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

School	**Hilltop Special Services Center**
Principal	Elisa Villafuerte

SCHOOL VISION & CONTEXT

Hilltop Special Service Center is the San Francisco County Opportunity School for eligible expectant/parenting students with targeted support services related to high school and postsecondary success. We serve grades 7-12, and presently have an all female student body. Hilltop offers on-going enrollment to support all students in SFUSD, as well as out of district students. Because of this, length of enrollment varies; students may choose to return to their sending school or continue at Hilltop until graduation. We provide academic courses necessary to graduate from our county program, and also provide essential support services such as prenatal education, child care, parenting education, nutrition education and meal supplements, peer support groups and counseling, mental health assessment, intervention and referrals, child and domestic abuse prevention education, and college/career counseling. The teachers and staff of Hilltop Special Service Center employ a holistic approach to each student's education. They provide explicit instruction as well as responsive teaching and differentiated instruction. The primary program goal is for students to matriculate and earn a high school diploma demonstrating academic progress and readiness for postsecondary education and become confident parents and advocates for their children. A secondary program goal is to enhance the school readiness of the children born to school-age parents. Children of the enrolled parents have the opportunity to receive child care and development services co-located in our school building, until the child transitions to kindergarten. Elective courses in health, early literacy, and child development are part of the holistic approach to Hilltop's program. The combination of educational, wellness and social services provided at Hilltop make this a comprehensive Special Services Program that addresses the intense and varied needs of teenage parents.The low student-teacher ratio maximizes academic growth of students and the flexibility to arrange short term independent study to support maternity leave or child illness. Family Service Agency is the provider of an on site nursery/daycare center which offers child care for infants ages 2 weeks-18 months for parenting SFUSD students districtwide, and the opportunity to enroll in a pre-kindergarten child care program. We also partner with TAPP and YFRC who supports our all programming, support services, and provides case management for students. Our vision at Hilltop is that students will be strong self-advocates who are ready for college-level academics and/or the workplace. Students will be resilient and responsible individuals who recognize their true value and worth. They will act with dignity and respect, embracing opportunities to contribute to their local communities. Students will practice the Hilltop core values/learner outcomes: create community, embrace opportunities to learn, teach by example, and celebrate growth. All students enrolled at the beginning of the school year participate in a week long orientation centered around our school values. Teachers, counselors and other support staff continue to integrate the language and practices of our values into lessons and their own interactions with students. Further, we host quarterly Days of Action and Service Learning where we continue explicit instruction and practice of the values around a thematic unit. As of last school year, Hilltop became WASC accredited. Per that process we identified the following areas of strengths: - Hilltop has an amazing network of community partners that support the students' ability to be healthy, active participants in the classroom. - We have developed an extensive program to support seniors to plan a transition to their post-secondary education and employment opportunities. In 2016, Hilltop had the highest rate of registration and placement testing for any high school at City College of San Francisco - and the highest rate of enrollment in classes - for any SFUSD high school (87% which is 20% higher than any other high school). - Values orientation and monthly Service Learning Days in the school year increase the students' understanding of and connection to the wider community. This program promotes teamwork, altruism, public speaking, and leadership skills. - Teachers continually seek to improve their practice and collaboration in order to support students' achievement of the standards and their preparedness for postsecondary success in college and at home with their children. And areas of needs: - Increase scaffolding to implement across disciplines in order to increase the number of students who achieve the standards at the highest level. - Increase enrollment of students into four-year universities. - Improve student attendance and increase parent collaboration to support this effort. -increase opportunities for students to access content and credits by implementing a more flexible schedule model to include block scheduling, co-teaching and co-curricular classes.

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):__
Tier 1: All Students (pregnant minors & teen parents) Tier 2: English Language Learner Students & Students with IEPs Tier 3: English Learners with special education needs & SIFE students (we have recently learned that many of our students have interrupted formal education. These are not just immigrant students as SIFE refers to students coming from another country, but also many of our students have interrupted formal education due to truancy.)

__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
	All students will improve their RI score. All students will receive full credit in their English courses.	Instructional practices implemented at Hilltop are: teaching for understanding, differentiated instruction, explicit instruction, modeling, productive struggle on academic tasks, group and collaborative work, on-going teacher feedback to students on class work, on-going assessments to inform teaching/learning, reteaching as needed, culturally relevant curriculum and lessons, building on student knowledge, setting long and short term goals, reflect on lessons, work with colleagues to improve instruction.	Given the RI data showed that many students are far below grade level, we will investigate addressing literacy across the content areas. As such, we will need to have PD to support school wide literacy. We may choose to work with out of district consultants for PD. Master schedule change was necessary to support block schedule with a co-taught co-curricular model, as well as additional professional development is necessary to support co-teaching and co-planning integrated units. WASC identified need: Increase scaffolding to implement across disciplines in order to increase the number of students who achieve the standards at the highest level.

Many students enrolled at Hilltop are performing below grade level. We have identified that level using teacher generated assessments given when students begin their English class, Reading Inventory (RI) assessment, and CELDT (soon to be ELPAC) scores. Additionally, some students have very little English credits upon arriving to Hilltop. English Language Learners make up 65% of student enrollment, not including students who have reclassified. Students with Individual Educational Plan make up 19% of student enrollment. Students identified as both EL & SPED are 16%. All students are enrolled in co-taught, co-curricular classes, including a new humanities block. Students are offered opportunities for further enrichment and credit earning options, like: dual enrollment at City College, Transitional Studies through SFUSD (eg lab courses), local college tours, modified schedule for employment and/or CCSF concurrent enrollment, and on site pathway programs with internships.

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?
Tier 2 Students: Many EL students (including newcomer pathway) & Students with IEPs are at the BR level of the RI and/or have level 1 or 2 overall CELDT, and also are behind in credits.	ELL students will make progress on their ELPAC scores. All students will improve their RI score. All students will receive full English credits.	Implement strategies and practices from ELD PDs (vocabulary and language objectives, dyads, communicative strategies, and try to increase collaborative group work when possible). Investigate other PD topics like literacy across content areas and co-teaching, and fund providers as necessary (if outside of SFUSD). Examine master schedule and add additional sections of ELD and other class schedule options and modifications to better support students.

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):
Tier 1: All Students (pregnant minors & teen parents) Tier 2: English Language Learner Students & Students with IEPs Tier 3: English Learners with special education needs & SIFE students (we have recently learned that many of our students have interrupted formal education. These are not just immigrant students as SIFE refers to students coming from another country, but also many of our students have interrupted formal education due to truancy.)

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
	All students will receive full credit in their math courses. -Students will be able to demonstrate college-readiness through identification and persistent approaches to a variety of math competencies.		

Most of the students enrolled at Hilltop are performing below grade level in math and often have not earned their math credits upon enrollment at Hilltop. We have identified their math level using teacher generated assessments. All students are enrolled in co-taught, co-curricular classes. As well, teacher created math assessments are used to assess individual needs. Teachers will address whole class needs, creating small group for targeted interventions or higher level opportunities, individual tutoring, and support as needed. Students are offered opportunities for further enrichment and credit earning options, like: dual enrollment at City College, Transitional Studies through SFUSD (eg lab courses), local college tours, modified schedule for employment and/or CCSF concurrent enrollment, and on site pathway programs with internships.		Instructional practices implemented at Hilltop are: teaching for understanding, differentiated instruction, explicit instruction, modeling, productive struggle on work, group and collaborative work, on-going teacher feedback to students on work, on-going assessments to inform teaching/learning, reteaching as needed, culturally relevant curriculum and lessons, building on student knowledge, setting long and short term goals, reflect on lessons, work with colleagues to improve instruction.	Will shift from focusing on learning paper/pencil calculations to focusing on higher-level problem solving strategies and using technology as an essential tool, as part of a co-taught co-curricular model. Institute rigorous common-core grade level math curricula, along with SFUSD math curriculum, with emphasis in reading and writing domains of problem solving situations. Offer PD opportunities outside of SFUSD if applicable, plus PD opportunities in areas such as: co-teaching, project based learning, and trauma informed practices.

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?
The qualitative and quantitative data points show that our EL identified students who are performing at beginning, early-intermediate, and intermediate ELD levels need more support progressing in English language acquisition based on annual CELDT assessments, particularly in the reading and writing domains. This can directly impact reading and writing in problem solving math related tasks. Additionally, students of all demographic areas require remedial support which will enable them to take college ready placement tests in mathematics for CCSF and SFSU through Accuplacer and ELM.	-Students will be exposed to and develop mastery level competencies in reading and writing through common-core mathematics problem-solving criteria.	Implement small group instruction and time for targeted areas of need per assessment data. Provide remedial math support for improving content recognition and mastery for college-level mathematics. Investigate other PD topics like literacy across content areas and co-teaching, and fund providers as necessary (if outside of SFUSD) and utilize the master schedule to support looping/collaboration between math and science teachers.

SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

Analysis of Results Science-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?
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		WASC Ch.5
	All students will receive their full credit in science courses. Students interested in attending a 4 year college immediately following high school will be encouraged to take a transitional studies course or dual enrollment with CCSF.	Teachers get daily prep, twice weekly collaboration time with their co-teacher, plus whole staff collaborative work time twice monthly, and master schedule supports collaboration model.

Beginning Fall 2017 our science class has offered the Next Generation Science Standards via SFUSD core curriculum, within the co-taught/co-curricular class structure. The big idea/shift in science is that there is a focus on deeper understanding of content as well as application of content and the NGSS and Common Core State Standards (English Language Arts and Mathematics) are aligned. All students in need of science credits are enrolled in a science course. Students are offered opportunities for further enrichment and credit earning options, like: dual enrollment at City College, Transitional Studies through SFUSD (eg lab courses), local college tours, modified schedule for employment and/or CCSF concurrent enrollment, and on site pathway programs with internships.

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
Spring 2017 CELDT data shows: CELDT 1 (Beg) = 13 CELDT 2 (Early Intermediate) = 2 CELDT 3 (Intermediate) = 2 CELDT 4 (Early Advanced) = 2 CELDT 5 (Advanced) = 0 *5 students no data Newcomers are clustered with developing EL's and teachers employ structured interaction practice requiring students to talk to one another about content. In History and Math, the teachers also employ L1 support to check for comprehension. *Newcomer cohort receive designated ELD in English class and integrated ELD in other content area classes.	Goal is for newcomer cohort to improve 1 CELDT/ELPAC level and reclassify long term ELs.	Implement strategies and practices from ELD PDs (vocabulary and language objectives, dyads, communicative strategies, and try to increase collaborative group work when possible), including as much English communication time as possible. Investigate other PD opportunities outside SFUSD, and consider a coaching PD model with MPD. New master schedule supports additional sections of ELD. Also, use of the EL snapshot or other tool will be necessary to implement to better monitor practice, especially for long term English learners.

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?
Pregnant and parenting teens have needs unique to the developmental stages of adolescence, as well as needs that are common to all pregnant women. Access to appropriate and accurate health information, in alignment with the CA Health Education Content Standards and reflective of students' diverse cultural backgrounds, will lead to improving health and life outcomes for these students and their children.		

| | Health education lessons at Hilltop have historically been delivered through a prenatal education class. The focus has been more on the health and well-being of the pregnant woman as opposed to a more expansive approach addressing the developmental needs of adolescents as well as the health and well-being of the pregnant student, the parenting student and the young child. Students arrive at Hilltop at varying stages of pregnancy, sometimes leaving the prenatal class in a few weeks after beginning due to the historic practice of transitioning out of the prenatal education class once they have delivered the baby, thereby leaving before being exposed to all aspects of the prenatal curriculum. Additionally, the curriculum has focused on health topics as they specifically relate to pregnancy instead of addressing the common health and well-being needs of all adolescents. | At the start of the spring semester of 2018, a more comprehensive approach to health education was instituted. Students will remain in the (now re-titled) Pregnancy and Parenting class/Health for the entire semester. Classes meets twice weekly, a block period of 90 minutes. Pregnant teens meet with instructors weekly for a "lab" where topics relating to the effects of various health issues on the growing fetus are addressed within the context of the CA Health Education Content Standards. As well, weekly, teens who have already delivered their child, are enrolled in a child development "lab" where the focus is on meeting the health needs of the growing child. On Thursdays, the two sections are combined with the parenting teens functioning as mentors to the pregnant teens to develop the skills to maintain a healthy lifestyle for themselves and their children. |

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?
A teacher is designated as the school Arts Coordinator and Hilltop offers media arts courses as well as a media arts pathway program. Teacher participates in VAPA Professional Development opportunities that incorporate arts-based teaching methods.	To continue to integrate arts in a variety of ways. (e.g. jewelry making with a 3D printer, web site design, bridge design, magazine ads, etc.) To strengthen partnerships with community folks (like GOAT), to provide entrepreneur internships and opportunities around media arts. To solidify partnership with CCSF for articulation or dual enrollment courses in media arts for certification opportunities.	We will apply for the CTE grant and request additional funding.

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
	Physical education goals are to incorporate more technology by implementing the Heart Rate Monitors providing students immediate feedback for students to see the effect of exercise on their body, view their individual effort, find and maintain the right exercise intensity to reach each student's goals, prevent working too hard or over training in general, keep students in a safe training zone, awareness of exercise principles so students can then design their personal fitness program. Also continue providing students with a variety of options of physical activity for students to learn and empower themselves to live healthy lifestyles.	Resources needed to support these goals are to obtain additional funding to purchase more spinning bikes and fitness equipment (such as: weights, medicine balls, TRX equipment, treadmills, eliptical machines) and PE uniforms.

Students receive instruction on physical education and the benefits of daily activity for a healthy, active lifestyle. Instruction is provided by a credentialed teacher. Students receive 400 minutes of instruction in physical education per every ten day period through a variety of activities which are aligned with the California State Content Standards for Physical Education. Students receive preparation for the FITNESSGRAM Physical Fitness Test and are tested in the six PFT Standards in the spring semester of the school year. The physical education program at Hilltop provides the opportunity for all students to participate in a variety of physical activities: aquatics, team sports, dance, individual training (spinning, circuit training, yoga and TRX). Students keep track of their physical activity and nutrition in a journal. Opportunities are available for all students to complete physical education activities Independently before and after school, and during lunch for credit. PE uniforms are provided for all students enrolled at no cost to the students.

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
All students are enrolled in co-taught, co-curricular classes including: (Social Studies, Science, VAPA, and CTE etc.). Passing grades and credits earned is necessary to ensure students stay on diploma track or to transition to a district school. The majority of students are off-track, low credit, and/or truant when they enroll at Hilltop. Students are offered additional credit attainment options to get back on track.We have had support in providing additional class sections within the regular semester, after school and offer summer school with approved Sprout funding.	Provide accessible options for students to be able to participate in independent project credit options. Students who need additional credits will be able to enroll in 1-2 additional courses with the opportunity to earn 5-10 additional credits AND we will begin offering other independent projects to allow for more options to earn credits.	Offer additional sections of classes. Submit request for sprout funding to support additional classes, summer school and credit recovery opportunities for students. Incorporate additional class sections in the master schedule if Sprout funding is not approved. We will need to begin offering other independent projects for students to earn credits.

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
Provide 1:1 College Counseling to students, College Tours, Career Fairs, College application workshops, financial aid workshops, College Placement Tests on site, and Scholarship Workshops. Hilltop works directly with Skyline College and CCSF to facilitate completion of the matriculation steps for students and connect to support resources (EOPS, CARE, Counseling Services, Child Care, Students with Disabilities Programs) to create a smooth transition plan for students. Students in the 12th grade participate in a critical thinking college preparation class, Step to College, through SF State University and are eligible to earn college credit.	Expose all students to options for employment and higher education. Student will create their post secondary plan and complete their ILP with support from a counselor.	Create Individual Learning Plans with all students at the beginning of the school year, when students enroll, and review once each semester with each student.

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

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

The school schedule accommodates common planning time and staff professional development. Twice weekly, co-teachers have common planning time. Also, twice monthly, the entire teaching staff have 2 hours to collaborate on lesson plans, best practices, student data review, and ELL support for students. The school social worker also arranges training sessions for support staff. Teachers and Staff participate in their department's district PDs to collaborate and discuss best practices. PD calendar:
https://docs.google.com/document/d/1qdUSoFr97ezD6VQYXhhnvYe7QevXlTZaSOxh77_pJJl/edit

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)
Quarterly review of credits and attendance data, as well as twice monthly meetings to collaborate and discuss best practices for ELD.	The resources for the on-going professional development at Hilltop derives from a variety of sources, including staff facilitation, community partners such as TAPP, OTTP, and SFUSD presenters. As well, we utilize prop A funds and Title 1 funds to support PD with extended hours.

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.)	Hilltop students with IEPs are offered a Study Skills class as well as are scheduled in co-taught classes, or classes with support. Historically, students with IEPs have represented a significant percentage of the Hilltop population, about 24%.	Increase SPED students literacy rate as evidenced by ELPAC, RI, and other assessments.	Maintain push-in services for general education classes and utilize co-teaching model and/or SDC model per individual student need.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)		Increase attendance and support for these populations in order to best coordinate services.	

	Analysis of the Data: Hilltop students where provided this a Foster Youth Services intern for the school year of 2017-2018. Foster youth where provided educational case management through this support service. Students were provided immigration legal support in collaboration with Bay Area Legal Aid during a monthly legal clinic. Additionally, the collaboration with the nurse family partnership and the public health nurses has greatly expanded health case management capacity. Students have also been provided with ongoing mental health through mental health partnerships with Felton's Full Circle and UCSF's obgyn department and community building and cultural engagement through ongoing partnerships with TAPP, Huckleberry House and Third Street Youth Programs. Vulnerable populations amount for almost all of the students at Hilltop High School. Hilltop typically has about 10-15% foster youth and about 10-15% undocumented youth, and approximately 5% FYIT. We provide services and support through wellness and coordinate CBOs for support too.		Provide lunchtime groups with CBOs and maintain wellness structures to support students on case by case basis. Maintain ongoing yearly support of FYS intern. Maintain relationships with CBO's and other outside supports. Expand capacity for ongoing student populations that are not reached with the current supports in place.
Student Engagement/ Attendance	Hilltop School does struggle with absenteeism. The high rate of absent students does correlate to the known risk factors of teen parents such as history of physical/emotional abuse, high rates of depression, need for employment. On average, 60% of enrolled students attend on a daily basis.	Increase attendance on site, as well as create other opportunities to increase engagement, like via internships or off site options.	Increase referral to TAPP case management. Continued outreach to parent/guardians. Increase home visits. Explore available resources for on-site mental health services.
School Culture/Climate	Hilltop will continue to adopt the Restorative Practices Model to enhance school climate. Hilltop maintains a near zero suspension rate; having students reconnect to each other & staff is of high value in the community. As well, Hilltop will continue their community building days, service learning days, and implement advisory period to support community building and reinforce the Hilltop school values.	Continue to decrease use of suspension & other punitive methods or redirecting students. Increase school affiliation and pride.	One strategy to continue is the daily community circle. Also to develop classroom lesson plans that support the school-wide values. Finally, we will strengthen collaboration between TAPP and FDC via SAP, and ensuring all Hilltop students get connected with a TAPP case manager. Joint advisory class activities. Continue celebratory themes around school values.
Social Culture/Climate	There are ongoing professional development presentations for staff around vulnerable populations. Hilltop will continue to have ongoing collaboration with CBOs to create cultural awareness and community building. Students will have ongoing collaboration with TAPP's case management program which provides them with ongoing self-management support. Students (YOWs) will also help to create positive school climate activities that promote health, physical activity, creativity, and connection with their children through school wide events (eg., Kick Butts Day, art activities, events with TAPP)	continue to support the students interpersonal and interpersonal skills	Increase referrals to TAPP case management. Increase attendance of students at school wide events. Continue to partner with CBO's that can provide further training and social awareness.
Wellness Policy		Targets: Maintain wellness policy and climate in the school	Strategies and interventions: Maintain ongoing staff promotion of health initiatives.

| | Analysis of the Data: Hilltop's Wellness policy will continue to promote student health and wellness is of paramount importance; the policy aims to provide all school personnel and students with a framework to actively promote the health and wellness. Hilltop continues to promote good eating habits for students and provides food that fits SFUSD's nutrition standards and policies. Hilltop also continues to promote the physical activity of students with a physical education series and outside community based physical activity such as street soccer. | | |

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:

Our school-parent community is strong at cultural events twice a month, evidenced by parents and family members that attend the functions. The impact of that attendance has resulted in increased positive school-home relations. Goal: Increase attendance to SSC meetings.

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

Collaborate with on-site partners to support open house events. Try to schedule SSC meetings before or after a school function or cultural event. We can collect data on the attendance to SSC to measure the impact of a combined event.

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: **Felton Childcare**

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

TAPP/YFRC Felton FDC Nurse Family Partnerships OTTP Writer's Corps

What are your specific goals or objectives for these partnership?

TAPP/YFRC - case management, academic support, connection to resources for mental health and other supports like WIC, diaper bank, etc, plus many other supports Felton FDC - child care + internships for CDEV pathway Nurse Family Partnership - parent-child bonding, pregnancy health, child development education OTTP - job readiness, career and self explorations Writer's Corps - literacy academics and support CCSF - Media Arts & CDEV pathway support SFUSD CTE - pathway support + access internships

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

Create calendar for quarterly check ins and assign a Hilltop staff point person to be direct connection and liaison

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

Will work with each partner to implement a survey or utilize the data they collect

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 = $0

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 = $0

How will your site use SCG-EL resources to increase and improve services for English Learners? 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)*

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

Allocation = $0

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = $0

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = $0

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

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

CATEGORIAL EXPENSES

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = $75,000   (31500)

How do you plan to use these funds?

Title IA County, Resource 30101, Fund 05, Org 616 (Title 1 Neglected) Top priorities: -Daycare ($50,000 to provide on-site childcare so that students can focus on learning) Remaining $25,000: -PD (to complete school wide WASC goals, especially around supporting English Learners and student engagement) -Community Building -travel, conferences -field trips.

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 = $750

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.**

Parent Inv. Policy: In our school site folder. - to support mailings for monthly meetings with light refreshments

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 8/31/2018

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?

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

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

How do you plan to use these funds?

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

Equity Grant = $0

Identify Sub-group & specific actions

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

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

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

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

Provide case management for Pregnant and parenting Teens Home visits and other truancy interventions Bilingual support for Individual Learning Plans

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: **3/19/2018**
☐	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: **8/31/2018**

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
Elisa Villafuerte	Principal	
Diana Alvarez	Other School Staff - Counselor	
Joe Alter	Teacher	
Derrick Tynan-Connolly	Teacher	
Peter Lu	Teacher	
Leslie White	Teacher	
Nancy Maldonado	Community Member	
Carolina Orozco	Student	
Diana Tziu	Student	
Delmy Zuniga	Parent	
Mayra Espinoza	Student	
Nora Martinez	Parent	