



**SFUSD** SAN FRANCISCO  
PUBLIC SCHOOLS

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

<b>School</b>	<b>Milk, Harvey Elementary School</b>
<b>Principal</b>	Ronnie Machado

**SCHOOL VISION & CONTEXT**

**MISSION** Our students learn to identify and speak out against injustice. **VISION** Harvey Milk is a small school in the Castro named after its most famous persona, Harvey Milk; a Civil Rights Leader. We are a small school with only 11 classrooms. Our mission is to teach awareness and nonviolence. We utilize Restorative Practices in order to accomplish this goal. We celebrate our diversity by highlighting our differences and similarities. Achieving academic excellence includes early intervention, high expectations and differentiated instruction. Response to Intervention (RtI) strategies help us to maintain an inclusive school model. We strive to build strong home and school connections and focus on having representation of all families. Students understand that they are guardians of a peaceful world. Lessons from the civil rights movement are taught by our solid cohesive staff community. Students learn to identify and speak against injustice.

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

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

## SECTION I: Overview and Key Components

### Overview

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

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

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

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

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

### Key Requirements

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

#### These requirements include:

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

## SECTION II: School Data Profile

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

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "###\_Mid-Year\_Summary\_2017-18". This folder includes the following reports:

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

### NOTES:

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

## SECTION III: School-Wide Analysis and Plan

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

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

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

### Strategies in Action: Classrooms

#### School Plan

#### Instructional Core / Engaging and Challenging Curriculum

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

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

### LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

#### Identify Focal Group(s):

To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, HMCRA will continue to focus on African Americans \_\_%).

**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
March 2018: According to the HMCRA Midyear Data Report for 2017-2018, our results indicate the following: * 63% of our K students met or exceeded standard on the Fountas and Pinnell Assessment. * 79% of our 1-2 students met or exceeded standard on the Fountas and Pinnell Assessment. * 69% of our 3-5 students met or exceeded standard on the Fountas and Pinnell Assessment. IWA results indicate the following average holistic score history (highest 6.0): pending results FALL 2017: * Based on the 16-17 Smarter Balanced results, 40.4% (15-16 45.9%) of our students met or exceeded standard in English Language Arts.	By May 2018: * At least 85% of our K students will meet or exceed standard in English Language Arts F&P assessments. (62% met or exceeded standard) * At least 85% of our 1-2 students will meet or exceed standard in English Language Arts F&P assessments. (79% met or exceeded standard) * At least 80% of our 3-5 students will meet or exceed standard in English Language Arts F&P assessments. (85% met or exceeded standard) * At least 50% of our students will meet or exceed standard in English Language Arts SBAC 2018. (34.4% met or exceeded standard, down from 40.4% in previous year) *F&P data will be updated for Tri I/Fall 2018 after May F&P Data is disaggregated.		* SFUSD Comprehensive Approach to Literacy * School-wide focus on K-5 consistent use of ELD supports and instructional tools. * Classroom teacher confers/leads guided reading groups/provides immediate feedback/instruction to students every day and knows each student as a reader/writer. * Funding to support Teachers College - Reading Institute Professional Learning - August 2018 * Transition 3rd-5th grades towards Reading Inventory online assessment for closer prediction to SBAC scores.

		<p>1. Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research. Grade levels will use the Units of Study as a resource to support ELA work. HMCRA principal and teachers have applied to attend the August Writing Institute at Teachers College. 2. Grade level teams will plan curriculum maps and unit plans aligned with the spirals and utilize these working documents to guide their instruction throughout the school year. 3. Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. 4. Classroom teachers will use strategies such as interactive read aloud and writing, close reading, use of visual supports (sentence frames, anchor charts), and constructive conversations to support students' reading comprehension and writing. 5. Teachers will provide specific, individualized feedback on student work through conferring and guided reading. Students will use reading journals school wide to support students' reading comprehension and writing growth. 6. Grade level teams will continue to analyze and act upon lessons learned from student work samples. 7. Students will be given opportunities to share their writing during class and at school wide assemblies/morning circle.</p>	
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**Academic Tier Two** - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
<p>March 2018: According to the HMCRA Midyear Data Report for 2017-2018, our results indicate the following: * 33% (3/9) of our K AA students met or exceeded standard on the Fountas and Pinnell Assessment. * 60% (9/15) of our 1st-2nd grade AA students met or exceeded standard on the Fountas and Pinnell Assessment. * 55% of our 3-5 AA students met or exceeded standard on the Fountas and Pinnell Assessment. * 17.4% of our 3-5 AA students met or exceeded standard on the 2017 SBAC.</p>	<p>By May 2018: * At least 50% of our K AA students will meet or exceeded standard on the Fountas and Pinnell Assessment. (22% met or exceeded standard) * At least 75% of our 1st/2nd AA students will meet or exceeded standard on the Fountas and Pinnell Assessment. (68% met or exceeded standard) * 35% of our 3-5 AA students will meet or exceeded standard on the 2018 SBAC. (59% met or exceeded standard) *F&amp;P data will be updated for Tri I/Fall 2018 after May F&amp;P Data is disaggregated.</p>	<p>1. Classroom teachers will use interactive read aloud and guided reading in the general education setting to support students' reading growth. 2. Reading Intervention Teacher and RSP staff (teachers and paras) will use the Fountas and Pinnell Leveled Literacy Intervention to provide targeted support for students reading below grade level. 3. School wide class SSTs will be scheduled for November 2018 to help identify needs. Data exists for current students receiving Tier 2 support. Grade level teams in partnership with Reading Intervention Teacher will continue to monitor students during the school year (prior to parent-teacher conference times). 4. * ILT will create a Individualized Learning Plan for each AA student in the school, including data from parent/guardian and student interviews. 5. Extended hours will be allocated for teachers to provide Tier 2 intervention support for students before/after school. 6. Online Reading programs/subscriptions will be used as supplemental support for Tier 2 intervention with emphasis on home use and in school use as appropriate.</p>

## MATHEMATICS CORE CURRICULUM

**Define your Focal Group:** For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the



data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

#### Identify Focal Group(s):

To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, HMCRA will continue to focus on African Americans.

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

<b>Analysis of Results Mathematics-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <b>WASC Ch.2</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all students reach mastery?</b>	<b>What instructional shifts and supports will be required specifically for your focal students to achieve these goals?</b> <b>WASC Ch.5</b>
March 2018: * Based on the 16-17 Smarter Balanced results, 24% of our students met or exceeded standard in Mathematics (drop from 35% in 2015-16).	March 2018 UPDATE: * 40% of our 3-5 students will meet or exceeded standard on the 2018 SBAC in Mathematics. (27% of 3-5 grade students were proficient on the 2018 SBAC)	* Daily instruction in mathematics. *Identify student for daily math interventions/conferencing during math period. *Better, more regular assessments will need to be identified. Looking into Math Inventory.	*Focal students will need teacher small group/individual intervention 3-5 times per week. *Teacher will be identified to tutor focal students before/after school.

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

<b>Analysis of Results for Mathematics-Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b>
March 2018: Based on the 16-17 Smarter Balanced results in Mathematics, the following subgroup data will be considered: * 0% of our students who identify as AA met or exceeded standard	March 2018 UPDATE: * 30% of our 3-5 AA students will meet or exceeded standard on the 2018 SBAC in Mathematics. (0% met or exceeded standard on 2018 SBAC)	* Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. * Incorporate Singapore Mathematics materials to provide and increase opportunities for computational fluency and differentiation through games and instructional routines. * Incorporate digital resource such as MangaHigh for targeted and individualized support. Targeted students will use the web-based MangaHigh intervention for additional practice at school and at home.

## 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.)

<b>Analysis of Results Science-All Students</b> In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? <b>WASC Ch.5</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?</b> <b>WASC Ch.5</b>
Teachers are utilizing Mystery Science as a resource to teach a minimum of 1 unit per semester (3-5 lessons per unit). Each class will participate in outdoor science education and environmental literacy with the Education Outside teacher at least 1 time per week.	*80% of all students will be at or above level on each of the NGSS standards for their grade level as measured by the Mystery Science Assessments for each unit. * 100% of all students will participate in outdoor hands-on science and gain a better understanding of our environment as observed by the classroom teacher and the Education Outside teacher.	Teachers will become familiar the scope and sequence of Mystery Science Planning and Pacing Guide for their grade level. Time will be allotted at faculty meetings before the school year begins and during the school year for grade level teams to collaborate and plan. Grade level teams will need to dedicate meeting time once per month for 45-60 minutes to collaborate and plan with the Ed Outside teacher.

## 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).

<b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> WASC Ch.5
There are two Annual Measurable Achievement Objectives (AMAO) set by the federal government. AMAO 1 measures growth on the CELDT (gained at least one proficiency level), AMAO 2 measures performance on the CELDT (% CELDT Proficient). In regards to these measures, our ELLs were achieving Annual Growth for 2015-2016 (gained at least 1 proficiency level) at 78.9% target met (target is 62%). Additionally, our ELLs are Attaining English Proficiency on CELDT at 28% (target is 25.4%). March 2018 UPDATE: For 2016-2017, our ELLs achieved an Annual Growth of 53.8% (63.5% target) and they are attaining English Proficiency on CELDT at 25% (target 26.7%). Data for ELLs F&P (2017-18 Cycle 2) Not Yet Meeting Expectation: 3 Students Approaching Expectations: 3 Students Meeting Expectations: 7 Students Exceeding Expectations: 3 Students *62.5% Meeting or Exceeding Expectations 2016-2017 SBAC ELA (9 students): 11% Proficient 89% Not Proficient Math (9 students): 33% Proficient 67% Not Proficient	Work to exceed our target for both AMAO 1 and AMAO 2. (Refers to CELDT and CELDT has phased out- Change to 25% of ELLs will be reclassified based on the ELPAC) By May 2018: * 40% of our ELL students will meet or exceed standard on the 2018 SBAC in ELA (16.7% met or exceeded standard, 1 of 6 students) * 50% of our ELL students will meet or exceed standard on the 2018 SBAC in Mathematics. (0% met or exceeded standard, 0 of 6 students) * 75% of our ELL students will meet or exceeded standard on the Tri 3 Fountas & Pinnell Assessment. (77% met or exceeded standard, 10 of 13 students)	40 minutes of daily English Language Development instruction utilizing Wonders curriculum as the core teaching resource. Providing ELD support to ELLs in all curricular areas (i.e. providing cloze sentences and front loading for ELLs to help structure their language in discussions like math talk) Continue regular PD on Math Talks, as well as Facilitating a PD on Talk Moves with the Multilingual Department to cross reference the ELD standards with Math Talk.

## HEALTH EDUCATION CORE CURRICULUM

<b>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data</b> In a narrative, describe what your analysis of the data says about your school.	<b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	<b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b>
Results from 2016-2017 SEL 4th/5th Grade Student Survey: Safety 56% of Students had a favorable response (compared to 60% district-wide) Sense of Belonging 73% of Students had a favorable response (compared to 75% district-wide)	Students will meet or exceed the district average for Safety and Sense of belonging. * All K-5 teachers implementing all 22 Second Step Lessons to build upon consistent language *Restorative Practices - school wide implementation * Trauma-informed practices/professional learning * PFC funding for additional .25FTE Student Advisor to make position full-time. * PFC funding for 1.0 FTE Parent Liaison to support student behavior. * Continue school-wide Penguin Praises incentive program, including coupons from Second Step.	Provide staff meeting time for teams to plan and prepare for Second Step lessons. Explore possibility to team with Access Institute (Mental Health CBO) to team with Social Worker to co-facilitate group work with SEL Bounce Back Curriculum

## VISUAL AND PERFORMING ARTS

<b>Narrative describing site's vision for a balanced, comprehensive arts program.</b> Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	<b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
	Each class will have each VAPA teacher for one 45-50 minute session per week, for 1 semester for each VAPA teacher/class. Each student will have weekly sing along (K-2, 3-5) and two 8-14 week sessions of a variety of arts K-5.	Parent Club partially funded Art consultancies (ceramics, visual arts, performing arts, sing along...)

Students at HMCRA have access to certificated teaching staff through SFUSD's Visual and Performing Arts Department to pursue skills related to: - visual or performing arts (grades PK - 5) - Instrumental music (grades 3-5) Additionally, through our partnership with SF Arts Ed, we will provide a variety of arts organized by grade level. Visual Arts curriculum is designed to encourage risk-taking, independence, and expression and to align with school-wide goals around use of language and expansion of vocabulary through explicit vocabulary development and opportunities for academic conversation.		
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## PHYSICAL EDUCATION

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

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

<b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b>	<b>What are your targets/ goals? (Elementary, Middle, High)</b>	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	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?	
All students have access to 100 mins of physical education per week. At least 30 mins are provided by a PE Specialist and the rest by certificated staff who have been trained. Children are prepared for physical fitness testing with goal setting activities and training throughout the year.	We will continue to provide 200 minutes of physical education instruction from a credentialed teacher per every ten-day period.	0.4 SFUSD PE Instructor

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

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

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

## COLLEGE AND CAREER READINESS

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

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

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

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

## Elementary Schools

**What is your plan for promoting college and career readiness?**

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

We will continue to strengthen our relationship with our Circle the Schools partnership with Salesforce and provide our 4th/5th grade students with a field trip to the offices of Salesforce with a explicit focus on career readiness and importance. We will continue to partner with Salesforce to help facilitate the Hour of Code with 4th/5th grade students in December.

## 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?**

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)
Weekly Early Release Days (Consider creating PLCs for the 1st hour of each release day) Faculty Meetings A Comprehensive Approach to Literacy Math PD * Plan and facilitate a year-long PD sequence around Comprehensive Approach to Literacy, Academic & Behavioral RTI, and Mathematics * Structure and expand time for grade level teams to meet for collaborative learning and reflective practice - analyzing student work and planning for next steps * In the Spring, plan and facilitate an ILT learning walk to identify success and need and determine foci for the 2018-19 academic year * Engage Staff in PD on Comprehensive Approach to Literacy, BRTI, and Mathematics * Send teachers to Teachers' College to provide teachers PD around best practices in readers/writers workshop and other effective instructional methodologies * Calendar 4 planning days that aligns with the district's spirals to analyze student data and develop unit plans for reading and writing * Collaborate with Mathematic Content Specialist and teacher leaders to develop PD opportunities for the staff, supplementing district curriculum with Singapore Math * PD for General Education teachers about Inclusive practices and trauma informed practices, focusing on reducing disproportionality.	Add 5 minutes to every day. Receive volunteer PD from SF-CESS. Faculty meetings are part of teacher contract time. -Other than SF-CESS providing monthly PD for free, we will be utilizing any district resources provided for free and staff expertise to plan and facilitate Faculty Meeting and Early Release day PDs. Teacher's College or any other conference will be paid through grants such as those provided through Fund for Teachers and Donor's Choose, as well as through Parent Funds.

## 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
<b>Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)</b>	March 2016 Currently, 10 of our 19 IEPs are for African American students. March 2017 Currently, 11 of our 26 IEPs are for African American students (42%). March 2018 Currently, 11 of our 26 IEPs are for African American students (42%). November 2018 Currently, 6 of our 22 IEPs are for African American students (27%).		

		March 2016 Reduce the disproportionate number of AA students w/ IEPs from 53% to 40% or less. March 2017 Reduce the disproportionate number of AA students w/ IEPs from 42% to 35% or less. September 2018 Maintain the traditionally disproportionate number of AA students w/ IEPs from below 30%.	Reading Intervention Teacher will target "At risk" students and to promote academic growth and grade level proficiency in Reading/English Language Arts. Resource Specialist Teachers will push in to classes and run centers with students in General Education and students who are at-risk or who have IEPs. Care Team will coordinate interventions for referred students and exhaust all possibilities before referring students for assessment for SPED services.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)		Each teacher will teach a minimum of 2 LGBTQ Family Diversity and Gender Diversity lessons during the school year	Assign 1-2 point persons for students and families to reach out to for support around the topic of LGBTQ.
Student Engagement/ Attendance	As of March, 2018, 14% of our students are truant (32 students). 2017-2018 School Year All Students = 17% SpEd rate = 26%	For 2018-2019, We will decrease our Truant students from 14% to 7%.	Our Student Advisor and SSW will continue to coordinate our SART process to support families, monthly. In addition, we will implement school wide incentives with PBIS at our monthly assemblies.
School Culture/Climate	2016-2017 vs 2017-2018 School Culture-Climate Results: (Score represent the % of respondents w/ an overall favorable response) Climate of Support for Academic Learning Family- 92% vs 94% Student- 88%vs 77% Staff- 85% vs 70% Knowledge of Fairness of Discipline, Rules, and Norms Family- 90% vs 91% Student- 75% vs 72% Staff- 68% vs 38% (district @ 71%) Safety Family- 92% vs 92% Student- 56% vs 49% Staff- 48% vs 27% Sense of Belonging Family- 99% vs 98% Student- 73% vs 65% Staff- 81% vs 53% Based on 2017-2018 suspension data, 0% of our student population was suspended. ----- -----	On the 2017-2018 SEL Survey, Increase percentages of favorable respondents for Staff in areas considered "Negative Result Compared to School Level Average" which include: - Knowledge of Fairness of Discipline, Rules, and Norms - Safety	Deep review of the school behavior matrix flow chart. PD on suspensions and the effects of punitive discipline. PD on Restorative Practices.
Social Culture/Climate	2016-2017 vs 2017-2018 School Culture-Climate Overall School Results: Growth Mindset- 68% vs 64% Self-Efficacy- 78% vs 74% Self-Management- 72% vs 70% Social Awareness- 74% vs 72%	* Continue to provide social and emotional support for all students * Decrease the number office referrals for all students, specifically our AAs	

			<p>Tier 1: We continue to implement strategies to promote positive school climate based on the RTI behavior framework. Tier 1 support includes:</p> <ul style="list-style-type: none"> <li>• Building authentic and mutually respectful relationships with students</li> <li>• School Wide Implementation of PBIS (School wide assemblies; Penguin Praises tickets &amp; Wheel of Praises; Behavior Matrixes that covers all major areas or venues in school explicitly taught in fall and spring, Second Step taught School-wide at the same time)</li> <li>• Implementation of SEL curriculum (Second Step) in each classroom.</li> <li>Explore the Good Behavior Game &amp; PAX</li> <li>• Implement at least 3 Proactive Classroom Management Strategies</li> </ul> <p>Tier 2: *Match students with appropriate intervention support (i.e. Behavioral Contracting, School-To-Home-Note, Check in-Check out)</p> <p>*Implementation with Integrity and review/determine the efficacy of intervention (Teaming) through the Care Team</p> <p>3. Progress Monitoring – make adjustment when appropriate</p> <p>4. Using Care process to identify additional support for students</p> <p>5. RTI Behavior Team working collaboratively with teachers to identify support for students</p> <p>6. Use BASIS as a monitoring tool to track progress</p>
Wellness Policy		<p>We meet weekly to brainstorm and discuss student support and interventions through our Care Team process. Before October, we will hold class-wide SSTs for each classroom to prioritize student and classroom academic and SEL needs.</p>	<p>The social worker and Care Team will continue to collaborate with classroom teachers to provide meaningful resources and interventions for students, especially students referred via the SAP process.</p>

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
<b>Family Partnerships: <i>The child's first and most influential teacher is the family.</i></b> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b>	<b>Choose at least one of the following focal populations</b>
<input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
<b>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:</b>	
<p>* Continue to send out Monthly "Machado Messenger" school newsletter * Host monthly Principal chats * Increase parent participation in SSC and ELAC meetings by building relationships and holding informal meetings such as principal chat, with the goal of having committees that reflect the cultures in our community. Utilize Parent Liaisons to recruit AA and Latino members of the community at meetings and on committees. *We are currently in the process of planning affinity group meetings for parents/staff for the purpose of providing a space for each group to speak about their experiences, needs, and desires and to bring our community together around our commonalities. (more info to come) * Continue to explore and refine practices to improve communication between school and home (Two way communication - classroom parent serving as a broker to other families for daily communication; suggestion box, partner with community partners to improve other technological means of communication, Monday Folders, etc). * Create space for parents to meet regularly * Plan celebratory school events such as Black History Month/Honor Roll, Family Pride Pot Luck to further build relationships between families and families, and families and staff * Increase cultural events/ student performances to promote and embrace diversity and reflect our Civil Rights namesake * Invite parents of all culture to read aloud and tell stories to students</p>	
<b>How will you measure your impact? Measures can include:</b> Culture & Climate Surveys, Academic Data, Attendance	
Our success will be reflected in the increase participation of families in school events, advisory group meetings, and volunteerism. We will use sign-in sheets to evaluate the level of success.	
Community Partnerships	
<b>What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?</b>	
<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
<b>List 1-3 current or potential community partner(s) who are address these needs.</b>	
Access Institute	
<b>What are your specific goals or objectives for these partnership?</b>	
To align onsite counseling resources with weekly sessions to support the social emotional health and wellness of identified students.	
<b>What actions will you take to deepen your school's partnership with community organizations?</b>	
<b>How will you measure the impact? (Quantitative and/or qualitative data)</b>	

## SECTION IV: School Budget & Resource Priorities

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

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

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

Allocation = \$1,000

To attempt to cover the needed resources/materials within our SPED 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-English Learner (SCG-EL) 07091

Allocation = \$9,108

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

To provide direct ELD instruction from our Teacher/Resource teacher for our EL students, specifically targeting Reading and Writing. This funding would only supplement any designated ELD instruction that happens with the classroom teacher, mostly in the areas of reading and writing for EL students. The classroom teachers will remain the D-ELD teachers responsible for the minimum of 30 minutes daily instruction in ELD.

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

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

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

Allocation = \$0

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

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

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

#### LCFF Concentration Grant (SCG-C) 07092

Allocation = \$0

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

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

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

#### Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$98,885

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?

\$16,849- Student Advisor Salary \$5,250- Substitute Days (20) \$1,000-Senior Clerk Typist Extra Hours \$2,766-Other Supplies \$12,640- Parent Liaison \$40,380-Parent Liaison \$20,000- Education Outside

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

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



## CATEGORIAL EXPENSES

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

**Title I = \$0** (31500)

*How do you plan to use these funds?*

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

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

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

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

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

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

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

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

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

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

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

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

*How do you plan to use these funds?*

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

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

**Equity Grant = \$0**

*Identify Sub-group & specific actions*

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

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

**Other (PTA, external sources, School Quality Pairing/CoP work) = \$161,600**

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

Reading Intervention Teacher Class Size Reduction teacher

**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:
	.5FTE		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.75FTE	
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

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

Attendance and SEL: Continue school-wide implementation of 2nd Step with Schoolwide activities/assemblies and morning circle announcements. Revise our Office Referral Matrix and implement school-wide. Improve the attendance of our AA students and students with IEPs to a minimum of 95%.

## SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other ( <i>list</i> )
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before <b>March 23, 2018</b> .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <b>3/13/2018</b>
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <b>9/18/2018</b>

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

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

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

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

Name	Role	Signature
Ron Machado	Principal	
Kay Kirman	Teacher	
Ryan Swick	Teacher	
Grace Crummett	Teacher	
Heather Brown	Other Staff	
Rocco Lamanna	Parent Chair	
Ellery Cook	Parent Member	
Catherine Bubenzer-Pain	Parent Member	
Veronica Galloway	Parent Member	
Jennifer Horner	Parent Member	