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

School	**Hillcrest Elementary School**
Principal	Katerina Palomares

SCHOOL VISION & CONTEXT

HILLCREST FACTS Hillcrest holds anywhere from 440-460 students with four different pathways: General ELD, Spanish Bilingual, Chinese Bilingual and SDC (Special Day Class)/Mild to Moderate. Currently, of the total school population, English Language Learners represent over 50%, SPED (SDC & RSP) and African American students fluctuate between 11-17%, while Latino & Asian groups can range between 30-43%. As a community school, our partnership with our YMCA Afterschool program allows us to hold additional Link Day staff that also support students & teachers during the instructional work day. Additionally, Hillcrest works with up to 30 different community partners that support our students' academic and social-emotional learning development. AREAS OF SUCCESS/STRENGTH In the academic area, we partner with resources (Teachers College & SFUSD C & I Coaches) which have supported Hillcrest in utilizing Reading & Writing Workshop for more than 7 years, allowing students to read books at their appropriate independent and instructional levels. In the area of Math, Hillcrest has additionally partnered with resources (Mills College & SFUSD QTEA Dept.) that have helped develop focus on Math instructional practices and professional development. Students have increased their confidence and ability in utilizing math notebooks and structures to support their verbal, written and mental capacity around math. In the Social Emotional & Behavioral area, Hillcrest is one of the few elementary schools to have an on-site Wellness Center, housing all SEL/Wellness staff, such as the school nurse, Social Worker, Behavior Coach and various mental health partner staff. Hillcrest also works with almost 30 partners to provide additional services & supports for our students and their families. Such partners include: Instituto de la Raza, Access Institute, Children's Homeless Network and Friends of the Children. AREAS OF CHALLENGE: Academic: To consistently raise the academic achievement & proficiency levels of our African American, ELL and SPED students in both areas of English Language Arts & Math. SEL & Behavioral: To keep up with the growing demand of wrap-around services that students & families need due to on-going or past traumatic experiences, financial, or housing difficulties that pose as obstacles or barriers to their all-around success. KEY STRATEGIES Academic: Hillcrest utilizes the Literacy and Math Support Coach to provide on-going professional development relating to Reading & Writing Workshop, Guided Reading and Teaching Through Problem-Solving Workshop. Staff participate in weekly professional collaboration to plan differentiated instruction. Social/Emotional Learning: Hillcrest utilizes the resources within our Wellness Center to provide differentiated professional development and support relating to SEL, PBIS, Restorative Practices, Trauma-informed practices. Additionally, our Wellness Center staff and partners provide direct support to students, families and consultation support for teachers.

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):

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
Based on the RI W1 to W2 mid-year data, school-wide, we had a 6 % increase from 18% to 24.9% for students at or above proficient. Additionally, there was an average increase of 12% in RI proficiency in Grades 4 & 5 and our Latino group.	Based on the mid-year results, we would hope for an additional 5%-8% in the RI assessment by June 2019. This would bring the school-wide percentage to approximately 30-31%.	All classrooms will continue to facilitate RW (Reading Workshop) and WW (Writing Workshop). Literacy-focused TCM allows teachers weekly collaboration relating to evaluating collected student data to plan, adapt & implement specific instructional practices.	Regular monitoring, assessing and conferencing for both Reading & Writing Workshop shall need to continue. Literacy-focused TCM should allow teachers to regularly review & discuss their focal students' quarterly progress based on their student reading & writing journals/work, F & P assessments and RI results.

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?
Based on the RI W1-W2 mid-year data, our focal groups (AA & ELL) did not show movement. The AA group remained at 13% while the ELL group remained at approximately 9%. Based on our IWA, for the AA and ELL groups, writing at/above proficiency was still below 10%. AA indicated only 6% while the ELL group indicated about 8% only.	Goal: To increase/double the percentage of AA and ELL students meeting at/above proficient in the RI to 25-26% (AA) and 20% (ELL).	

All classrooms will identify their focal students (ELL & AA specifically) to plan and regularly implement Guided Reading & Writing groups and small strategy groups through regular monitoring & assessment during RW & WW. Primary reading intervention identification and support will be provided by the ARTIF/Reading Recovery for students in K-1. A Spanish bilingual reading intervention specialist will additionally support students in K-2. The Literacy Support staff will utilize the LLI & Dyslexia materials/assessments and toolkits to continue to have early identification of students with who needs specific reading intervention support. Literacy Support staff will collaborate with upper grade teachers (Gr. 3-5) during TCM to identify which focal students would be eligible for at-risk support from Reading Partners Tutoring, Academic Link Day, SPED/RSP small group support, Experience Corps Volunteers & Puppy Tales Reading Support Group.

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):

Focal groups continue to be our African American (AA) and English Learners (EL). Specifically, we need to support our ELL students that are in Gen. ELD pathway classrooms.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
Based on the SBAC Math results from the last two years, there is a positive increase of 4% of students meeting or exceeding standards school-wide. There is a similar increase in Grades 3 & 4 and AA & ELL students. Although there is an increase with the Latino group, it indicates only a 1% positive difference.	The goal would to continue with the upward increase of the SBAC Math results. By June 2019, school-wide, we should aim for approximately 5-10% increase which would result to 40-45% increase in Math SBAC.	All classrooms will implement Teaching Through Problem-Solving (TTP). Math-focused TCM allows teachers weekly collaboration relating to evaluating collected student data to plan, adapt & implement specifically supportive lessons.	Staff have on-going professional development relating to Math Lesson Study with our partnership with Mills College and QTEA department. This PD allows for intensive grade-level lesson-planning and public lesson presentations to allow for same/cross-grade level observation, debrief, review & modification of the the following lessons.

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?
Although our AA group increased their SBAC Math results over the last two years, the AA group still only showed less than 15% of meeting/exceeding standards. Since Spring of 2016, they have increased from 8.7% to 14.8%. Similarly, with our ELL group, over the last two years, there has only been a 2% increase in their SBAC Math results, still approximately only at 34%.	Our goal would be to increase the percentage of AA and ELL students meeting/exceeding standards at SBAC Math another 10% by June 2018, which would raise the AA percentage to approximately 25% and the ELL percentage to approximately 45%.	Small group opportunities within the classroom should serve as intervention supports specifically our AA and ELL (specifically Latino & Asian/Chinese in GE classrooms). Individual conferencing for specifically identified focal students should be provided.

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	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to

		work collaboratively on the implementation of the science curriculum? WASC Ch.5
Currently, students are accessing Science through: FOSS Science Kits, Education Outside Science & Garden classes, extended learning activities/field trips to Mission Science Workshop. Four classrooms have been piloting the new Amplify NGSS curriculum. We aim to have all of our teachers participate in NGSS Amplify PD provided by SFUSD in order to begin implementation of new Science curriculum.	1-2 teachers who had piloted Amplify, can serve as Science liaisons for colleagues and be designated as teacher leaders to share or highlight SFUSD Amplify Science PD content. Instructional supplies will be funded through SGC-EL, TIIG and or LCCF funding resources.	We will set aside opportunities at the beginning of the year PD for teachers to review & plan the implementation of NGSS-based Amplify curriculum. We can include Science PD within the ELD focused PD/staff meeting days to provide teachers additional planning & collaboration.

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
	Based on this analysis of our EL data our targets/performance goals are as follows: By June of 2019 the reclassification rate for English learners at Hillcrest Elementary will increase from 9% (16-17) to 15%. By June of 2020 the reclassification rate for English Learners will increase to 20%.	*Continued professional development and focus in the area of designated and integrated ELD instruction. In the 17-18 school year the faculty received training from the MLP department in the newly adopted Designated ELD framework in alignment with the CA ELD Standards. In the 2018-19 school year the staff will continue to focus on deepening the implementation of this curriculum by: - collaborating in grade level teams to ensure horizontal alignment of ELD content, - participating in school-wide professional development supported by the bilingual literacy coach and MLP team - lesson observation by coaches, ILT and admin to review implementation strengths and areas for growth. The focus in integrated ELD professional development will be the inclusion of ELD strategies in Readers/Writers workshop.

*ELPAC performance data will not be available until July 2018 as this is the first year of administration. Hillcrest has a total number of 242 English Learners (of 440 total) representing 55% of the total student population. Of this number: *25 students have been in the country for less than 1 year * 110 students are in the Spanish Bilingual Pathways Program *79 students are in the Cantonese Bilingual pathways Program *35 English Learners also have IEP's In anticipation of the introduction of the ELPAC to replace CELDT in Spring 18, only incoming kinders and the few other students who required initial testing took the CELDT. 56 students were tested in this category and of these 3 met the CELDT criterion. In November 2017 20 students participated in the Criterion CELDT test administration. Of this 20, 11 met the reclassification criteria. Our total number of reclassifications YTD is 13. The total number of students who met the reclassification prior to the 17-18 ELPAC administration was 14. This number represents a reclassification rate of 6% so far in the 2017-18 school year (Pre-ELPAC results, which will be added to this data in future revisions of this document). SBAC ELA - In 2016-17 we saw a significant drop (50%) in the number of students who met or exceeded the standards. In SBAC Math we see a downward trend in the %of EL students meeting or exceeding the standards. This data highlights the urgency with which we must meet the challenge of improving English language instruction. In mid-year RI data we are seeing growth trends for certain subgroups of English learners: Vietnamese +10.6% (n12) Chinese +6% (n33) Hispanic/Latino +4% (n83) Chinese bilingual +10% (n30) Spanish Bilingual +10.5% (n47) We believe that our renewed focus on ELD instruction will boost English language acquisition for all of our EL students. Given the shift in the timing of English Language assessment from fall to spring, we believe that we can better prepare EL students for assessment and consolidate performance growth for the year. We believe that our renewed focus on ELD and the statewide changes in assessment will result in a strong EL Redesignation rate growth trend at Hillcrest.

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?
Based on current SEL/Culture Climate Survey 4th/5th grade students who responded, almost 50% are ELLs. Of those ELLs, they demonstrated showing only 50% of favorable responses relating to self-efficacy and 54% relating to growth mindset. Interestingly, the females that responded showed a 64% relating to growth mindset (belief that you can grow your talents with effort), but showed a 48% relating to self-efficacy (belief that you can succeed in achieving an outcome or reaching a goal).	Wellness TCM (Teacher Collaboration Meetings) are included in the rotation of TCM for teacher learning. Wellness TCM provides teachers with access to Health Education info, SEL curriculum, Mindfulness training, LGBTQ & Diversity Training.	Utilize Wellness TCM to evaluate or identify LTELS and females that are demonstrating difficulty or low-confidence in their academic work. Quarterly, Wellness TCM staff can review these students' F & P or RI assessments, Math benchmark assessments and teacher observation of students' general social development to monitor their overall growth & progress.

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?

- All students, including English Language Learners, Language Pathway students, and students with IEPs fully included and have equal access to arts and music programs. - A minimum of 90% of PEEF budget will align with supporting VAPA courses and/or supporting teachers of artist in residence programs.	- Will use a minimum of 90% of their Elementary Arts Program (EAP) funding for Artists in Residence - A teacher is designated as the school Arts Coordinator who will collaborate with the ILT to lead the implementation of AEMP goals and align to school priorities.	Students will be assessed using the rubrics that accompany the standards on the Standards Based Report Card in the arts. VAPA Itinerant Teachers and Classroom teachers will collaborate, and classroom teachers will enter the appropriate SBRC mark.

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?
The 2016-17 California Physical Fitness Test Summary results show some significant areas of strength for Hillcrest 5th Grade students and some areas for growth: *Abdominal Strength - 71.4% of our students tested in the Health Fitness Zone, 7.6% higher than the SFUSD average (n70) *Trunk Exterior Strength- 88.6%of our students tested in the Health Fitness Zone, 12.2% higher than the SFUSD average (n70) *55.7% of Hillcrest 5th Grade Students achieved five or six of the six fitness	Targets/Goals: *In the 2018-19 school year Hillcrest 5th grade students will maintain or improve achievement levels in the areas of abdominal strength, trunk exterior strength, body composition and aerobic capacity. * In the 2018-19 school year Hillcrest 5th grade students will improve achievement levels to bring them into the average SFUSD score range in the areas of upper body strength and flexibility.	*In response to the 2016-17 California Physical Fitness test results Hillcrest's PE coach has modified the routines and activities that he incorporates into PE lessons to focus more particularly on upper body strength and flexibility. *Hillcrest's PE coach will present professional development to the teaching staff to show them routines and exercises that will emphasize upper body strength and flexibility.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5

Elementary Schools

What is your plan for promoting college and career readiness?
For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

Plan is to continue working with K2 College (K2C) and educate K students' families of financial & educational preparation for higher learner college goals. We also plan to continue our partnership with non-profit organization, Friends of the Children, that provide targeted mentorship from Kindergarten through high school.

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?

ILT will coordinate & schedule yearly professional development calendar which would include weekly meetings dedicated to PD relating to Literacy, Math, ELD, Wellness, SFUSD/Hillcrest Policies. One day of the last of the month would be dedicated for committees to meet (i.e.: Bilingual, ILT, School Climate, SSC). Site-sponsored structures for professional development would include: Weekly Teacher Collaboration Meetings (TCM) which vary in focus/topic, such as Math, Literacy, Wellness and/or Social Studies (4/5 only) Coaching Cycles with a variety of Instructional Support staff (Literacy Coach, Reading Specialist, ARTIF and IRF/Math Coach) Classroom Lab opportunities during TCM in Math or Literacy Partnered PD with Teachers College Staff Developer, specifically geared for K-2 teachers and differentiated for Years 1-2 teachers versus Years 3+ teachers. Additional staff PD partnering with Mental Health Partners Lesson Study opportunities of planning and presenting public lessons & collaboration with partner, Mills College. ILT Leadership Walkthrough Staff Development via teacher leaders for ELA, ELD, Math Lesson Study, Technology and Science. Differentiated beginning of the year staff development specifically for Year 1 & Year 2 teachers. District-sponsored professional development may include: Staff PD partnering with Bounce Back relating to the implementation of SEL curriculum, Second Step. On-going support & PD from Multilingual Pathways Department relating to ELD implementation On-site Safety Care training for certificated and classified through Pupil Services Dept.

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)
Weekly TCM Collaboration Weekly PD & Planning Mtgs (Literacy, Math, Wellness, ELD) Reading & Writing Workshop PD with Teachers College (2x/year) Grade & Cross-Grade Math Lesson Study Teams will collaborate with Mills College to plan, present several public lessons throughout the years for teachers to reflect, self-evaluate and readjust their math lessons Monthly Bilingual Committee Mtgs. Monthly ILT Mtgs.	MTSS-funded: IRF/Math-Focused Coach, Social Worker, Literacy Coach (.5fte) Site-funded: Title I – Literacy Coach (.3fte) TIIG – ARTIF (.6fte), Sub Release days SCG-EL - Bilingual Primary Intervention Reading Specialist (.6fte), Teachers College Reading & Writing Project Staff Developer, Sub release days

STUDENT-CENTERED LEARNING CLIMATE

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

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

Consider the following items as they relate to each category:
- **Students with Disabilities/ Promotion of Inclusive Practices**: percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance**: school attendance rates, chronic absenteeism rates
- **School Climate**: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning**: interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy**: nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)		Our goal is to have at least 20% of our SPED SDC students to have opportunities for mainstreaming in Gen Ed classes.	Our goal is to ensure that there are at least 2-3 opportunities a year to conference with parents/families for 504 progress reports or for SST conferences to review physical/mental health needs & services. Nurse provides asthma awareness class/session for students with asthma. Additionally, nurse offers PD for staff relating to the use of epi-pens and seizures per our student need.

	Almost 15% of our students (69 out 440) are eligible to receive Special Ed services, while we have 13 more as pending, which may mean they are still in the process of being assessed. We have at least 4 students with 504 plans and approximately 20-30 students with care plans for a variety of health conditions: asthma, diabetes, seizures & heart conditions. Our .5fte school nurse works together with secretary and School Health worker to identify and monitor which students are identified with a medical care plan or asthma plan.		
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Our vulnerable student population includes: 30 FYIT students 30 HOPE SF identified students as of 3/2018 4 Foster Youth	To increase the attendance of the identified students, we would collaborate with CWAL and/or Hope SF liaison (if provided) to improve family outreach regarding attendance and other needs.	Hold regular CST/SAP meetings to identify vulnerable students and match specific resources, services to their needs.Utilize the CST process to regularly monitor overall progress.
Student Engagement/ Attendance	School-wide, the current chronic rate% is 14.5. The two groups that have the highest chronic rate% are our AA and SPED students averaging 27%. The next highest would specifically be our Latino group at 17.4%.	Our target would be to decrease the overall rate by 10%, specifically our AA & SPED and Latino groups of students.	Collaborate with our CWAL and CST/SAP team to identify the students that may overlap between these identified groups and to partner with parents early in the year to identify obstacles that lead to their chronic absences.
School Culture/Climate	Less than 10 suspensions, however, we have +40 "communication forms"/office referrals. At least 5-10 restorative conversations a week could occur across the school, from minor to major while facilitated by a classroom teacher, Wellness staff or administrator.	A target would be to decrease the number of office referrals and yard/transition conflicts that affect the number of restorative conversations.	Identify patterns from the communication forms/office referrals, in order to note time, triggers, involved persons, etc that affect the situations that result in an office referral.
Social Culture/Climate	Based on the current Panorama Education student survey (52% responded), the following showed: Growth Mindset - 57% Self Mgmt. - 66% Self Awareness - 65% Currently, Hillcrest uses restorative practices, Second Step curriculum and have monthly assemblies to review PBIS - to be a Hillcrest HAWK.	Goal is to increase by 10% the percentage of the Self-Mgmt, Self-Awareness and Growth Mindset.	Behavior coach facilitates and trains adults & students to hold restorative conversations or circles when necessary. Additionally BC can facilitate individual or small group social skills/conferencing.
Wellness Policy	Hillcrest qualifies to provide free breakfast (Universal Breakfast) and lunch for ALL students. Teachers collaborate with PE Coach to provide required PE minutes.	To have a up to 80% student participation in Universal Breakfast. Provide PE training for Year 1-2 teachers through staff PD or co-teaching sessions.	Utilize staff & student volunteers to assist with morning distribution of Universal breakfast for all classrooms. ILT and PE Coach confer to fold the scheduling of PE Workshops into the school-wide professional development calendar.

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:

Teachers will implement early family connections by holding "Parents-as-Partners" conversations within the first two weeks of the school year to collect/hear families' hopes & dreams. The newly formed BSU (Black Student Union) through our Innovation Award, not only focuses on lifting up our AA students, but bringing together the voices of AA families to understand and meet their needs and hopes.

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

-Will measure with family attendance to Parents as Partners. -Will measure by SFUSD Culture & Climate Family Survey provided at Spring

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.

We have up to 30 partners working with Hillcrest to support a variety of needs. The following are three that are unique partners: - Instituto de La Raza Familiar SF - Access Institute -Friends of the Children

What are your specific goals or objectives for these partnership?

With IRFSF, the goal is to provide consultation support for families (providing resources), social skills support and specific and specific consultation support for teachers (1:1 consultation or case presentation at Mental Health Collaboration meetings). With Access Institute, the goal is to provide direct student support for up to 4-8 cases for on-site therapy services. With Friends of the Children, the goal is to identify the highest need Kindergarten students (based on specific FOC criteria) and match them with specific FOC mentorship throughout their K-12 school life.

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

Will continue to hold 2 Mental Health Collaboration (MHC) meetings with all of our Mental Health Partners to listen to specific student case presented by their teacher and to discuss overall impact of mental health & school systems. Will aim to hold quarterly Partnership Collaborative meetings with our 30+ partners to understand how all their services are aligned to support Hillcrest and one another.

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

Will measure from F & P assessments and Reading Inventory (Grades 3-5). Will measure from both family & teacher observations shared at SST, Parent Teacher Conferences and/or IEPs.

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 = $4,000

WSF-SpED funds will cover instructional classroom materials based on Special Ed classroom needs and/or student 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 = $96,014

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

SCG will cover Teachers College Staff Development (K-2 focused), Reading Partners Tutoring Program, Substitute Release Days, Instructional Supplies, Non-Capitalized Equipment and Repair. The Teachers College staff development ($18,500) will provides specific Reading & Writing Workshop PD specifically for our newer teachers in K-2 who are new to RW/WW. Reading Partners ($9,000K) provides tutoring for specific students in Grades 1-4 who are identified as being "on the cusp" of moving reading proficiency levels. The substitute release days are necessary for teachers to participate in on-site TC Staff PD or for additional days to administer Fountas & Pinnell assessments. $3700 will go towards YMCA which will be the vehicle to cover our Chinese Bilingual Americorps Intern/Coordinator as part of our Wellness Staff & Bilingual ASP Student & Family Support. $8,635 will cover non-capitalized equipment to purchase additional Chromebooks to support newcomers & ELS with programs such as Imagine Learning and Fun English. $1,250 will cover repair for the riso/copy machines needed to supply work for EL students. Instructional supplies can go towards replenishing reading & writing student journals, mentor texts, leveled libraries, Japan Math math manipulative & materials, etc. General supplies can cover classroom or school climate materials to be replenished, i.e: Peace Corner materials, PBIS rewards, etc.

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

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

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

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

LCFF Concentration Grant (SCG-C) 07092
Allocation = $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?

LCFF funds cover Education Outside, Reading Partners, Experience Corps Volunteer Program, and YMCA Link Day staff. Additionally, there is approximately $3000 for non-capitalized equipment to purchase or replace Chromebooks and/or a few ELMO projectors that are not able to be repaired. The Education Outside consultant ($15,000) provides students Science & Garden extension lessons and allows EO teacher to utilize our garden as on-site learning lab. Reading Partners ($9,000) provides targeted literacy tutoring for specific students from Grades 1-4 who need the additional push to move reading levels. Our YMCA Link Day staff provide additional student support by providing additional learning activities (computers, physical activity, art) during recess and select times of the week.

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 = $236,196

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?

.5FTE coverage to supplement MTSS .5FTE allocation for an Asst. Principal who can support all of the Bryk Essential items below. ($72,194) A .6FTE Academic ARTIF ($62,371) who can provide targeted reading intervention support for students in our K-2 grade levels, which will help early identification of struggling readers (especially our AA & EL students) and prevent them from future learning gaps. A .5FTE Behavior ARTIF ($51,976) who is supports our Year 1 & Year 2 teachers in collaboration with our Wellness staff, Admin & Culture Climate committee to provide PD & Coaching support.

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 = $138,301   (31500)

How do you plan to use these funds?

Title I funds are used towards a 1.0FTE Behavior Coach ($60,000) as part of our Wellness Center staff to support Student-Centered School Climate. Secondly, funds will be used for .3FTE Literacy Coach position ($31,185) as a supplement to the centrally-funded .5FTE position already. The Literacy Coach supports the area of Professional Capacity, specifically for our Year 1-3 teachers new to Reading & Writing Workshop and Guided Reading strategies. .4FTE contributes toward a Class-Size Reduction Teacher. Lastly, funds will be used toward our CBO Partner, YMCA ($2019) to add Link Day staff extended to support student success during the instructional day. Remaining funds go towards substitute release time & instructional & general supplies.

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 = $1,383
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**.

This amount will be used towards supporting any materials (documents, translated documents, refreshments, meeting supplies, etc.) needed for Parent workshops, trainings, Principal chats, and/or SSC meetings.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 10/10/2018

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

Impact & Innovation Awards = $44,497

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

Impact Award Carryover ($13,647) and new Impact 18-19 Award (see Chris Armentrout: approximately $29,000) is related to our Math Lesson Study that supports Teaching Through Problem Solving in collaboration with the SFUSD Math & QTEA Departments and Mills College. This includes PD support & release with a partnership with other Lesson STudy schools, stipends for participating LS Team Leaders and Travel & Conference for Summer Japan Institute. The Innovation award Carryover ($1850) allows our site to form a student Black Student Union (BSU) for upper grade students and a community of BSU families to specifically support our focal students (African American) and build two-way communication and planning.

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

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

How do you plan to use these funds?

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

Equity Grant =

Identify Sub-group & specific actions

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

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0	.5	.5
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
IRF:	**Literacy Coach:**	**Academic RtI Facilitator:**	**Hard To Staff:**
.5	.5		
Other:	**Other:**	**Other:**	**Other:**
1.40 Multilingual Pathways	.60 Library	.80 Physical Education	.565 Healthy Choice Americorps Intern

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

1) Social Worker and Nurse are key Wellness Staff members who support all Tiers of Social Emotional Well-being of all our students. They are key to supporting students who are eligible for SST referral, 504 plans, on & off site services, etc. 2) IRF & Literacy Coach support the school-wide professional development goals/plans relating to strengthening teacher capacity, instruction and reflection relating to both Literacy and Math specifically. 3) Our Family Liaison is a Chinese Bilingual, therefore is able to support our Chinese-speaking families by interpreting at parent conferences, parent workshops/meetings & school-wide newsletters and be the direct connection to other school or outside resources.

SECTION V: Recommendations and Assurances

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

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

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

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
Channavy Nim	Community/ SSC Chair	
Karla Bercian	Parent / ELAC Rep	
Silvia Velazquez	Parent	
Yarisa Parra	Parent	
Ashley Michael-Hughes	Classroom Teacher	
Lawrence Wong	Classroom Teacher	
Jessica Alvarez	Classroom Teacher	
Leoana Li	Other staff	
Katerina Palomares	Principal	
Marisol Medel	Parent	