



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Lawton Alternative School (K8)
Principal	Armen G. Sedrakian

SCHOOL VISION & CONTEXT

Lawton Alternative School is a K-8 city-wide school. We are a combination elementary (403 students) and middle school (205 students). One sixth of the students come from our local zip code. We serve families from diverse backgrounds across the city. Approximately 25% of our students are English learners. 75% of our students come from an Asian background and over 51% of our students are Socio-Economically Disadvantaged. 6.5% of Lawton's students are Latino, 3% African Americans, and about 7% are White. Approximately 9% receive Special Education services. Families choose Lawton because of our strong academics, excellent arts and music enrichment, commitment to outdoor education, and our stable, experienced, and highly qualified teaching staff. The classroom teacher provides students with a rigorous, differentiated, and supportive academic curriculum as well as physical education and social-emotional curriculum that follow district and state standards. Working with our classroom teachers, funded by both school site funds and by the district through the generous support of San Francisco parcel-taxpayers, we have a part time physical education teacher, an art teacher and music teacher providing all grade levels enrichment by experts in their field. In addition, we have a garden teacher funded by the Parent Teacher Association, and additional visual and performing arts such as drumming, dance, and music in conjunction with the SFArtsEd foundation. The school also pays for a part-time Playworks recess coach to help train teachers, junior coaches, and students on positive use of recess time. Mission: Lawton K-8 Alternative School seeks to prepare each student to achieve their maximum potential academically, culturally, socially, and emotionally in an environment that fosters respect for all. Vision: Students at Lawton are encouraged to do their personal best, become independent critical thinkers, strive to reach their full academic potential, be joyful learners, and understand that tenacity and overcoming mistakes and setbacks are keys to long term success. We want our school to be a fun, friendly and safe place where all students grow into responsible, respectful, and compassionate citizens.

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

NOTES:

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

The first priority for focal group students will be African American student who are below grade level. This will be followed, in order of priority, by English Learners, Students with Special Needs, and Foster Youth who are working below grade level based on F&P tests for students from K to 2nd grade and Reading Inventory and SBAC scores for students from 3rd to 8th grades.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	Our targets will be that at least twenty-five percent of AA students in Below Basic or Basic will show progress the following year.	To support differentiated instruction and help all students perform at their best, administration and staff will work to implement the school district's ELA Core Curriculum by shifting the primary method of ELA instruction to the Comprehensive Approach to Literacy. Teachers will use the 16 Proactive Classroom Management Skills to Support Academic Engagement. Teachers will use blended learning and online subscriptions such as IXL and BrainPop to support retention and learning. Core Curriculum 1. Teachers will use the SFUSD ELA PK-12 Core Curriculum's Scope and Sequence with embedded Common Core State Standards (CCSS) (spirals) to guide instruction. 2. Curriculum maps, unit plans and lesson plans will be produced and revised for each grade level; for English Language Learners and students with IEPs, teachers will amplify and differentiate instruction within the core that supports literacy and/or English language development by attending to the CA ELD Standards and the Universal Design for	Teachers will shift from previous whole book instruction to differentiated instruction as outlined by the district's Comprehensive Approach to Literacy - Readers/Writers Workshop.

Overall, the school is doing very well with 83% of students meeting or exceeding standards in ELA based on SBAC scores from 2017-18. This is the same as the previous year, but 5% higher than the proficiency levels three years ago. Both EL and SSN (Students with Special Needs) also improved their ELA SBAC scores year to year. However, areas of growth and closer review are required for our AA students whose percent meeting or exceeding standards went from 11% to 30% proficient in 2018. The increase was among our middle school AA students while our elementary AA students went down. Class by class evidence shows that the greatest increase in SBAC ELA scores from 2016 to 2017 took places in classes that used Reading Workshop as the primary curriculum for ELA. Among our younger students using Fountas and Pinnell, in 2017/18 87.8% of first and second grade students met or exceeded standards. 60% of AA students met or exceeded standards. 79.4% of EL students met or exceeded standards. 20% of SwSN met or exceeded standards.	Learning (UDL) model. Instruction 3. Teachers will embed CCSS shifts in alignment with the intended instructional purpose into the collaboratively generated curriculum maps, unit plans, and lesson plans: • Identify, gather, analyze and evaluate evidence through thorough reading of complex text(s) • Close reading of complex texts to build knowledge through literary texts and content-rich nonfiction • Engage in high level academic discussion and conversations about evidence from text • Present elaborative and evaluative techniques in writing using evidence from text (Narrative, Informative/Explanatory, Opinion) 4. Teachers will implement SFUSD's Comprehensive Approach to Literacy. • Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conference • Interactive Writing, Shared Writing, Independent Writing, Writing Conference, Guided Writing, Word Study Assessment / Self-Assessment 5. Teachers will use Fountas & Pinnell Benchmark Assessment System as the universal screening assessment for K-2. Teachers will use Reading Inventory reading assessment for grades 3-8. 6. Teachers will make continuous use of formative assessments to inform instruction and identify needed differentiation. 7. 3rd grade students will participate in the district-wide Integrated Writing Assessment (IWA). 8. Teachers will reflect on their practice using SFUSD's CCSS ELA Informal Evidence Collection Tool to inform CCSS implementation progress. 9. Teachers will participate in grade level meetings with a focus on examining student work that demonstrates evidence of the CCSS shifts.
--	---

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?
As an example of our need to place AA students as our first priority in our focal group, the Reading Inventory Growth Data show that while 53.3% of students at "Below Basic" in Window 1 of the 2016-2017 RI school wide showed progress in Window 1 of the 2017-2018 RI, zero percent (0%) of AA students showed progress from "Below Basic;" similar data for English Learners showed thirty percent (30.0%) progress.	Our targets will be that at least twenty-five percent of AA students in Below Basic or Basic will show progress the following year.	Teachers will create Individual Learning Plans for students for focal students using academic Tier 2 strategies to support focal group students while using Comprehensive Approach to Literacy with fidelity to provide differentiated instruction. Teachers will work with our Reading Intervention teacher to review Tier 2 goals and best ways to implement them.

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):

Our focal students will be African American students, Students with Special Needs, and English Learners in order of priority.

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
82.6% of our students overall from third to eighth grade meet or exceed Math standards according to SBAC scores. However, only 16.7% of our AA students meet or exceed standards. This is a drop from 25% in 2015-16. The SwSN students meet or exceed at 26.9%, a drop from 33.3% the year before. EL students meet or exceed at 59.3%; this is a slight decrease from 61.7% the year before.	Our goal is to continue having 80% or so of our students meet or exceed standards on the SBAC. Our goal will be to increase our AA and SwSN students get back to their 2015-16 performance levels of 25% and 33% meeting or exceeding standards on SBAC. Our goal will be to increase the portion of EL students who meet or exceed standards to 66.6%.	Teachers will work to provide differentiated instruction, formative assessment (feedback must be accurate, specific, timely and fair); and culturally responsive teaching.	1.) Teachers will continue to use the SFUSD Mathematics Core Curriculum, including Grade Level Scope & Sequence, Math Teaching Toolkit (MTT) with embedded Common Core State Standards (CCSS – Content & Practice) to guide instruction. High quality instruction includes the use of manipulative and multiple representations. 2. Teachers will review data in common planning time to better understand student needs and areas of misunderstanding. 3. Teachers will participate in math focused PD to develop, strengthen, and explore new effective teaching strategies. 4. Teachers design their lessons to make clear the target mathematics using student discourse and student work as described in the Math Teaching Toolkit (5 practices for Orchestrating Productive Mathematics Discussions, p.25, http://www.sfusdmath.org/5-practices-for-orchestrating-productive-math-discussions.html) 5. Lesson plans will continue to be produced and/or modified at each grade level: • For all students, according to the information gathered from the Tasks in each Unit, teachers will adjust instruction by providing missing background information, clarifying misconceptions, or compressing given lessons when proficiency is shown. • For English Language Learners and students with IEPs, teachers amplify and differentiate instruction within the core using strategies embedded the Math Teaching Toolkit and the Universal Design for Learning (UDL) model. 6. Teachers extend their use of Math Talks to bring forward student misconceptions, supply background information, or extend previous lessons. (MTT p. 22, http://www.sfusdmath.org/signature-strategy-2-math-talks.html) Expectations: Instruction 7. Teachers continue to focus on 3 Signature Strategies as described in the Math Teaching Toolkit as the method for improving student discourse and reasoning (http://www.sfusdmath.org/math-teaching-toolkit.html): • Three Read Protocol (MTT, p. 10, http://www.sfusdmath.org/signature-strategy-1-3-read-protocol.html) • Math Talks (MTT, p. 22, http://www.sfusdmath.org/signature-strategy-2-math-talks.html) • Participation Quiz/Group Feedback (MTT, p. 28, http://www.sfusdmath.org/signature-strategy-3-participation-quiz-group-feedback.html) 8. Teachers create

		opportunities for students to produce and revise oral and written explanations that their classmates can understand. In collaboration with peers, teachers will reflect on their practice with regard to student discourse using tools that help them capture or describe vital student actions such as the 5x8 Card, the Small Measures Student Survey, or the use of video. Expectations: Assessment 9. Teachers continue to use the Math Tasks in each unit as formative assessments to inform instruction and identify needed differentiation. The purpose, associated question and guidelines for each task type can be found in the Math Teaching Toolkit, pp 6-7. 10. Teachers will look for opportunities to shift to a practice of re-engagement from a practice of re-teaching. Re-engagement means examining the task from a different perspective rather than doing the same task over, or critiquing approaches and making connections rather than adding more practice of learned procedures. (http://www.insidemathematics.org/classroom-videos/formative-re-engaging-lessons) 11. Teachers will continue to participate in grade level meetings with a focus on examining student work to inform future instruction. 12. Teachers will continue to administer the SFUSD mathematics interim assessments and use the results to inform future instruction. 13. Teachers will use the 16 Proactive Classroom Management Skills to Support Academic Engagement. 14. Teachers will use blended learning and online subscriptions to IXL and BrainPop to support retention and learning.
--	--	--

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 Rtl 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?
Only 16.7% of our AA students meet or exceed standards on the 2016-17 SBAC. This is a drop from 25% in 2015-16. The SwSN students meet or exceed at 26.9%, a drop from 33.3% the year before. EL students meet or exceed at 59.3%; this is a slight decrease from 61.7% the year before.	Our goal will be to increase our AA and SwSN students get back to their 2015-16 performance levels of 25% and 33% meeting or exceeding standards on SBAC. Our goal will be to increase the portion of EL students who meet or exceed standards to 66.6%.	Teachers will focus on focal students and provide tier 2 strategies that will help differentiate and focus instruction. • Teachers will conference with focal students on a regular basis to review performance and strategies to support acceleration. • Academic paraprofessional support will be provided when available. • Students will be encouraged to enroll in PRIDE after school program to receive tutoring and make use of homework sessions. • Students will be encouraged to practice basic skills using IXL and Brainpop. • Teachers will meet in grade level meetings to review student data and collaborate on how to best scaffold, differentiate, accommodate, redesign classroom/curriculum and develop other Tier Two interventions.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to
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		work collaboratively on the implementation of the science curriculum? WASC Ch.5
Teachers at all grade levels are transitioning to the Next Generation Science Standards. In middle school, 60.3% of students earned an A grade in Science while .7% earned D or F grades. 0% of AA students earned an A grade, and 0% of AA students earned D or F grades. GPAs for 6th grade have an average of 3.5, dip to 3.2 in 7th grade and then increase to 3.6 in 8th grade.	The goal will be to continue to transition successfully to the NGSS.	Teachers will continue to participate in professional development to transition to the NGSS. In elementary school, they will coordinate with Education Outside to provide NGSS curriculum. In middle school, teachers will implement new curriculum as the district delivers it.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
Preliminary redesignation counts for 2017-18 is 29%. 16.2% EL student RI scores are at or above proficient compared to 69% overall. 79.4% of EL students are meet or exceed standards on F&P compared to 87.8% of all Lawton students tested. 55.6% of EL students who took the SBAC ELA met or exceeded standards compared to 83.4% of students overall. 59.3% of students who took the SBAC math test met or exceeded standards compared to 82.6% of students overall. While overall, 53.3% of students who performed at Below Basic on the Reading Inventory showed progress from Fall of 2016 to Fall of 2017, only 30% of EL students showed similar progress.	Our goal will be to increase reclassification rates to 50% and reduce the gap between EL student performance and overall student performance on all assessments by 10%. Generally, the goal is to reclassify all students by the 6th grade.	* Teachers will implement Readers workshop to support ELLs. Parents would like to receive a list of suggested books at their child's reading level. *Teachers will provide 30 minutes a day of designated ELD time. Teachers will take part in Designated ELD PD when available. *Teachers will use SDAIE strategies throughout the instructional day. *Teachers will develop and use culturally relevant pedagogy to move dependent learners to independent learners. *Instructional aide will provide instructional support to EL students. *Teachers will use some project based learning to give ELs multiple opportunities to access the curriculum. *Middle school students who speak the same language support kindergarteners who are new to English.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
Most students eat healthy meals. However, there are some families that provide their children with unhealthy food and drinks for lunch and sweet snacks for birthday parties	Increase adherence to district nutrition guidelines	Administration will continue to remind families of district nutrition guidelines. Teachers will advocate and teach healthy eating to their students.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be
---	---	---

Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	Refer to the VAPA section in the Central Services Supports Guide	required to achieve these goals?
Lawton has a very rich arts program. We receive a total of 1.2 FTE for art and music. The school puts in another .7FTE to have music 4 days a week plus a zero period and art full time We have given both art and music teachers their own classrooms so neither of them have to push into classes. The art teacher works with all elementary classes once a week and with a portion of middle school students daily through the middle school elective program. The music teacher teaches singing and ukulele to elementary students once a week and four days a week to his middle school elective. He also teaches band two mornings a week and orchestra another two mornings a week during the zero period before middle school classes start. All students receive art and music education regardless of ability. Music students perform twice a year at their winter and spring concerts. These concerts give all students regardless of ability the opportunity to perform on stage, thus, bringing all family members into the school to see their children shine. The music teacher splits the fourth grade into four sections: trumpet, flute, clarinet, and strings. He splits the fifth grade class into strings and wind instruments. Parents that often do not get positive reports about their children academically or behaviorally, get to see their children shine on stage. This creates a positive relationship between the families and the school	Continue with music classes and concerts. Continue to bring families into school to see their children on stage. Initiate more project based learning in art, particularly, with focal students.	Shift art teacher's program from daily schedule with elementary teachers to more of a project based schedule. Have art teacher initiate and coordinate a gallery art show.
In addition to our art and music classes, we have visiting programs for all grade levels in coordination with SFArtEd and the SF Ballet. Funding comes partly from Prop H. K: dance 1st: percussions 2nd: choral 3rd: ballet 4th/5th: Musical Theater Middle school has drama for one elective and dance for another. In addition, the PTA pays for a hip hop teacher with a culminating event at our annual carnival.	Continue offering this rich variety of performing arts to our students	Make sure that visiting artists deliver high quality education.

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.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
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.	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?	
Average BMI for middle school is 19	Increase actual activity (steps) during PE and recess and limit the amount of sedentary time.	Provide PD to PE teachers and work with Playworks coaches to train elementary teachers and work with junior coaches to improve quality of PE and recess.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
There is already a strong culture of student aspiration to attend college. Many students aspire to enter Lowell HS as part of their college and career path. In 2018, 20 students of 66 eighth grade students were admitted to Lowell.	* Increase growth mindset of students *Improve student self-efficacy *Improve student self-management and self-regulation *Improve student study skills	ncrease expectations of the lowest performing students by having high expectations for all students. Teachers will use Blackboard Configuration and incorporate positive study skills such as note taking in the curriculum. Investigate, research, and provide leadership opportunities for 2nd-8th grade students. Partner with the School Social worker and yard supervisors to incorporate social skill building through structured games during recess times Partner with Outside CBOs to promote social skills development. Integrate technology across the grade levels and curriculum, implementing the site technology plan. Create opportunities for leadership, mentoring, and social skills groups that focus on specific RTI Behavioral interventions to promote success for our African American, English Learners, and Special Education students.

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?

A Certified Classroom Integration Technology Specialist (CTIS) will continue to provide Computer Science instruction to grades K-8. Technology Standards outlined in Lawton's comprehensive 2016-2018 Site Technology Plan were adopted from the Long Beach Unified School District and are in sync with the goals of SFUSD's Vision 2025. Students learn word processing, research skills, digital citizenship, and technology integration aligned with the ELA and Math Common Core. In addition: * Increase growth mindset of students *Improve student self-efficacy *Improve student self-management and self-regulation *Improve student study skills

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

The administration and the UBC PD committee will set priorities for site based professional development based on district priorities and staff preference to improve student outcomes.

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)
	• Site budget • Specific categorical funds • Prop A • Site funded sub release • Site ARTI Coach • District supplied coaches

- Carefully plan specialist schedule to provide elementary teacher with grade level planning time.
- Plan and facilitate a year-long PD sequence
- The Instructional Leadership Team and/or UBC PD committee will spend its May meetings planning for PD priorities for the following year.
- Plan and facilitate a staff retreat for "Buy Back Days;" the first three days of service.
- Plan and implement a peer observation system in which teachers are released from their classrooms to observe and give feedback to each other around our school's PD focus in a supportive and positive environment
- Train teachers in Designated EL
- Create an environment in which AA, EL and SpEd students are supported so that fewer students are referred for services.
- Engage staff in PD on inclusive practices and PBIS
- Train teachers to prepare students to run student led Parent Teacher conferences.
- Train teachers to use PAX Good Behavior games with greater fidelity
- Train teachers to use 16 Proactive Classroom Management Strategies
- Train teachers to expand use of Readers and Writers Workshop
- Implement Lesson Study in grade level/subject groups on voluntary basis.

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 currently have 63 students with IEPs and 8 pending. This is 11.7% of our student population. Students who are mild/moderate are fully included in general ed classes with some having 5% of pull out services. Those that have mod/severe needs are in Special Day Classes and pushed into General Ed classes such as homeroom, PE, electives and any other classes that they meet their IEP goals. They also generally participate in the general ed lunch and actively play with students from general ed classrooms. Of our SpEd students, both with IEPs and pending, 38% are also EL students and 22.5% are African-American students. This compares to 26.8% and 3.5% of students, respectively, out of the overall population.	We want to reduce the number of EL and AA students referred for testing to meet overall school percentages. Currently, 1 out of 6 or 16.7% of students with a pending IEP is AA.	Teachers will focus on focal students and develop an individualized learning plan with tier 2 interactions focusing on below basic students in order of priority: African American, English Learners and SpEd students. Teachers and case managers will coordinate and plan to meet the educational needs and support the IEP goals of those students who have IEPs. Students with IEPs will be included in regular settings as fully as possible to create the least restrictive environment.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			We will use PAX Good Behavior games, PBIS and general positive climate strategies to support vulnerable students.
Student Engagement/ Attendance	Chronic absenteeism is less than 3 percent.	Reduce chronic absenteeism among all categories of students	Closely monitor student absences, check in with families, and utilize SARB process when necessary.
School Culture/Climate			

	Discipline referrals have increased due to the new use of BASIS. There were 6 suspensions last year for physical assaults and cyber-bullying	Reduce number of suspensions by providing a climate of clear expectations and positive school culture.	*School climate committee will work with staff and students to create a unified message of positive behaviors. *Counselor and social worker will work with identified high risk students to support positive behaviors.
Social Culture/Climate	We have positive expectations posted in key areas of the building such as restrooms, hallways, cafeteria. Every morning, students shout our our Super Six: Be Safe, Be Respectful, Be Responsible, Be Compassionate, Be a good friend to all, and every day, Be the Best that You can Be. Data among Elementary (fourth and fifth grades) and Middle (school students show that 82% and 80%, respectively, agree that there is: Climate of support for academic learning. 61 and 70%, respectively, of students exhibit a growth mindset. 76 and 69% of students, respectively, agree that they have: Knowledge and fairness of discipline, rules and norms. 62 and 66% of students, respectively, feel the school is safe. 53 and 59% of students, respectively, exhibit self-efficacy. 80% and 81% of students, respectively, exhibit self-management. 78 and 72% of students, respectively, exhibit a sense of belonging and connectedness to the school. 62 and 63% of students, respectively, are socially aware (can show empathy to those different than themselves).	Increase all positive attributes of social culture and climate	We will have daily messages to students both school-wide and in the classroom fostering positive culture and climate. We will use PAX Good Behavior games, PBIS and general positive climate strategies to support all students. The school's Climate Committee will work to produce videos promoting positive behaviors and create strategies to be used school-wide. The Climate Committee will plan and implement a positive reward system.
Wellness Policy	Student BMI is at a normal range.	Improve student diets and increase actual activity time for students during their PE and recess.	Continued encouragement for students and families to follow SFUSD nutrition guidelines. Make sure all students receive PE minutes. Itinerant PE teacher and Playworks Coach work with general ed teachers to improve PE activities and recess.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
☒ Supporting Strong Relationships/Facilitating Two-Way Conversation ☒ Linked to student learning ☒ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☐ Connecting families to community resources	☒ African American families ☒ Families of English Learners ☒ SPED ☐ Foster Youth ☐ Homeless ☐ Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
-We will continue to do deep reading of select chapters of "Culturally Responsive Teaching and The Brain" by Zaretta Hammond. -The PTA will continue to sponsor a multicultural family night highlighting music, art, games, movies, safety, technology, science, winter holiday celebrations, etc. - School Site Council and PTA meetings have been changed to encourage greater parent participation - Shared Decision making Town Hall meetings with the greater school community to provide parents with the opportunity to have input -Parent-teacher-administration meeting at the Bayview YMCA. - Have site-based family liaison attend training and meetings with centrally funded family liaison with the goal of better outreach to our focal populations. - Family Liaison help to incorporate newcomer parents. - Family Liaison and PTA to organize a grandparents day for breakfast to help foster a feeling of community and encourage voluntary support by grandparents at school. Home- School Communications: • Implementation of School Messenger systems (email. Text. Voice messages) • Wednesday Envelopes • PTA Newsletter • SEL Parent Surveys • Kinder Orientation and play dates prior to entering school • Parent-Teacher conferences, newsletters, home-school connections • Parent survey results and identifying areas of success and improvement • Direct Feedback to Principal at PTA, SSC, and parent teas. • ELAC meetings •	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
We will measure impact by the attendance of school events such as Back to School night, Parent Teacher Conferences, and positive growth in the Culture & Climate Surveys.	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
☒ Academic Support ☒ Behavioral Health & Wellness ☒ College & Career ☒ Expanded Learning/After-School ☒ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☐ VAPA or Literary Arts ☒ Youth Leadership/Youth Development ☒ Parent/Family Support or Partnership ☐ Other:
List 1-3 current or potential community partner(s) who are address these needs.	
PRIDE - EXCEL After school program through Stonestown YMCA Salesforce Circle the Schools program through SFEdFund Mandarin program before and after school	
What are your specific goals or objectives for these partnership?	
Through PRIDE, our goals are to provide recreation, academic support, after school support, behavioral support, youth development, and parent partnership. Through Salesforce, our goals are to foster college & career readiness, digital citizenship, and academic support. Through the Mandarin programs, our goals are to provide cultural enrichment and family support.	
What actions will you take to deepen your school's partnership with community organizations?	
We will meet with our partners to develop common goals and collaborative actions that foster those goals.	
How will you measure the impact? (Quantitative and/or qualitative data)	
We will compare data from performance assessments, BASIS referrals, and SEL surveys between those students in programs and those not in programs.	

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 = \$4,800

We will use this fund to purchase curriculum and instructional supplies to help with students meeting their IEP goals.

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 = \$55,787

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

This allocation will go to support the position of an Academic Reading Instructor and paraprofessional to help in the implementation of our ELD programming and the remaining money will go to purchase materials for ELD programming.

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 = \$15,000

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?

This allocation will go to support the position of an academic paraprofessional to help our focal students in meeting their educational goals.

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$0

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

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

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

CATEGORIAL EXPENSES

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

Title I = \$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 =

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 =

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 = \$100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

The funds will be spend on providing all students with district curriculum on computer education, instructional aide to support low performing students without IEPs, and substitute days to support teacher peer observation and professional growth.

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) = \$30,000

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

We will use the PTA fund to pay for science education through the Education Outside gardening program, and to help pay for the dissemination of curriculum to students in the classroom.

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:
	.5		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
.5 Assistant Principal	1.2 VAPA	.8 Librarian	.6 Elementary PE

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.

.5 Social Worker will help in improving social emotional learning among all students to help students become independent, growth minded learners. The .5 for assistant principal will help make sure that student achievement is tracked, assessed, reviewed, and analyzed to better adjust curriculum to improve student outcomes. The 1.2 for VAPA will help meet the goals of fostering a well rounded student who can express her/himself with confidence. The .8 Librarian will support ELA and ELD standards. The .6 PE teacher will collaborate with teachers to make sure that students stay physically fit and meet their fitness goals.

SECTION V: Recommendations and Assurances

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

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

☒	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☒	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☒	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☒ English Learner Advisory Committee (ELAC)
	☒ Community Advisory Committee for Special Education Programs
	☐ Other (<i>list</i>)
☒	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☒	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☒	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
☒	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/26/2018
☐	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☒	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☒	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☒	This school plan was adopted by the SSC on: 9/26/2018

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
Armen Sedrakian	Principal	
Marcos Estebez	Paraprofessional	
Julia Fung	Teacher	
Katrina Tilds	Teacher	
Yvette Fagan	Teacher	
Marlies Lewis	Teacher/Coordinator	
Lamar Lagto	Paraprofessional	
Kevin Hayes	Parent	
Bruce Teng	Parent	
Elaine Loy-Teng	Parent	
Winnie McGeorge	Parent	
Melissa Lee	Parent	
Xiaojian Huang	Parent	
Pallavi Gupta	Parent	