



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

<b>School</b>	<b>Jefferson Elementary School</b>
<b>Principal</b>	Dr. Kim Gilmore

**SCHOOL VISION & CONTEXT**

Jefferson Elementary is a large school (500 students) with a small school feel. Jefferson's unique location allows for dynamic partnerships with the greater community and the enhancement of educational opportunities for both students and teachers. The teachers and staff at Jefferson are curious learners who are passionate about creating and delivering meaningful and authentic learning. Students come to Jefferson with a range of talents and interests that are enhanced by the numerous educational programs. The Arts and Sciences are key strengths that directly impact success as well as our focus on social/emotional learning with peer mentoring, classroom buddy program, and Playworks. With a diverse student population (about 34% Asian, 31% White, 15% Two or More Races, 11% Hispanic, 6% Unknown, 3% Filipino, 22% English Learners, 13% Students with Disabilities, and 25% Socioeconomically Disadvantaged) Jefferson takes a holistic approach and continuously focuses on differentiating instruction that meets the needs of each student. As a school site, we are working on differentiating more to reach all students, especially our English Learners. This is done through the implementation of The Comprehensive Approach to Literacy that includes Reader's and Writer's Workshops. Teacher collaboration and professional development are also used to support differentiation. Teachers use resources like Leveled Literacy Intervention (LLI) and Wilson's Foundations to support those students who require additional interventions. Another school wide focus is to support students' social and emotional growth. We are achieving this through implementation of School Wide Positive Behavior Interventions and Supports as well as our partnership with Playworks, and the implementation of the Second Step curriculum. Students leave Jefferson as well-rounded citizens with skills to visualize and create a future of success for themselves and their community.

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
<b>Mid-Year Performance Metrics K-8 only</b> (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	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)
<b>F&amp;P Growth and RI Growth K-8 only</b> (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA</li> </ul>	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
<b>Fall 2017 Acceleration K-8 only</b> (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	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.
<b>Chronic Absenteeism</b> (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> <li>Student-Centered Learning Climate</li> </ul>	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)
<b>CA Dashboard Report</b> (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> <li>College and Career Readiness</li> </ul>	The California School Dashboard ( <a href="http://www.caschooldashboard.org">http://www.caschooldashboard.org</a> ) is designed to help communities across the state access important information about K-12 schools and districts.
<b>Fall 2017 Grades Summary Gr 6-12</b> (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, Math, Other Subject Areas</li> <li>College and Career Readiness</li> </ul>	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
<b>College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10</b>	<ul style="list-style-type: none"> <li>College and Career Readiness</li> </ul>	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
<b>Illuminate Report Lists for Fall and Spring</b>	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> </ul>	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):

English Learners, Students with Disabilities

**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?

<b>Analysis of Results Language Arts-All Students</b> 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	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all student reach mastery?</b>	<b>What instructional shifts will be required to achieve these goals?</b> WASC Ch.5
CA Dashboard data show all students performing in the high status with 36.9 points above L3 and an increase of 5.4 points. Our 2016-17 SBAC data show 66.1% proficient with a 3.7% growth from 2015-16. We also saw a growth of 4.8% on RI with 59.2% proficient, 13.2% above the district average. Our 2017-18 SBAC data show an overall increase in ELA with scores up 2% for a school total of 68%.	Our goal for the 2018-19 school year is to have 10% growth, about 75% proficient on SBAC and a growth of at least 5 points on the CA Dashboard.	In 2018-19 we will focus our efforts on the Analysis of Student Work aspect of the CCSS key indicator of successful implementation. We will shift from Beginning Implementation to Integrated Implementation.	1. Teachers will frequently and collaboratively analyze student work that shows evidence of writing to and from sources. 2. Teachers will use student work as formative assessment data to determine next instructional steps. 3. Teachers will continue to implement the four SFUSD spirals: Narrative, Informative, Opinion, Research. 4. Grade level teams will continue to collaborate bimonthly in order to design and implement unit plans and to analyze student work samples.

**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?

<b>Analysis of Results for Language Arts-Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required specifically for your focal students to achieve these goals?</b>
	The goal for the 2018-19 school year is to see a minimum growth of 10% on SBAC and to have at least 40% of ELs proficient and 5% growth with 62% of students with disabilities proficient.	

CA Dashboard data show ELs at medium status with an increase of 3.8 points and ELs Only in low status with a significant increase of 22.3 points. SBAC data remained the same from the 2015-16 school year to the 2016-17 school year with 27% of ELs proficient, slightly above the district average of 19.6%. Dashboard data for students with disabilities show medium status with significant increase of 25.9 points. There was a growth of 27.9% on SBAC from 2015-16 to 2016-17 with 57.1% of students proficient and 40% above the district average. 2017-18 SBAC data show a decrease from 28% proficient to 15%. Further analysis of the EL data show there was an increase in % of ELs performing above grade level in all claims except for listening, which declined from 21% to 12%.

1. We will deepen our work of intervention strategies that include the use of Leveled Literacy Intervention, Wilson's Foundations, and classroom teachers doing guided reading. 2. We will use an ARTIF to provide additional tier 2 and 3 interventions with small group instruction 30 minutes a day, 5 days a week. 3. ARTIF will communicate and collaborate with the classroom teachers on a regular basis to ensure instruction is aligned, share formative assessment data, and to regroup students based on progress.

**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):**  
English Learners, Students with Disabilities

**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?

<b>Analysis of Results Mathematics-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all students reach mastery?</b>	<b>What instructional shifts and supports will be required specifically for your focal students to achieve these goals?</b> <i>WASC Ch.5</i>
CA Dashboard data show all students performing at high status with 26.9 points about L3. 2016-17 SBAC data are similar to 2015-16 data with 65.4% of students proficient, above the district average of 50.4%. Jefferson students scored above district averages on math tasks and math benchmarks as well with 80.6% on math tasks compared to the district with 68.2% proficient. Math benchmark data show 53.2% proficient compared to the district at 46.8%. Our 2017-18 SBAC data show an overall increase in math from 65% proficient to 71%.	Our goal for the 2018-19 school year is to have at least 80% of all students proficient or above in Math based on SBAC data as well as math tasks and math benchmarks.	1. Continue implementation of SFUSD Core Curriculum in Math. 2. Teacher collaboration to share best practices in math talks, three read protocol, and group feedback. 3. Analysis of student work samples.	1. Require 1 time per month grade level collaboration to focus on the analysis of student work in math to inform instruction. 2. Teachers will provide short-term targeted small group instruction for students needed reteaching or additional opportunities to build fluency in computation and basic math skills. 3. Teachers will communicate with families and provide home activities that will support basic math skills.

**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?

<b>Analysis of Results for Mathematics-Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b>
CA Dashboard data show ELs at high status with 6.7 points above L3, ELs Only at medium status with 20.5 points below L3, and Students with Disabilities in medium status 11 points below L3, but with a growth of 5.6 points. 2017-18 SBAC data show ELs at 41.8% proficient compared to the district at 27% and Students with Disabilities at 47.6% proficient compared to 18.7% for the district. There was a decrease in EL math scores from 42% proficient to 38% proficient, however the percent of ELs above grade level has increased in every area/claim on SBAC.	Based on CA Dashboard data, we would like to see the ELs Only group move from medium status to L3 with a gain of 20.5 points and for Students with Disabilities to see a minimum gain of 11 points to move them to L3 status.	1. ARTIF will provide additional small group instruction that focuses on number sense and basic computation. 2. ARTIF will communicate regularly with classroom teachers to ensure alignment, share data, and regroup students based on progress.

**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.)

<p><b>Analysis of Results Science-All Students</b> 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</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>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?</b> WASC Ch.5</p>
<p>In the 2015-16 school year, Jefferson won the Gold Ribbon Schools Award from the CDE for a Model Science Program. Data from 2015 SBAC showed 82.3% of 5th grade students were proficient or above compared to 62.4% of the district. Our Females excelled with 97.2% proficient. ELs were about the district average with 40% proficient and the district at 25%. There is no new Science data from the 2017-18 school year, however we are now implementing a new science curriculum.</p>	<p>We hope to receive data from the SBAC science test this year, even though it is a pilot test. Once we receive this data, before the Fall of 2018, we will set target goals for SBAC.</p>	<p>1. Implementation of NGSS with the roll out of the first science kits from Amplify. We already have 2 teachers who have piloted the new curriculum. 2. Teacher professional development on NGSS. 4 of our teachers have received PD through the Excel Science program and will provide the PD. 3. Our Science Consultant will continue to teach NGSS aligned science lessons in all classrooms. 4. Our Science Associate will continue to prep materials for all classrooms for hands on science inquiry. 5. We will continue to have Education Outside.</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).

<p><b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> 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</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> WASC Ch.5</p>
<p>CA Dashboard data show our reclassified ELs performing at very high status with a significant increase of 16.7 points. Our ELs Only are our lowest performing sub group, performing at low status and 32.1 points below L3, but with a significant increase of 22.3 points.</p>	<p>We would like to see a change in our EL Only status from low to medium, based on CA Dashboard data. We will also receive scores from the ELPAC exam this summer and want all students to see one or more L3 level of growth per year.</p>	<p>1. We will continue our focus on designated ELD and will group students by proficiency levels for designated ELD. 2. Teachers will include strategies for supporting ELs on lesson plans and will discuss these strategies at grade level meetings. 3. Our bilingual paraprofessional will work with newcomer and beginning ELs to provide targeted small group instruction. 4. The ARTIF will use LLI and Wilson's Foundations to provide targeted instruction to ELs in a small group setting and classroom teachers will also use these intervention materials to provide daily intervention.</p>

**HEALTH EDUCATION CORE CURRICULUM**

<p><b>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</b> In a narrative, describe what your analysis of the data says about your school.</p>	<p><b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p><b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b></p>

Based on feedback from community meetings, teachers, and office referrals, data show a positive impact on school culture and climate. We have shifted from punitive discipline to a restorative approach with school wide positive behavior interventions and supports. We also focus on healthy eating and healthy choices.

School wide positive behavior interventions and supports are discussed at the start of the school year and reviewed on a regular basis. Systems are in place that include what to do when a student is escalated, reentry into the classroom, and consequences. Our social worker supports the kindergarten classes with implementation of second step curriculum. The PTA also funds a puberty education teacher to ensure the fifth grade curriculum is taught to all fifth grade students.

1. Designate a staff member for the health advocate position. 2. Include time at staff meetings for the health advocate to provide updates and check in regarding the lessons that have been taught. 3. Provide online access for all teachers to access second step curriculum.

## VISUAL AND PERFORMING ARTS

<b>Narrative describing site's vision for a balanced, comprehensive arts program.</b> Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	<b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
All students including English Learners and students with disabilities, are fully included and have equal access to high quality arts and music programs.	All teachers will incorporate arts based teaching methods. All teachers will collaborate with VAPA, EAP, and PTA funded artists. All VAPA artists will align curriculum to the VAPA standards and CCSS.	1. PTA funded artists include: visual arts, singing, dance, and ceramics 2. VAPA and EAP funded artists include: general music, instrumental music, show choir, and drama 3. Teachers will continue to take students on a variety of field trips that include art museums. 4. VAPA teachers will provide assessment data to classroom teachers each trimester.

## 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.

<b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b> 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.	<b>What are your targets/ goals? (Elementary, Middle, High)</b> 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?	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
Physical education is an important aspect of a balanced education and Jefferson goes beyond the required PE minutes to promote physical health and development. At Jefferson, all students, including English Learners and students with disabilities participate in PE, motor perception, and a school wide junior olympics.	All fifth grade students will meet physical fitness assessment standards.	1. Teachers collaborate regularly with the 0.8 PE specialist. 2. Teachers receive professional development in PE twice a year from the PE specialist. 3. Jefferson continues to hold a junior olympics day for all students. 4. Teachers incorporate the use of Go Noodle and movement breaks into their daily lessons.

## OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

<b>Analysis of Results - All Students</b> For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. <span style="color: red;">WASC Ch.2</span>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b> <span style="color: red;">WASC Ch.5</span>
NA Elementary		

## 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

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

## 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?

At Jefferson, we provide students with a solid foundation in STEAM (Science, Technology, Engineering, Art, Math) as well as English Language Arts so that students will be read for college and have a variety of skills to support a range of careers. We also use general unrestricted funds for 0.4 library and media specialist. Our librarian/media specialist provides student and teacher support around information technology. Students in grades 3-5 have weekly designated technology time in addition to library time when they focus on using technology such as google apps for education. Jefferson has partnerships with UCSF where graduate students in the Science fields come to Jefferson to co-teach Science lessons. This provides students the opportunity to be inspired by professionals in the Science fields. Jefferson also hosts author's day where Bay Area authors come to Jefferson and teach students about their writing process and describe how it's possible for any student to become a successful author.

## 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?

We have two staff meetings a month that take place on Mondays. At these meetings the principal, in collaboration with the ILT, provides professional development. The focus of the PD for the 2018-19 school year will be mostly on supporting English Learners. The additional two Mondays are used for grade level collaboration. During this time, teachers have time to go deeper with the topics provided during staff PD and to analyze student work and collaboratively plan instruction. The ILT also works to support grade level collaboration. The ILT meets one time a month and develops the agendas for grade level meetings as well as provides updates on progress and shares best practices. Teachers also have a full day release days. They are given one full day per trimester. Grade level teams decide if they will use this time for collaboration, observations at other schools or classrooms, or professional learning conferences. Our K-2 teachers are also participating in the district's Dyslexia Pilot Program and are provided with additional PD around intervention.

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)
1. Continue two staff meetings per month to cover business, operational management, and staff professional learning. 2. Continue two grade level meeting days per month. 3. Use ILT to develop agendas for staff PD and grade level. 4. Provide teachers with a minimum of three full release days for peer observations, data analysis and planning, or additional professional learning.	1. Union contract provides time for two staff meetings per month. 2. Union contract provides time for up to 6 additional hours of site based meetings. 3. Our ARTIF is funded from general funds and is part of ILT and will provide feedback to classroom teachers. 4. We will use WSF general funds to provide teachers with the 3 release days per year. 5. Our PTA is supporting teachers working on their National Board Certification.

## 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 (RTI<sup>2</sup>) 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
<b>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.)</b>	Students with disabilities represent 15% of our school population that includes two special day classrooms. Data show an absenteeism rate of 4.2% which is 2.1% improvement from the previous year. Students with disabilities are still performing below the school averages based on SBAC data, but are performing above our English Learners. Students in our K-2 SDC classroom are in the general education classes more often than students in our 3-5 SDC class.	We would like to see a continued increase in attendance and for the absenteeism rate to go from 4.2% to less than 2%. We would also like to have students in the SDC classrooms mainstreamed more frequently into the general education classrooms when appropriate.	1. Attendance will be monitored and phone calls home will be made for students with low attendance. 2. Classrooms will be designated for mainstreaming of students before the start of the school year. 3. General education teachers will be provided with copies of students' IEP goals and accommodations. 4. Special education teachers will be included in grade level release days with the general education teachers.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	We only have a handful of FYIT and undocumented students. The chronic absenteeism rate for one of our FYIT students is extremely high at 50%.	We would like to see an increase in attendance for our FYIT students. We hope to see a 25% positive change in attendance.	1. Teacher will develop positive two way communication with the families of our FYIT. 2. Teacher will make phone calls home to see what support families need in getting to school on time. 3. We will continue to hold community voice meetings for families to share their concerns. 4. Social worker will continue to have social skills groups and do daily check ins with students.
<b>Student Engagement/ Attendance</b>	We have seen a .3% positive change in attendance for all students at Jefferson. The "declined to state" families have one of the highest absenteeism rates of 7.9%, however these have been unexcused absences due to family vacations in the middle of the year.	We would like to see a decrease of families taking vacation during the school year and for our total chronic rate to go from 2.5% to no more than 1%.	1. Use BASIS to monitor and track attendance and make daily phone calls home to families. 2. Continue to message the importance of regular and on-time attendance in school. 3. Social worker will communicate to families some tips about routines and how best to get to school on time.
<b>School Culture/Climate</b>	School climate data show a positive change from the 15-16 school year to the 16-17 school year. We hope to have new 2018-19 data soon from the culture climate surveys. Based on 16-17 data, 84% of students reported they know what the rules are, compared to 74% the previous year. 88% of students reported feeling safe at school compared to 70% the previous year. Parents report higher numbers with 91% reporting an understanding of rules and 93% reporting their children feel safe on school grounds.	Continue to implement tier 1 interventions with fidelity so that we can decrease the number of students who require tier two behavioral interventions. Implement tier two interventions with fidelity and data collection.	1. Principal will use environmental observation check lists regularly during classroom visits. 2. Behavior and discipline policies will be reviewed and discussed before the start of the school year. 3. RTI team will continue to message procedures around office discipline referrals. 4. PTA funds will be used to contract with Playworks in order to provide structured play during recess and lunch.
<b>Social Culture/Climate</b>	In the 2017-18 school year, we have seen more classroom teachers implementing second step curriculum and tier 2 interventions. There has been a decrease in office referrals as well as the number of RP circles done to solve conflicts between students.	Provide all students with strategies to express their feelings in a positive way as seen by a decrease in office referrals, student conflicts, and the need to provide tier 2 interventions.	1. Social worker will teach all second step lessons to the four kindergarten classes throughout the year. 2. Teachers will have access to a second step kit or to the online materials. 3. All teachers will continue explicit teaching of behavioral expectations and strategies for emotion management.
<b>Wellness Policy</b>	Teachers have an awareness of the wellness policy and encourage healthy eating and behaviors, however it is not always enforced or followed by parents.	All classrooms will eliminate sugary foods at class celebrations.	1. Principal will discuss wellness policy at Back-to-School Night and will have a link to the policy posted on the Jefferson website. 2. Letters will be sent home from classroom teachers about class celebration policies. 3. Kindergarten teachers will discuss healthy eating and lunches during kindergarten orientation.

**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.

<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b>	<b>Choose at least one of the following focal populations</b>
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" 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 checked="" 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:**

Families are encouraged and supported to be involved in children's learning at home and at school. Notification of school events will be given multiple times in advance and translated in many languages as well as in different communication methods. Interpretation will be provided at all school events and for parent conferences. Childcare will also be provided to families during community parent meetings. Teachers will send home welcome letters to families at the start of the school year and will continue on a monthly basis. Families will use conference time to develop stronger two way communication with teachers and work collaboratively to set mutual goals for student learning.

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

We will use the family culture/climate surveys to measure impact as well as student attendance data. We will also keep sign in lists at all community meetings to measure attendance for school events.

**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 type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input checked="" 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.**

We currently partner with: Playworks, Education Outside, and the Scottish Rite Masonic Center

**What are your specific goals or objectives for these partnership?**

1. Playworks will support the implementation of school wide tier 1 norms and yard procedures. They will also help provide all students with a common language used when solving conflicts. Playworks also supports the health and wellness of students by engaging more students in physical activities during recess and lunch times. 2. Education Outside supports college and career readiness by ensuring all students get hands on Science learning in an outside environment. They also promote health and wellness by teaching students how to take care of gardens, grow food, and promote healthy eating. All students participate in cooking a meal from the garden. 3. The Masonic Center works with our 5th grade students and gives them an opportunity to perform and rehearse for their fifth grade promotion. This helps students build self-esteem and confidence. We also hold our annual PTA gala and auction fundraiser at the Masonic Center.

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

We will continue to have Playworks and Education Outside attend staff meetings and to collaborate with teachers on a regular basis. The Principal will also check in with the Playworks Coach and the Education Outside Garden Coordinator on a monthly basis to ensure there is two way communication. This year we are looking to have volunteers from the Masonic Center work with students in the classrooms as well to provide additional support.

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

We will measure the impact based on the culture climate student surveys and office discipline referrals. We will also speak with families about these programs and allow input during community voice meetings.

## SECTION IV: School Budget & Resource Priorities

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

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

#### Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$4,850

We will use these funds to release RSP and SDC teachers so they can participate in grade level collaboration meetings with general education teachers. We will also use these funds for additional substitute days to cover special education teachers in order to hold IEPs during the school day when families cannot make it before or after the instructional day.

#### 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 = \$54,648

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

We will use this money for an A03C bilingual paraprofessional to support newcomer English Learners and provide small group or individualized instruction. The para will also be used for translation in order to communicate information to all of our community. We will also partially fund an ARTIF who will work directly with English Learners in small groups.

#### 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 (TIIG) 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 = \$0** (31500)

*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)

**1% Title I Parent Set Aside = \$0**

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.**

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

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

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

**Impact & Innovation Awards = \$0**

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

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

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

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

*How do you plan to use these funds?*

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

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

**Equity Grant = \$0**

*Identify Sub-group & specific actions*

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

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

**Other (PTA, external sources, School Quality Pairing/CoP work) = \$120,000**

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

The PTA funds will be used for our artist that include: singing, visual arts, dance, and ceramics. We also use PTA funds for our Education Outside science program, our Science Associate and Science Coordinator positions. Another large amount of funds pays for a full time Playworks coach. PTA also pays for 5th grade puberty lesson provider. Aside from the extra personnel, the PTA provides additional funding for field trips and to staff for instructional supplies for special projects.

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

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

## CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
0.8	0.6	0.4	

**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.**

Our MTSS includes 1.0 social worker, 0.8 PE specialist, 0.6 librarian, and 0.4 VAPA Our social worker works helps all teachers implement the Second Step social emotional curriculum. She also does small friendship groups for students who need additional social skills. Our social worker also helps teachers implement tier 2 and 3 behavioral interventions.

## 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:
	<input checked="" 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"> <li>1. One meeting to gather input from the school community including all advisory committees.</li> <li>2. One meeting to present plan upon its completion before <b>March 23, 2018</b>.</li> </ol>
<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: <b>9/20/2018</b>
<input 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: <b>9/20/2018</b>

## 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
Kim Gilmore	Principal	
Kim Probst	Teacher	
Helen Kanbara	Teacher	
Steve O'Reilly	Special Ed. Teacher	
Karen Walton	Paraprofessional	
Alex Szabo	Parent	
Matt Pemberton	Parent	
Lucy Wang	Parent	
Sarah Imber Safdar	Parent	
Sarah Hammond	Parent	