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

School	**Malcolm X Elementary School**
Principal	Marco Taylor

SCHOOL VISION & CONTEXT

"Our objective is complete freedom, justice and equality by any means necessary." Like our namesake Malcolm X, we are committed to building a better world through educating our youth to be life-long learners who are positive change agents, have pride in themselves and their community, and are compassionate, curious, & joyful. We will model and support students in strengthening their capacity to be independent, resilient, and to think and look critically at the world. Malcolm X Academy is a small elementary school located in Bayview-Hunters Point. We proudly serve a population of less than 100 students who are predominantly African American (68%) with a Latino/Hispanic students that comprises an additional 11% of our student body. 100% of our student population receives free and reduced lunches. Teachers use a variety of instructional strategies to engage and meet the needs of our diverse learners. Our Instructional Leadership Team and staff have determined that a comprehensive approach to balanced literacy, CCCS mathematics program, and the workshop model are the primary pedagogical approaches that will lead to student success. In addition, the following high leverage approaches are implemented school-wide: • Collaborative practices • Structured Oral Interactions and Academic Discourse • Social-Emotional Learning and Relationship Building through community circles and Restorative Practices in Conjunction with a Wellness Center and SEL curriculum. • Targeted student interventions and tiered support • Integration of Technology

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
Our focal students are African American boys.

__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
	We are setting our annual growth target of a 10% increase in proficiency on the SBAC. The most recent SBAC score showed 61% meeting the benchmark in ELA. Our target this school year is 71% meeting the benchmark The most recent score in F&P was 89% meeting benchmark. This year our target is to average 90% of our students meeting or exceeding the the standard of reading as measured by the EOY F&P 2019. We are also expecting that 25% of our students will be proficient in writing, by the end of the year (based on our writing summative data). We are expecting that 60% of students will meet the grade-level standard in conventions by the end of the year, as evidenced by district writing rubrics.		Increased targeted focus on grammar and conventions to support student achievement in writing K-2. The explicit teaching of complex and compound sentences, as well as the use of transitional clauses in grades 3-5. 15-20 minute focused grammar/conventions lessons 3 times a week.

Our student data continues to show increases in proficiency in reading, but a stagnation in writing (particularly conventions). Our school wide focus on differentiation in reading has lead to an increase in teacher's capacity to better differentiate within Reading Workshop. The data is telling us that we need to shift this focus in differentiation to writing and specifically in writing conventions across grades. Approximately 15% are writing on grade-level at the end of each of the units of study, as evidenced by our end of unit summative writing data. After reviewing the SFUSD Comprehensive Approach to Literacy Implementation Rubric, we identified that most teachers at our site fall into either Beginning Implementation or Integrated Implementation for all of the CAL components (RW, WW, & WS). After reviewing the SFUSD E/LA Core Curriculum Implementation Rubric, we identified that most teachers at our site are in the beginning stages of implementation with regards to collaborative curriculum maps, Unit & Lesson Plans, and Analysis of Student Work.		We will continue to provide students with: Small group or individual writing support at least once a week. Access to genre-based and leveled libraries and opportunities for weekly book shopping. Additionally, students will have the ability to use these books as mentor texts for writing. All classrooms will utilize a balanced literacy approach that is based on CCCS TC Writing and Reading Units, close reading, interactive writing, word study with Words Their Way, promoting evidenced based thinking, and intentional use of reader's notebooks. In order to foster independence and practice self-regulation in assessment situations teachers will utilize ELA quick checks throughout the year to give students practice as well as to collect formative data around specific conventions. Grade Level meetings will spend a cycle focusing on planning for grade-level appropriate conventions, as well as analyzing student work. In Prek we will continue to integrate daily literacy activities like signing in and library time into our PreK classrooms. Teachers will also use IRA, puzzles, songs and other small group learning activities to strengthen letter recognition, CAP, and phonemic awareness. We will increase our focus on providing students and teachers with : Small group or individual writing support at least once a week. Professional development for teachers on writing strategy groups and 1:1 conferring. Developing vocabulary development by creating a schedule that targets vocabulary building at least once a week, as well as integrating vocabulary development into focused science and social studies instruction. In K-2 we will focus on using interactive and shared writing so students will learn how to build complex sentences.	

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?
Our student data continues to show increases in proficiency in Tier 2 reading, but a stagnation in writing (particularly conventions). Only 5% of our Tier 2 students are writing at grade-level, as evidenced by end of unit summative writing data.	We are expecting that 10% of our Tier 2 students will be proficient in writing, by the end of the year (based on our writing summative data). We are also expecting that 10% of students will meet the grade-level standard in conventions by the end of the year, as evidenced by district writing rubrics.	All Tier 2 students will receive small group or individual writing support at least 3 times a week. Small group writing support will be provided to students as part of their pull out intervention with the ARTiF.

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 are African American students.

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

Analysis of Results 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
We had 22% of our students on or above grade level on the IAB Math Benchmark and 48.6% proficiency on the Math task. This reflects our school wide work on strategy based learning and problem solving. Since our Window 1 results, we have been emphasizing strengthening number sense and fluency across grade levels. We have also successfully implemented math centers in grades K-2. After reviewing the SFUSD Math Core Curriculum Implementation Rubric, we identified that most teachers at our site range from the beginning stages of implementation into intermediate stages of implementation with regards to collaborative curriculum maps, Unit & Lesson Plans, and Analysis of Student Work.	Based on analysis of our SBAC results, we are targeting an annual 10% increase of proficiency on the math SBAC to 61% of students meeting benchmark. In order to achieve these results we will be targeting teachers capacity to implement math talks, integrate technology, and differentiate with centers and strategy groups.	We will continue to engage our students with the SFUSD CCCS curriculum, emphasize math talks and academic discourse, and engaging students in developing mathematical reasoning and problem solving skills and provide planning support for teachers so that they can differentiate based on student understanding. We will provide students the opportunity to productively struggle on complex tasks, as well as regular opportunities for on demand, mixed review math We will also continue to utilize technology, centers, and strategy groups for differentiation, as well as offering them regular opportunities for fluency practice, showing their thinking with multiple strategies, and productive struggle.	In order to achieve these results we will be targeting teachers capacity to implement math talks, integrate technology, and differentiate with centers and strategy groups. Next year we plan on emphasizing conceptual understanding of numeracy and connecting it to real life experiences in grades K-2. Through this emphasis students will increase their foundational understanding of tools like number lines, base ten blocks, and the relationship between addition and subtraction. We will also systematically introduce the "test taking experience" through quick checks based on the report card. In grades 3-5 increased student to student discourse and showing their thinking using two different tools.

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Our tier 2 students need extra differentiated support to build fluency, mathematical reasoning, and effecient problem solving strategies to accelerate their growth. Teachers need to increase their capaproficient providing whole group instruction, but range from awareness to beginning implementation regarding differentiation in math.	Our goal is to reduce the percentage of students approaching grade level on the SBAC 2019 to 25% or under. We also have the goal to increase teachers capacity to coach students into utilizing more efficient problem solving strategies, integrate technology, opportunities for fluency practice and engaging in productive struggle.	Next year we will strengthen our utilization of technology, centers and strategy groups as strategies for differentiating and engaging students in the content, as well as offering them regular opportunities for fluency practice, showing their thinking with multiple strategies, and productive struggle. We will also emphasize helping students make real world connections to math and focus on the oral development of mathematical reasoning skills. We will also focus on supporting teachers capacity to utilize quick checks to collect formative and summative data to build test taking skills for our students and to inform differentiation. We will continue to increase teachers capacity to coach students into utilizing more efficient problem solving strategies, integrate technology, opportunities for fluency practice and engaging in productive struggle

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary 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	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5

Currently our students have access to engaging science instruction through the Foss kits, our partnership with Education Outside, and science based field trips to sites like the Exploratorium, CAL Academy of Science, and Mission Science Center. We are also currently piloting a computer science programing to promote design thinking. We partner with our ASP to further provide our students with hands on STEM enrichment experiences. Currently our teachers are in the beginning stages of implementation of the new Next Generation Science Standards.	Based on observational data, feedback from our Education Outside educator, and report card data trends we need to increase instructional minutes allotted for science. We are also aiming to provide our students with more opportunities for blended learning and investigation in science.	We will engage in a schoolwide implementation of the Physics unit from Amplify to improve teacher capacity to implement the Next Generation Science Standards and increase student access. We partner with our new ASP provide Urban Ed Academy to provide an increased focus on blended learning, STEM, as well as extended learning opportunities for outdoor education.

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
We currently have 8 Els at Malcolm X Academy. Two of our Els are in kindergarten. 4/6 of the remaining ELs have gone up a CELDT level every year. We were able to successfully FEP a student who was previously an EL at the beginning of the year and has since transferred to another school. 5/8 of our Els are currently reading on or above grade level on the mid-year F&P assessments. Only one of our Els is scoring on grade level in writing.	We have the goal of 5/6 of our ELS moving up another level on the CELDT and one EL be reclassified as English proficient. By the end of 2019, 6/8 of our ELs will read at or above grade level and two of our four ELs will score on grade level in writing.	Daily 30 minute pull-out ELD lessons for designated ELs. Strategic grammar lessons 3 times a week in the classroom.

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?
Currently all of our students receive daily access to a comprehensive SEL curriculum through Second Step, PAX, Restorative Practices, and Zones of Regulation. Every classroom supports a positive classroom culture with daily community circles, peace tables, brain breaks, and collaborates with our wellness team. Our school only allows healthy food and drinks on campus, students are currently receiving nutrition lessons, we offer puberty classes to our 4th and 5th grade students, classes through the health department, and our nurse helps promote oral and personal hygiene.	We will continue to provide students with daily access to a comprehensive SEL curriculum through Second Step, PAX, Restorative Practices, and Zones of Regulation. Every classroom will continue to support a positive classroom culture with daily community circles, peace tables, brain breaks, and collaborates with our wellness team. We will continue to only allow healthy food and drinks on campus, 5 nutrition lessons per year, puberty classes for our 4th and 5th grade students, classes through the health department, and the nurse will continue to help promote oral and personal hygiene.	The school health advocate will push-in 5 times a year to each classroom to co-teach nutrition lessons.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy,	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

		Collaboration and the BSC Examples and Exemplars.
In order to ensure a comprehensive arts program, we will have a designated an Arts Coordinator, preferably a teacher, who serves as the primary liaison to the VAPA Department and to provide leadership and direction at the school in partnership with the Principal, teachers, parents, staff, and VAPA Supervisors. Additionally administration will facilitate collaboration between classroom teachers, VAPA teachers, and artists in residence, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with VAPA Supervisors. VAPA teachers from all arts disciplines in Kindergarten through Grade Twelve will plan student learning outcomes in alignment with the California Visual and Performing Arts Framework in five areas: Artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections and applications. They will create culturally responsive lessons that are focused on promoting student engagement and a positive self-identity.	For students to receive increased access to a comprehensive arts program with quality instructors.	Increase my communication and collaboration with Vapa teachers and supervisors to ensure that our students are receiving high quality learning experiences that are culturally relevant. Increase the number of arts focused field trips, enrichment activities in collaboration with our ASP, schoolwide events, and incorporate more project based learning opportunities. Find an expressive arts teacher or program to collaborate with and increase opportunities for our students

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
All students currently have access to 100 minutes of PE instruction every week in grades K-5. 100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to physical education classes. Administrators will facilitate collaboration between classroom teachers, PE teachers, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with PE Supervisors. Students will work towards mastering the CA Physical Education Standards	Students will work towards mastering the CA Physical Education Standards	Administrators will continue to improve collaboration between classroom teachers, PE teachers, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with PE Supervisors. We will continue to promote physical well being, cooperative play, and the Physical Education Standards during recess times, community building activities, and schoolwide events.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

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

Elementary Schools

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

At Malcolm X we are promoting college and career readiness by focusing in the following ways: Building student leadership skills through our student council and Jr. Coach program. Focusing on growth mindset, self-efficacy, and self-regulation through our SEL curriculum and RP Promoting achievement and excellence through showcasing students for both academic and noncacdmic talents. Provided students with a rigorous learning environment where they can engage in academic conversations, have access to learning experiences integrated with technology, and participating in enrichment activities like the African-American Read in and the schoolwide spelling bee.

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 will continue to provide monthly Professional Development opportunities in: Literacy, Mathematics, Equity mindset, unpacking Restorative Practices/ SEL Curriculum, and technology. We will provide teachers with a coaching model that allows for opportunities to engage in deep, light, and on call coaching to either extend learning from a PD or provide differentiated support for teachers as needed. The teachers will continue to collaborate weekly by engaging in ROCI during Grade Level Collaboration. Additionally, planning support will be provided for in ELA and Math. We will supplement our site-based Professional Development with district opportunities by utilizing our Prop A funds.

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)
In order to improve academic achievement in literacy and math, we will continue to engage in ROCI by setting SMARTE goals during Grade Level Collaboration, and facilitate 1:1 meetings between intervention teachers and classroom teachers. Prioritize Literacy and STEM as Instructional Foci for the year. Our ILT, Equity Lead Team, and BLT will continue to analyze schoolwide data as a tool for monitoring and adjusting our students' progress. In particular we will be focusing on improving our assessment system by introducing assessments to measure growth mindset and self-regulation, developing additional math assessments, and calibrating our use of F&P assessments. As a result of their input, Professional Development and coaching opportunities will be provided in Literacy, Mathematics, Equity Mindset, unpacking Restorative Practices/SEL Curriculum, and Technology.	We rely on a mixture of Prop A, Sub release days, and Early dismissal days to maximize planning support for our teachers in both ELA and mathematics. Our Literacy Coach and IRF organize and provide planning support for our teachers. In addition our teachers meet with our Academic RTI facilitator, Literacy Specialist, and RSP teacher for 1:1 to discuss the academic progress and needs of our IEP and Tier 2 and 3 students. On a weekly basis our teachers engage in GLC that is facilitated by our IRF and Literacy Coach and supported by our VAPA teachers. During that time they engage in ROCI. Our Literacy Specialist, IRF, RSP, and literacy Coach provide coaching support for classrooms teachers. Our Professional Development opportunities are lead by various leadership team members (BLT, ILT, Technology Team, Wellness Team, and Equity team) to ensure that we are providing our staff with an intentional and well-balanced model of Professional Development. We utilize our site budget to fund a literacy specialist to help increase the amount of students we can serve, to aide our coaching team, and help extend our literacy program into our Afterschool Program.

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.)	75% of students with IEPs on track to meeting annual IEP goals in areas of mathematics, reading, writing, and behavior as measured by informal assessments, student work samples, observation, and interviews. 60% of Specialized Academic Instruction and para-educator minutes are delivered within the General Education classroom. 90% of students with IEPs receive targeted intervention in English Language Arts, showing progress demonstrable by regular assessment of reading level growth. 100% of students with IEPs receive instruction that combines interventions at all tiers - 1, 2, and 3: restorative practices, access to the wellness center, mentor program, individual counseling, in addition to the Special Education supports and services outlined in their IEPs.	90% of our students with IEPs on track to meeting annual IEP goals in areas of mathematics, reading, writing and behavior as measured by informal assessments, student work samples, observations, and interviews.	Continue emphasizing a collaborative model where we maximize services provided for students with IEP's by collaborating between classroom teachers, RSP team, and our intervention teachers. Our RSP teacher works with students in multiple formats: pull out 1:1 services, small intervention groups, and push-in support depending upon their IEP goals Provide more support from RSP teacher, but continue emphasizing delivering services within the classroom whenever possible. We will continue to pilot Fundations and Wilsons in order to better serve our students learning needs.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	We have been informed when students and families that are transient by the Families and Youth in Transition (FYIT) team. FYIT Services have been offered to all families who are transient. 100% of youth and families involved in foster care are receiving outside resources through mentoring and community resources to support the family.	All vulnerable populations such as: Foster youth, Families and Youth in Transition, LGBTQ families,	We will continue to offer families in transition and students involved in foster care system support and community resources. With the recent passing of the Homeless Families resolution on 1/23/18, the resolution will provide support, coordination and delivery of progra… and services. Identify all vulnerable populations through CARE Team, teacher consultation, Foster Youth Services Roster, FYIT Roster, parent liaison when appropriate in order to share resources and support offered .
Student Engagement/ Attendance	Our fall attendance data shows that our chronic absenteeism rate has increased to 32.3 percent. This is 12% higher than last year's data. We have analyzed the data and determined that the increase is mainly due to incoming students who are already chronically absent, the fires in the fall impacting air quality, and the bad flu season. We also didn't get an education liaison to support our site this year around attendance for our SF Hope students. The walking school bus, our weekly attendance store, the TAP program, and attendance SSTs have been are most effective strategies for increasing student attendance.	We want to continually reduce our chronic absenteeism rates, by strengthening our case management of at risk students. We will continue to work on improving culture and climate issues that negatively impact attendance.	We will continue to have the weekly Tiger Paw store to incentivize attendance and think of how to grow the program to better target our at risk students. We will send more positive communication home to families regarding their improvements in attendance and utilize our parent liaison, our Education Liaison, and our cohort resources to support the case management of our tier 3 and 2 students. We will promote the walking school bus as a tool for engaging parents and families in getting their child to school on time. We will introduce more "health lessons" to minimize the spreading of germs during flu season. We will continue to engage willing parents in the TAP program.
School Culture/Climate			

	We became a PAX school this year and use PAX as a part of classroom behavior management. We have increased the amount of interventions logged on BASIS. We have seen an increase in visits to the wellness center and a reduction in yard referrals second semester. All of our top referred students have individualized behavior plans and supports. We have not had to out of school suspend any students this year. We anticipate on the student survey that students will provide feedback regarding self-regulation and growth mindset which will inform our next steps Our Behavior Leadership Team (BLT) is tracking referrals and tier 1 interventions and providing PD on tier one practices. Our current focus of the year is promoting efficient peace tables.	We want to increase the amount of time spent in class for our African American boys who are out of class due to referrals and or visits to the wellness center/ buddy classrooms. In order to see a reduction in average monthly referrals, we will continue to strengthen our schoolwide implementation of PBIS, second step PAX, Zones of Regulation, and Restorative Practices.	We will continue to showcase student talent, academic achievements, and student leadership throughout the year. We will continue to focus on foster student leadership with our student council, as well as having our upper grade students support in lower grade classrooms. We will continue to strengthen our tier 1 systems aimed at improving school culture and climate (PBIS, SEL curricullum- second step & Zones of regulation, Academic Conversation) Next year we will continue to engage in a series of professional development opportunities aimed at making our school more culturally relevant. The Behavior Leadership Team (BLT) will review data at least 4x's a year to review trends and patterns in discipline referrals.
Social Culture/Climate	Currently we have school wide implementation of Second Step, Community circles, peace tables, and Zones of Regulation. Our staff actively set goals with students and engages them in reflective conversations to promote self-regulation an self-eficacy. We also have many of students participating in our mentor program. We will continue use the student survey, report cards, and informal feedback to track our progress	We are looking to provide targeted support for new students and students who express negative comments about themselves and the school on a regular basis. We hope to help them set goals, build friendships, and identify adults who can support them with conflict resolution and problem solving.	We will continue to showcase student talent, academic achievements, and student leadership throughout the year. We will increase the frequency of our anti-bullying lessons and promote being an upstander We will continue promoting kindness and compassion though our kindness campaign We will continue to give champion tickets to reinforce students practicing MXA Code of Conduct. Next year we will introduce learning pacts as a tool for promoting grit, self-eficacy, and self-management. We will continue providing new students with opportunities to have lunch dates to promote friendship at our site. We will promote new strategies for welcoming new students throughout the year supported by our "welcoming committee."
Wellness Policy	Currently we are a school that does not allow any food on campus that has sugar in the first three ingredients. All of our school wide celebrations provide healthy alternatives. We provide families with information on our wellness policy as well as a list of healthy ways to celebrate birthdays at our school. We actively promote our wellness center and restorative practices to support conflict resolution within our community We also provide resources to families and outreach our oral hygiene and eyesight. Through our Outdoor Education programming and in collaboration with ASP we also offer students with experiences to cook with a variety of healthy ingredients. Students are actively encouraged to play games during recess times.	Families and students who still bring chips and candy to school to eat on the way to school or the way home. Students who don't play games during recess.	We will continue to promote our wellness policy through assemblies, flyers, and via PTC conferences. We will add 1-2 schoolwide events next year promoting a healthy lifestyle: healthy eating, drinking water, getting sleep, and exercising. We will coordinate with our ASP and use any additional funds to promote positive and engaging games ands sports during recess and afterschool. We will continue to use our PBIS to reinforce our expectations around healthy choices.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*

Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
☑ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☐ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☐ Connecting families to community resources	☑ African American families ☐ Families of English Learners ☐ SPED ☐ Foster Youth ☐ Homeless ☐ Other:

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

We will continue to support effective communication between the school and families through our website, school messenger, monthly newsletters, monthly calendars, Parent Principal Chats, and through phone calls. We will implement new protocols for promoting engagement in school wide events and help our parents successfully run fundraisers to support the school. We will continue to study Culturally Responsive Teaching and The Brain to improve our cultural humility and strengthen relationships. We will use parental passports to validate and incentivize parental engagement at school wide events, conferences, and increase parent participation in the PTO and SSC by actively promoting positive relationships amongst parents and also with the school. We will actively seek input and feedback by giving an internal beginning of the year survey as well. We will continue to partner with parent advocacy agency to provide them with educational opportunities and support in advocating for themselves and their students.

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

We will measure by attendance at events and feedback form our annual 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: **Equity**

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

Urban Ed Academy, Tzu-Chi Foundations, Project Prevent, Education Outside, and Sf-CESS

What are your specific goals or objectives for these partnership?

We are looking to increase academic achievement and exposure to enriching learning experiences with our partnerships with our new ASP Urban Ed Academy, Education Outside, and Tzu-Chi Foundation which supports our school in attendance and provides weekly Mandarin classes. We are looking to improve the behavioral Health and Wellness of our students by providing 1:1 therapy, increased support for the wellness center, and boys and girls groups through our collaboration with Project Prevent. We are looking to increasingly our focus on equity and ultimately become more culturally responsive educators through our partnership with SF-CESS.

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

Administration will give guidance to our new ASP providers and help maintain increased support during their first year of implementation. Our Social Worker will continue to prioritize supporting the interns to ensure that our partnership with Project Prevent remains fruitful. We will continue to improve systems of communication and better help new families access these resources and opportunities.

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

We will measure impact by number of students served by ASP, Education Outside, and Tzu-Chi foundation, feedback from our Equity Leadership Team, staff, families, CBOs, and students.

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 = $650

Spent on supplies that support necessary modifications and accommodations.

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 = $3,036

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

All of our SCG-EL resources will be spent on supplies intended to support ELD instruction, differentiation within the classroom (especially to support literacy), increased visual supports, grammar supports, and for increasing academic conversation.

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

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = $45,000

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?

$15,000 - consultants. Education Outside (20K) to provide science access in the outdoor environment to all students TK-5, and Health Education/Puberty Instruction (Superstar Health Education) (3K) for all 4th and 5th graders; $7,000 - instructional materials - to support classroom Tier I instruction in balanced literacy, math, science, social studies, and social-emotional learning

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 = $238,279

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 = $45,000   (31500)

How do you plan to use these funds?

These funds will be spent on enriching programming like Education Outside ($20k) and Puberty classes ($1728). Extended Calendar (3K extended days; 3K extended hours for certificated; 5K for certificated stipends; 2K for instructional aide extra hours) - all of these to support lesson study, peer observation, additional PD time compensation, and direct tutoring services; $2,000 for subs to release teachers for all of the aforementioned; $2,308 for supplies to support the instructional program in all core areas (and to supplement it); $5,964 in conferences to increase the capacity of teachers in providing instruction to students;

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 = $290
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

These funds will be used to support parental engagement in schoolwide academic events, educational opportunities for families, and involvement on in our PTO and SSC.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 3/14/2018

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

Impact & Innovation Awards =

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

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

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

How do you plan to use these funds?

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

Equity Grant =

Identify Sub-group & specific actions

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

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0	0.5	1.0
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
		.75	1.0
IRF:	**Literacy Coach:**	**Academic Rtl Facilitator:**	**Hard To Staff:**
1.0	1.0	1.0	Yes
Other:	**Other:**	**Other:**	**Other:**
Librarian	.2 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.

We will utilize these resources to improve both our school culture and climate as well as academic achievement. By continuing to staff our wellness center, improve the implementation of RP and SEL curriculum on site, and increase the opportunities for student engagement in leadership roles and schoolwide academic activities will improve the culture and climate of the school as evidences by suspension rates, referrals, surveys, and attendance data. We will also utilize staff to continue our commitment to improving differentiation and therefore academic achievement for all tiers of students in mathematics and literacy.

SECTION V: Recommendations and Assurances

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

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

✔	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
✔	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
✔	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☐ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
✔	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
✔	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
✔	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
✔	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: **10/25/2018**
✔	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
✔	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
✔	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
✔	This school plan was adopted by the SSC on: **10/25/2018**

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
Gina Bissell	President (Teacher)	
Marco Taylor	Principal	
Monserrat Jaramillo	Teacher	
Timothy Puranen	Teacher	
Dierdre Elmansoumi	Staff	
Demece Shepard	Secretary (Parent)	
Roxanne Bushwitz	Community Member	
Vanessa Willams	Community Member	
Chynna Randle	Parent	
Charon McElroy	Parent	