



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

School	El Dorado Elementary School
Principal	Silvia Cordero

SCHOOL VISION & CONTEXT

El Dorado Elementary School is located in San Francisco's Visitacion Valley bordering John McLaren Park. Our staff serve 175 students, making up a diverse community of learners from the neighborhood including, Latino (38.69%), African-American (22.02%), Filipino (8.33%), Asian (6.55%), White (2.38%), Native Hawaiian (1.79%), Native American (0.6%) as well as students who identify as Bi-Racial (11.31%). El Dorado Elementary School is an inclusive community where children are heard and valued as they develop resilience and a strong personal and academic identity. Leaders are reflective practitioners who are culturally competent and skilled at using multiple data sources to make equity centered decisions about teaching and learning. We collectively encourage and uplift each and every member of our community with a strengths based lens for improvement and lifelong learning. Our belief in teaching the whole child makes us work hard at teaching students foundational skills in both academic and social content. We focus on problem solving skills, empathy, and how to be self advocates. We have an extensive Wellness Team, that provide our students with Social Emotional support, which includes 1.5 social workers, a full time Elementary Advisor, a T10 Campus Supervisor, a nurse, and Americorps Volunteers. We use PAX and Restorative Practices to provide our students with teachable moments and reflection when they are struggling and a K-5 social Emotional curriculum called Second Step provides ongoing reflection and awareness around their role in our community. Teachers use instructional practices that ensure all of our students are accessing the curriculum by delivering instruction in multiple ways (and modalities). We are currently prioritizing SFUSD's Comprehensive Approach to Literacy model in order to cultivate readers who are at or above grade level as well as rich, hands-on Science content to engage and harness our students' natural interest in the world around them. Small group instruction is used to accelerate student reading and writing growth, so there is flexible grouping for targeted skills; students collaborate with peers and rehearse before being held accountable to show what they know. With a 20% English Language Learner population, our teachers work hard to support our students in acquiring academic English skills through best practices in English Language Development. Our high attrition in both students and staff has caused us to produce mixed success in the past few years; we need to also continue to address and lower our chronic truancy levels.

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/ao/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/ao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results
NOTES:		
<ul style="list-style-type: none"> All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups. Refer to Illuminate Report List to link to student level data 		

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

African American Students

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	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 will be required to achieve these goals? WASC Ch.5
According to the ELA SBAC, El Dorado students are performing behind the District average. Whereas 51% of SFUSD's students were at or above proficient on the SBAC ('16-'17), 20% of El Dorado students were reading or above proficient. In addition, just 11% of our African American students were at or above proficient. We are using the F & P to monitor our K-2 students in reading (50% proficient, midyear). AA students are at 43% proficient on the same measure. We are using the Reading Inventory to monitor our 3-5 students in reading (20%, midyear). AA students are also at 20% proficient on the same measure. 7% of 3-5 students were proficient in writing according to the IWA. 10% of AA 3rd graders were proficient on the IWA compared to 0% for the past two school years. In addition, 22% of our 3-5 students are Approaching proficiency in writing according to the IWA.	70% of our K-2 students will be proficient on the F&P. 40% of our 3-5 students will be proficient in reading according to the RI. 40% of our students will be proficient in SBAC ELA Summary. 20/93 3-5 graders will be proficient according to the holistic score of the IWA. All other students will be "approaching" in writing as measured by criteria stated by the SFUSD writing rubric by the end of the 2018-2019 SY.	Teachers will demonstrate how and why one reads through interactive read aloud 2-3 days a week to give students opportunities to talk and respond to texts, fosters a love of reading, and provide opportunities to practice learned skills and strategies. Teachers will demonstrate and model through think alouds the practices, strategies and habits of proficient readers. Teachers will engage students in shared reading to develop reading skills and strategies. Teachers will use technology to provide students additional opportunities to apply reading strategies and skills. Teachers will engage in highlighting author's craft (lessons from the masters) to develop student voice and writing proficiency. Teachers will instruct students how to use rubrics, checklists and exemplars to set goals for independent writing time and to monitor progress. Teachers will use student writing samples and conference notes to inform instruction.	Instructional Shifts If we implement effective small group instruction, specifically, strategy and guided reading groups during readers and writer's workshop then our EL, Latino, and AA students will make gains in both Reading and Writing as measured by Writing On-Demands (K-5), IWA (3-5), the F&P (K-2), and RI & SBAC (3-5). Supports Weekly PD's and GLCs planned and facilitated by IRF and Literacy Coach. Strategic staffing and classroom assignments to support small-group instruction. Administration Team provides guidance through weekly meetings with coaches, Admin walkthroughs, and ILT Learning Walks. ARTIF will continue to support K-2 students identified as below grade-level and in need of reading intervention through small-group and individual instruction. 0.4 FTE teacher will support 3-5 students identified below grade level.

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?
<p>After two years of making writing a priority for PD's and GLC's we have seen progress. This year (2017-2018), we moved 22% of our 3-5 students to Approaching proficiency on the IWA compared to just 6.5 % of 3rd graders. Approaching proficiency on the the IWA in 2016-2017. We had a slight dip in proficiency rates last school year. 20% of our students, grades 3-5 were proficient on the SBAC compared to 26% on the the 2015-2016 SBAC. For this reason, we are adding Reading as a priority for the 2018-2019 school year.</p>	<p>70% of our African American K-2 students will be proficient on the F&P 40% of our African American 3-5 students will be proficient in reading according to the RI 40% of our African American students will be proficient in SBAC ELA Summary 5/25 African American 3-5 graders will be proficient according to the holistic score of the IWA.</p>	<p>Teachers will include all elements of a mini-lesson (connection, teaching, active engagement, link, mid-workshop teaching point, and share) and utilize the gradual release of responsibility in their reading instruction. Teachers will provide students with sufficient time for independent reading with a purpose (i.e. looking for cause and effect, identifying main idea and details). Teachers will provide differentiated feedback, including conferring with individuals and strategy-based small groups. Teachers will focus on teaching students structure and organization of their writing through the mini lesson and followed up with small group instruction and 1:1 conferring.</p>

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

African American

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
<p>Percentage of 3-5 students who were proficient in Math according to the SBAC dropped from 19% to 9% from the 2015-2016 SY to the 2016-2017 SY. Percentage of 3-5 students who were proficient in the Math Task remained the same, 35% over the same time period. All Teachers participated in monthly Math planning sessions supported by IRF and Math Coach from Office of Professional Learning, Math Department.</p>	<p>20% of our 3-5 students will score proficient according to SBAC Math Summary. Students will consistently demonstrate academic resilience (PART) by using the 3 read protocol, computational strategies, justifying and explaining math reasoning 90% of the time. Students will also demonstrate a growth mindset by believing mistakes are key learning opportunities</p>	<p>Teachers will promote a variety of opportunities for student discourse (e.g. math talks, math partnerships, gallery walks) and hold students accountable for producing explanations that their classmates can understand by using precise math content language, probing questions, and a clear criteria for success. Teachers will support the use of academic language in writing about math by using anchor charts, journals, and sentence frames.</p>	<p>Students will use technologies and online resources to supplement Math learning such as math facts and problem-solving strategies. Students will create and use representations (e.g. number models, symbols, graphs, manipulatives, diagrams) to reason through problems. Students will engage in academic discourse as they communicate and explain their ideas. They will reason verbally and in writing (student-student, student-teacher, student-whole class).</p>

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?
<p>Number of AA students who were proficient in SBAC Math dropped from 2 to 0 last year. However, the percentage of AA students who were proficient in the window 1 Math Task rose to 30% compared to 17% from the year before.</p>	<p>20% of our 3-5 African American students will score proficient according to the SBAC Math Summary.</p>	<p>Teachers will use small group instruction: - to support reading in math - to give students access and entry points - to support focused, targeted instruction (e.g. modeling strategies, representing math through models and manipulatives)</p>

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
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<p>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?</p> <p style="text-align: right;">WASC Ch.5</p>		<p>work collaboratively on the implementation of the science curriculum?</p> <p style="text-align: right;">WASC Ch.5</p>
<p>Fifth-grade students swapped between the two classes for Science and Social Studies lessons twice a week. In addition, Fifth graders took bi-monthly field trips to McLaren Park for hands-on learning. All classes, grades 2-5 went to the Exploratorium for an all day field trip, exploring physical sciences. Our librarian volunteered to re-establish the garden area and frog habitat which was dismantled during construction. After-school ROCK program conducted garden activities 2 times per week in the school garden and renovated the garden and frog habitat. All fifth graders will go on an overnight field trip with activities facilitated by the SFUSD Environmental Science Department at Fort Funston in May. All fifth graders will take the Science SBAC for the first time this year.</p>	<p>We will shift our Science program to be NGSS-based and implemented on a school-wide basis. All teachers will become familiar with the new Science Curriculum as assigned by SFUSD Science Department. Fifth graders will practice and be prepared for the SBAC Science section. Finalize plan and advise Green schoolyard initiative to create 2-3 food garden spaces, 2 outdoor classrooms, and a frog habitat.</p>	<p>We are considering funding sources for a part-time Garden coordinator who will work with students, assist teachers in learning the NGSS and implementing the new Science curriculum as well as advise on the green schoolyard initiative.</p>

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)	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?
<p>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)?</p> <p style="text-align: right;">WASC Ch.2</p>		<p style="text-align: right;">WASC Ch.5</p>
<p>Grades 3-5 EL's proficiency percentages dipped slightly in both SBAC ELA (23/17) and Math (15/11) from the 2015-2016 SY to the 2016-2017 SY. During the current school year, 3-5 ELs doubled proficiency rates between window 1 & 2, from 7% to 15%. On the F & P assessments, our K-2 ELs have increased proficiency rates (19% percent to 36%) from the 2016-2017 SY to the 2017-2018 SY. In fact, EL's are performing at about the same rate as the the whole school demographic (38%).</p>	<p>EL's grades 3-5 will increase their rate of proficiency on the SBAC in ELA (goal: 30%) and Math (goal: 30%. 3-5 EL's will increase proficiency rates on the RI to 30% by mid-year. K-2 EL's will increase proficiency rates on the F & P to 50% by midyear. All classrooms will have language objectives posted in the classroom for every day of instruction during ELD.</p>	<p>Focus on talk moves that go beyond turn-and-talk.. We will provide written and verbal scaffolds for ELs. The talk moves we will focus on will be for students to 1. support their ideas with examples, and 2. build on and challenge each other's thinking. In addition we will expand the variety of structured language practices during both designated and integrated ELD. Teachers will use lines of communication, Give-one-get-one, and Talking Chips. Grade level bands (K-2 and 3-5) will commit to the time frame for daily designated ELD and having language objectives for Designated ELD posted on the classroom schedule will be included in the principal's expectations.</p>

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
<p>In a narrative, describe what your analysis of the data says about your school.</p>		

<p>According to the most recent culture and climate survey data, just 42% of our students feel safe with peers and 53% feel safe with adults at El Dorado, below the District average. However, 66% of El Dorado students express a growth mindset which is above the District average. Bullying has been reported in the classroom, on the recess yards and online. Wellness center is used by our students to calm down, talk it out with a peer, or speak with a trusted adult. During this school year, the wellness center was visited by students seeking help about 170 per month, according to our Wellness Center tracker. In addition several student groups are facilitated on a weekly basis by the Wellness Team and Interns. All students receive weekly lessons on health and wellness using the Second Step curriculum which is facilitated by the Social Work and classroom teachers. All fifth grade students received one-week of puberty education classes facilitated by the school nurse and a co-facilitator from Planned Parenthood.</p>	<p>Our goal for next year is for 75% of our students to feel safe with both peers and adults. We also want 75% of our students to both express AND demonstrate growth mindset. Students will continue to receive weekly Second Step lessons. All classes will begin each day with a class meeting with a wellness goal connected to it. We will continue to track Wellness Center visits. Our goal will be for students to use the center proactively to develop a sense of agency and emotional self-regulation. School nurse (.5) will continue provide care to students and follow-up with families and be a member of the SAP Team and SST Team. Fifth graders will continue annual Puberty Education classes with the school nurse</p>	<p>Our school social worker with support from personnel from Project Prevent will provide professional development that will equip staff on how to hold restorative conversations. Staff will also begin to use the PAX good behavior game as a school wide positive behavior management practice. We will continue to have a partnership with UOP Dental Program--Virtual Dental Home We will launch our student council to build leadership opportunities for our students.</p>
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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?
Bay Area Theater group is working with two first-grade classes to merge literacy and performing arts. All students had one semester of weekly Dance class funded through VAPA. All students had one semester of weekly Singing and Drama class. 2nd graders performed at the annual SFUSD Youth Arts Festival. Sixteen 4th and 5th graders participated in weekly Instrumental Music lessons. Six students in 5th grade participate in weekly activities in Beats, Rhymes, and Life, and develop writing, rhyming and performing Rap Music. All classes contributed to 3 cultural assemblies during the school year. All students contributed to the Peace Flag Project. Students designed and painted individual and one group flag.	Our goal is to integrate with performing arts with literacy from 1st grade to also include 2nd grade. Add student visual art to the building either by permanent installations or themed temporary artwork.	Teachers and artists need to collaborate on projects.

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.	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
14% of our 5th grade students met the fitness standard on all 6 measures of the Healthy Fitness Zone assessment. 17% of our students met 3 or less of the 6 fitness standards on the Healthy Fitness Zone assessment. 20 students participated in after school football and soccer teams.	Our goal for next year is for 30% of our 5th grade students will meet the fitness standard on all 6 measures of the Healthy Fitness Zone assessment. In addition, our goal is for all of our students will meeting the standard in at least 3 of the 6 standards. We will increase our participation on football and soccer teams to 30 total students.	We will focus on aerobic performance tasks that increase heart rates. Once our upper yard is operational, we will design a running area so students can practice running paces with timed goals. In addition, we will also focus on gross-motor ball skills such as rolling, tossing, catching, kicking, and trapping. Two afterschool and weekend teams will support Physical Fitness: Fall football team, and spring Soccer team. Family Liaison will recruit students and coach teams to help build up the programs.

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
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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
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Elementary Schools

What is your plan for promoting college and career readiness?

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

We will promote participation for all families in the K2C (Kindergarten to College) savings program. Kindergarten families will be informed of the program during Kindergarten Orientation as well as during the Community Resource Fair held in August/September. In addition, we will conduct a financial literacy night hosted by Credit Karma which will include information and sign ups on the K2C.

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?

During early Release Thursdays the IRF, Literacy Coach, and Wellness Team will provide 2-4 hours Professional Development on data-driven Language Arts and Math planning and Instruction and SEL strategies. Coaching Team will also facilitate weekly Grade-Level Collaboration to plan, analyze student work, and follow up with PD content. Grade Levels will have a half day release to unit plan for literacy and math. Administration Team will engage in weekly instructional rounds with coaches and teacher leaders from ILT. Coaching Team and Administrators will meet biweekly to assess PD and GLC implementation and provide support and guidance. ILT will use data from classroom visits to analyze levels of implementation of school foci. Administration will engage in 1:1 data/end of cycle meetings to reflect on and guide teacher practice ensuring next steps are data informed and responsive to student needs and building off strengths.. Each grade level team will receive 2 coaching sessions in 6-8week cycles facilitated by a member of the coaching team.

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)
PD/GLC Schedule on weekly basis in conjunction with Thursday early-release Weekly Coach/Admin meeting to provide guidance for PD/GLC BiWeekly ILT Meetings to establish instructional needs/activities ILT Learning Walks cycle with all teachers included Monthly ELA/Math planning days for grade levels with coaches Optional after-school workshops led by coaches District-Based PD Restorative and Trauma-Informed Practices Math Coach planning sessions School-wide PBIS planning and implementation (PAX) Administration meets 1:1 biweekly with each individual support staff (IRF, Literacy Coach, School Social Worker, Librarian, etc) to ensure work is aligned to school wide foci/goal.	Centrally Funded IRF and Literacy Coach positions Centrally Funded IRF, Literacy Coach and Admin positions Extended hours provided to teachers for 1 hour per month Prop A hours Substitute Release funded by site budget SFUSD Math Department Coaches Project-Prevent Grant Substitute Release from Site Budget Pupil Services Coach will facilitate PDs during staff meetings

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.)	We have 22 students currently with IEPs and 11 more will be assessed by the end of the school year. 1 student has a 504 plan.	Learning styles, and inclusion are topics in class meetings at the beginning of the school year. 2 whole class SST's per year. 6 staff members trained in facilitating SST's to increase school capacity	Early intervention and SST Team identify students with special needs. Weekly SAP meetings facilitated by School Social Worker. Additional 0.4 FTE teacher will provide small group instruction for 3-5 students below grade level in reading. Inclusive School Week. .5 Nurse works with students and informs families of medical needs. Project prevent grant for Wellness interns and PDs for staff.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	We have several families whose immigration status make them vulnerable to deportation. Exact data is unavailable.	Undocumented youth and families will feel welcomed and safe at El Dorado.	Mentoring for Success Affinity groups facilitated by Wellness Staff and Interns. Hope SF Grant and wraparound services. Immigration rights posted and available to all families.
Student Engagement/Attendance	71% of our students have a sense of belonging at El Dorado according most culture/climate data. Our chronic absenteeism rate is 22% according to last year's data.	Lower chronic absenteeism to 10%	Weekly SAMT meeting facilitated by elementary advisor. Attendance reports generated during P/T conferences and provided to Teachers and families.
School Culture/Climate	42% of students not feel safe with peers according to culture and climate data. Qualitative Data: Racial, sexual, and sexual identity slurs have been witnessed by peers and adults. 5 school-wide assemblies were facilitated to promote racial diversity and inclusion.	75% of students will feel safe with peers according to culture climate data.	Adoption of anti-bullying curriculum led by family liaison, elementary advisor and school social worker. Adoption of school-wide classroom management structure. Student leadership opportunities such Student Council and service clubs ILT learning walks include observation and feedback on Culture/Linguistic Responsive Practices.
Social Culture/Climate	PART student dispositions: Perspectives Agency Resilience Thinking critically and creatively Growth Mindset is promoted school-wide.	Growth mindset is up to 85% according to student culture climate surveys	Social Worker and Teachers facilitate weekly 2nd step lessons. Classrooms have daily class meetings and circles. Teachers track and acknowledge how students are demonstrating PART
Wellness Policy	Restorative Practices are used to address conflicts and provide space for students to regulate themselves. Trauma informed practices are implemented in classroom. Need for better communication between Wellness Center and classroom Teachers.	Student surveys shows at least 10% growth in percentage points of students feeling safe with peers and adults.	Weekly 2nd Step lessons; PAX behavior game used school wide; teachers integrate wellness/social themes and practices throughout the day; daily circles in every classroom.

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
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

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

1 Family Resource Fair 3 Academic-themed events 1 Financial Literacy event and 3 Evening Social Events K2C information and sign-up Monthly Principal Chats Monthly Administration newsletter Establish a formal parent group (ie. PTA, AAPAC) Green Schoolyard upgrades will include inviting entrances with spaces for families to congregate Improved school website

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

Increased enrollment numbers. Improved student attendance rates Culture and Climate results

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Academic Support
<input type="checkbox"/> Behavioral Health & Wellness
<input type="checkbox"/> College & Career
<input type="checkbox"/> Expanded Learning/After-School
<input type="checkbox"/> Physical Activity/Recreation
<input type="checkbox"/> School to CTE | <input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc.
<input type="checkbox"/> VAPA or Literary Arts
<input type="checkbox"/> Youth Leadership/Youth Development
<input type="checkbox"/> Parent/Family Support or Partnership
<input type="checkbox"/> Other: |
|--|---|

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

EdFund Literacy Volunteers provide one-on-one tutoring for 25 K-2 students. 4 volunteers from SF State Child Development Program provided classroom support 2-3 days per week. Project Prevent provides funding for two Wellness Intern and PD for staff on Restorative and trauma-informed practices.

What are your specific goals or objectives for these partnership?

Continue the partnership with SFEdFund for classroom support. Increase training on teaching skills. Use current volunteers to connect our school with future volunteers to establish consistency. Identify training needs for all staff members in restorative and trauma informed practices to ensure all staff members are trained.

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

Nominated 4 EdFund volunteers for service awards to recognize their efforts and value to the community. Identified Assistant Principal as the Liaison with SF State Child Development Program. Devote time prior to school-year to for whole-staff training, including after-school program.

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

Increased proficiency and on-level rates on F & P and RI reading assessments. Reduction of students who are 'far-below' basic. Better understanding by whole staff of restorative and trauma informed practices and consistent implementation by staff. Students are clear on expectations, rewards, and consequences.

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$1,350

\$1050.00 in Supplies (4313): These supplies will be used for creating resources and support for students to access core content; it will also cover the cost of paper needed for IEP and Assessment documents for the families.

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 = \$24,668

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

\$2,549.93 in Extended Hours (1105): These hours will pay for after school or June reading with EL students who are below grade level to prevent summer reading loss. \$21,003.00 in Consultants: Professional Development (led by a consultant) for the school's ILT; this will develop a more culturally and linguistically responsive group of educators, toward the goal of eliminating racial equity gaps in all components of school life--social emotional, academic, and relational. \$357.59 for Classified staff extended hours (2913): To pay classified staff to be trained in PAX game so they are equipped on how to support EL's with visual supports and kinesthetic components of PAX program. \$21003.00 in Consultant Fees (5803): Pay for training on culturally and linguistically relevant pedagogy

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?

We don't receive this money

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?

\$6,457.75 in Supplies (4313): We will ensure students have basic supplies needed for learning such as notebooks, pens, crayons, etc to demonstrate what they know. \$31,149.49 in Extended Hours (1105): pay teachers for professional development outside of contract hours and for summer reading program. \$10,045.55 for Americorps: Support Mentoring for Success program at our school site and other Wellness initiatives at the school site. \$7,347.21 for Sub Release Days (1102): Teachers will backwards map their unit plans with the support of coaches and grade level colleagues.

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 = \$279,000

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?

\$275474.63 for 2.65 FTE Teachers: Teachers will provide daily instruction in grade level standards. \$3525.00 in Supplies (4313): Ensure we have materials needed for daily instruction.

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

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

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 = \$67,032 (31500)

How do you plan to use these funds?

\$16,848.92 for 0.25 FTE Family Liaison: Continue to create a welcoming and supporting environment for families and to focus on attendance improvement. \$16,848.92 for 0.25 FTE for Elementary Advisor: Continue to create a welcoming and supporting environment for students and to focus on attendance improvement. \$15,713.55.00 in consultant fees (5803): to cover the cost of News ELA licenses for online academic programs and for a consultant, Feathership Coaching and Consulting, to provide professional development on culturally and linguistically responsive practices. \$11,545.62 for Substitute Teachers Salary (1102): To provide teachers unit planning release days. \$6075.00 in Supplies (4313): To buy supplemental material needed to support students accessing the core content.

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 = \$670

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

\$670.32 will cover the cost of production of monthly newsletters, school information pamphlets and any handouts at family meetings/workshops.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 11/2/2017

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

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

Impact & Innovation Awards =

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

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

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

Principal's Innovation Fund = (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	0.5	0.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		0.75	1.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
1.0	1.0	1.0	Y
Other:	Other:	Other:	Other:
1.0 Teacher Librarian			

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.

Elementary Advisor: Facilitates peer-to-peer restorative conversations. Facilitates affinity groups for focal students on social and emotional learning. Social Worker: Maintains all functions of Wellness Center. Facilitates SAP and SST teams to identify vulnerable students and make a plan for success. Expand capacity of SST team to serve more students effectively. Family Liaison: Establish Family Room where all family members are welcome to use as a resource. Maintain and expand communication with school families. Organize, promote, and facilitate 3 community-building after-school events. IRF: Organize and disseminate data on assessments, including focal students. Least staff in analyzing student data during 3 staff meetings. Plan and facilitate variety of Math PDs to increase student performance for staff. Member of SAP team and facilitator of SSTs. Literacy Coach: Organize and facilitate PDs and GLCs to increase student performance in reading and writing. Member of SAP team and facilitator of SSTs. Our Wellness Team--made up of our school social worker, nurse, elementary advisor, T10 and "healthy choices Americorps intern" (funded centrally 0.535; ran out of space above)--will organize monthly Mentoring for Success activities. Our ARTIF and Librarian will provide direct service to students who have been identified as "at risk" and needing Tier II supports in literacy. They will meet with grade level teams regularly to identify students needing extra support, create a schedule and share student progress. Our Family Liaison and Assistant Principal will strengthen relationships with Visitacion Valley community and with CBO's such as ROCK and Hope SF to better serve and reconnect disengaged families with our school; they will also communicate importance of attendance and celebrate improvements.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: <ul style="list-style-type: none"> <input type="checkbox"/> English Learner Advisory Committee (ELAC) <input type="checkbox"/> Community Advisory Committee for Special Education Programs <input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018.
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/27/2018
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/27/2018

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

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

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

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

Name	Role	Signature
Silvia Cordero	Principal	
Teodora Ildeforgo-Olmo	Parent/Chair	
Regina O'Brien	Parent	
Christine Mathew	Teacher	
Edward Samaniego	Teacher	
Chelsea Jodsaas-Biondini	Teacher/Secretary	
Rafael Directo	Family Liaison/Classified Staff	
Esmeralda Michel	Parent/ELAC/Secretary	
Sylvia Hackman	Parent	
Narcissa Marin	Parent/ELAC/Vice Chair	
Gina Patterson	Community Member/alternate	
Charles Glover	Assistant Principal/alternate staff	