant Association (business meetings) and Principal, AP, ARtIF, IRF, literacy coach as support PD providers
Thursday TCPT - 1:30 - 3:40pm (one hour of input PD and 70 minutes of GLC)	Principal, AP, IRF, ARtIF, literacy coach, social worker, nurse as MTSS support for input PD (additionally, TIG funds for contract with Adria Klein, Ph.D. for additional support)
Grade Level Collaboration - Thursdays from 2:30 - 3:40pm	Principal, AP, literacy coach, ARtIF, IRF for facilitation/structure and teacher leader capacity building
PLC - Dual Language Immersion and Inquiry Groupings for English Plus teachers	IRF, Principal, AP as coordinators with literacy coach and ARtIF as additional support providers

Use of math leads to facilitate math PD (see foci above)	AP as math facilitator with 3 teacher leaders and supply and instructional material budgets in WSF, Title I, SCG-EL, and TIG resources
Language arts foci (see above)	Principal, AP, IRF, ARtIF, literacy coach with consultant fees to Adria Klein, Ph.D. and supply/instructional materials budgeted in WSF, Title I, SCG-EL, Concentration Grant (LCFF), and TIG
Science foci (see above)	Principal, AP, IRF, literacy coach, and central support from TSAs in science from C/I department with supply/instructional materials budgeted in WSF, Title I, SCG-EL, Concentration Grant (LCFF), and TIG
School-Wide Lesson Study in Math Facilitated by IRF	IMPULS Lesson Study Training in Tokyo, Japan and participation with the other 4 schools in SFUSD running the program

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.)	100% of students with IEPs are integrated into the general education setting (including one student designated ED and others as ID, SLD, speech, and OT)	100% full inclusion maintained with 100% of IEP minutes met for service	Monthly SpEd team meetings; Master IEP calendar (continued); Collaboration with SpEd content specialist and supervisor; Coordinated services in PK, TK, and K-5 in speech, RSP, OT/PT, and psych DIS
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	FYIT Tutoring from USF and uniform/Clipper card allowance from SFUSD	Identification of all FYIT students and families and full participation in related services	Utilizing principal chats and other parent forums to encourage parents to self-identify as FYIT if applicable
Student Engagement/ Attendance	25.3% chronic absenteeism, a reduction of 5.7%	Reduce chronic absenteeism target to 20.3%	SART weekly; CARE weekly; Smoothie parties monthly for excellent attendance; HOPE SF sponsored attendance incentives; TAP team continued; Student advisor position enforcing truancy protocol; CBO partnership with Urban Strategies; Semesterly excellent attendance ceremonies; Tier I attendance incentives
School Culture/Climate	Referrals for discipline down 70% from 2 years ago, many referrals from the same 5-6 Tier III general education students; 85% of parents indicate that Bret Harte is a positive, safe, and welcoming environment	Referral rate down to 20% of this year's final data	Tier I school-wide "Bret Hearts" as incentive system; Tier I in place in all classrooms (Be Safe, Respectful, Responsible); CARE/Coordinated Services Hundreds of interventions documented in BASIS; Case management by social worker and RSP; Affinity/social skills groups; AmeriCorps Healthy Choice partnership; SIT Intern; Project Prevent benefits
Social Culture/Climate		Same next year - monthly staff outings and weekly staff lunches	Same strategies using CARE and culture/climate teams for planning

	Monthly staff wellness outings have included boat ride on bay, bowling night, holiday party at principal's house, roller skating, MLB game; trivia night; and karaoke night; weekly staff wellness lunches provided by Tzu Chi Foundation		
Wellness Policy	School-wide wellness policy drafted in alignment with SFUSD wellness policy; Breakfast in the Classroom, lunch, and supper programs	Full implementation of wellness policy; conitnued implementation of Breakfast in the Classroom for 100% participation in meal program including lunch and supper	More of the same - Breakfast in the Classroom, adherence to the wellness policy

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

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

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

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

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

Parent empowerment strategies are increasing in effectiveness. Coordinated by the bilingual family liaison, the following actions are supporting parent engagement: monthly principal chats, the digital literacy program for 1st and 2nd grade families, participation in the Safe Routes to School program, partnerships with the Golden State Warriors, Comcast, Kaiser, the SF Giants Foundation, and many others. Additionally, partnerships with Tzu Chi, ceremonies for excellent attendance, smoothie incentives, and our newest CBO partner, Raising a Reader, have all engaged parents further in the community we are uniting. The Truancy Action Partnership has been instrumental in providing Tier III support for families in crisis.

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

Culture/Climate Surveys, Academic Data, and Attendance Data; Goals Include - Increase in attendance at principal chats (target - 25-40 families each month); Larger groups of African American families engaged in DLI program and tri-mesterly workshops (currently offered by IRF and family liaison); Participation of 80% of 1st and 2nd grade families in digital literacy; 80% participation in Walk and Roll to School Day and Bike to School Day; Continued partnerships with all CBOs currently engaged; Engagement of 8-10 families in TAP program for SY 17-18 Measures of success are indicated by results of the annual family satisfaction survey as part of our SQII data package - current family satisfaction lies at over 85% of families feeling safe and supported at school (admirable).

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.

Bay Area Community Resources Reading Partners Project Prevent/UCSF HEARTS Program

What are your specific goals or objectives for these partnership?

Expansion of BACR after school program to BEACON site to include more academic programs, greater access to health and wellness programs, larger funding and budget, which will allow for expansion of after school program and services into the school day as well; Identification of every single student reading 1.5 or more grade levels below so that every child reading below grade level has access to high quality reading intervention; Identification of trauma-impacted students and PD to provide teachers strategies on leading a trauma-sensitive classroom

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

BEACON expansion planning and regular community council meetings; Instructional Cabinet Team meetings to deepen partnership with Reading Partners; Professional Development on trauma-sensitive classroom instruction and supports

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

Academic achievement data in language arts (F/P, STAR, SBAC); Student, staff, and family satisfaction surveys; Office referral data and interventions tracked in BASIS

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = $1,400

Supplies - for the purchase of necessities for students with IEPs including RSP, SDC, speech, OT, and PT supplies and materials

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 = $33,396

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

$28,429 - 0.5 FTE General Education Para-Professional to support with home language instruction for English learners in both Spanish Immersion and English Plus pathways; $4,967 - instructional materials to support English learners in both immersion and English pathways on items such as books for instruction and assessment to support designated ELD

Select the Bryk Essential that most aligns to the use of these funds:
- ⦿ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

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

Allocation = $0

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

N/A

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

LCFF Concentration Grant (SCG-C) 07092

Allocation = $55,000

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

$48,000 - consultants - Reading Partners (25K) to provide Tier II intervention to students reading below grade level, Education Outside (20K) to provide science access in the outdoor environment to all students TK-5, and Health Education/Puberty Instruction (Superstar Health Education) (3K) for all 4th and 5th graders; $7,000 - instructional materials - to support classroom Tier I instruction in balanced literacy, math, science, social studies, and social-emotional learning

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 = $266,258

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?

$146,790 for teacher salary/benefits (not everyone can be funded from 00000/Unrestricted); $2,000 Instructional Aides Extra Hours for after school math tutoring; $1,000 T-10 Extra Hours for after school tutoring; $1,000 Office Clerk Extra Hours for additional school-wide support; $15,000 Instructional Materials to support the core curriculum in language arts, math, science, social studies, and SEL; $60.070 Supplies for the operational management of the school; $10,000 Non-Capitalized Equipment for tech to expand toward 1:1 in Chrome Books; $500 Printing for business cards; $1,000 postage for school-wide mailings; $7,000 for copier lease, and $15,000 for travel/conferences including IMPULS math lesson study, RP conferences, DLI conferences, and mindfulness conference

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 = $62,024   (31500)

How do you plan to use these funds?

$24,875 - General Education Instructional Aide to support students in the general education classroom; Extended Calendar (3K extended days; 3K extended hours for certificated; 5K for certificated stipends; 2K for instructional aide extra hours; 1K for R-Series extra hours) - all of these to support lesson study, peer observation, additional PD time compensation, and direct tutoring services; $2,000 for subs to release teachers for all of the aforementioned; $6,122 for supplies to support the instructional program in all core areas (and to supplement it); $5,964 in conferences to increase the capacity of teachers in providing instruction to students; and $5,000 for 5th grade science camp field trip in May

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 = $621
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 <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

School Planning Town Hall Meeting, Back to School Night, Open House, Math Night, Literacy Night events along with monthly Principal Chats

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 9/27/2018

Select the Bryk Essential that most aligns to the use of these funds:
- ● Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Impact & Innovation Awards = $0

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

N/A

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Principal's Innovation Fund = $0   *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

N/A

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Equity Grant = $0

Identify Sub-group & specific actions

N/A

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Other (PTA, external sources, School Quality Pairing/CoP work) = $0

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

N/A

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0 FTE	0.5 FTE	1.0 FTE
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
		0.75 FTE	2.0 FTE
IRF:	**Literacy Coach:**	**Academic RtI Facilitator:**	**Hard To Staff:**
1.0 FTE	1.0 FTE	1.0 FTE	YES
Other:	**Other:**	**Other:**	**Other:**
AP - 1.0 FTE	VAPA Dance - 0.4 FTE	PE - 0.4 FTE	Playworks Centrally Funded

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

Social Worker - CARE Coordinated Services, Coordination of Wellness Services, Direct Service, Connection to Resources, Management of SIT Interns from Project Prevent Grant Nurse - Physiological Health Services and Care Management/Medicine Management of Students' Cases Family Liaison - Family Engagement and Academic Connections Between School and Home Elementary Advisor - Attendance Coordination and Truancy/SART/SARB Lead T-10 - De-Escalation of Escalated Students and RP Leaders IRF - Lesson Study in Math and Teacher Coaching Including i3 Induction Literacy Coach - Literacy PD on Balanced Literacy and Teacher Coaching ARtIF - Direct Reading Intervention Services to Students and Teacher Coaching AP - Behavioral RtI Support and Academic Support with a Focus on Math VAPA Dance - Direct Arts Services to Students Qualifying for PE Instruction PE Specialist - Direct Service to Students and PD for Staff Playworks - Energize Lunch Recess and Morning Recess with Structured Games; Junior Coach Development

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)* **School-Wide AAPAC**
✔	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: **3/21/2018**
✔	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
✔	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
✔	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
✔	This school plan was adopted by the SSC on: **9/27/2018**

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
Jeremy Hilinski	Principal	
David Gomez	Assistant Principal/Other Staff	
Kelli Riggs	Teacher	
Kamael Burch	Teacher	
Victoria Bao	Teacher	
Loretta Pollard	Parent/Chair	
Jason Mixon	Parent/Co-Chair/AAPAC Representative	
Racheal Mercado	Parent	
Maria "Connie" Rosales	Parent	
Karla Martinez	Parent/ELAC Represetative	