



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Mission Education Center Elementary School
Principal	Carla A Llewelyn-Vasquez

SCHOOL VISION & CONTEXT

Mission Education Center is a K-5 elementary school designed for newly arrived Spanish speaking immigrant students. This transitional program helps Spanish speaking EL newcomer students achieve the necessary skills and confidence in order to succeed in other district schools to which they will transfer at the end of one to two years. During their time at MEC, we strive to help our students gain some fundamental basics of English language; foster their academic, social and emotional growth in their new home environment; and support them and their families to navigate and understand our education system. Our program has been very successful to advance newcomer students, many who often come with little, interrupted, or no schooling experience. At the core of our program are basic good teaching practices based on establishing supportive and trusting relationships with the classrooms, with families, and amongst the school staff and community at large. Our program provides a wrap around support system to benefit our students and their families so that they can thrive, gain confidence, and accelerate in academic, social, and personal growth. Our teachers are Spanish bilingual and credentialed to work with our newcomer population. Our main goals are oral English proficiency, academic success in Spanish and English, and orientation to life in a new community. We encourage parents to become engaged in and supportive of their child's education, through bi-weekly parent education workshops and support groups. We work collaboratively with community agencies such as SF School Volunteers, Bay Area Community Resources, San Francisco Child Abuse Prevention Center, Mission Science Workshop, Mission Graduates, Performing Arts Workshop, Education Outside, Naturebridge, WildCare, SF Ballet, Rotary Club, Immigrant and the Lion's Club.

Successes/Strengths: -Dedicated, talented, caring, stable staff -Students who have been at MEC for at least one year make enormous gains in social-emotional growth, SLA, math skills and ELD. -Strong parent engagement program Challenges: -Students arrive throughout the year, often having experienced trauma before and en-route to US. Enrollment varies from day to day. -98% of newcomer students arrive far below grade level, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate in Spanish. -99% of students receive free and reduced lunch Key Strategies: -Academic: Improve quality of student discourse, reading comprehension, ELD, and math skills through the implementation of the SFUSD Core Curriculum, differentiated instruction, Comprehensive Approach to Literacy, small strategic groups, structured language practice strategies, and culturally and linguistically responsive engagement strategies. -Social-Emotional/The Human Element: Welcoming each and every family with an orientation, support, caring, and listening. Fostering in each family a sense of knowing that their participation, what they bring is valuable to offer/contribute; their language, culture, experiences and life knowledge are not only acknowledged but celebrated. Mindfulness practice for both teachers and students. Relationships are valued and matter.

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

NOTES:

- 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):

Pre-literate, under-schooled, English Learner Spanish speaking newcomer students

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

Analysis of Results Language Arts-All Students 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
98% of all MEC students enroll/arrive throughout the school year far below grade level in SLA, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the F & P, and district SLA assessments, 90% of the students who have been here for at least one school year, improve at least one or more grade levels in SLA.	Based on the analysis of our SLA data results, we expect 95% of MEC students who have been here for at least one school year to show growth of one grade level or more in SLA. 100% Participation in F & P (K-5) for students at levels A-N and/or EDL2 (3rd-5th) for students beyond levelN, and SFUSD interim SLA assessments. Students receiving SPED services will make a year's growth in reading.	Implement the Comprehensive Approach to Literacy with a specific focus on Guided Reading & Interactive Read alouds. Implement the Comprehensive Approach to Literacy with a specific focus on Guided Reading & Interactive Read alouds with a focus on student discourse. Continue to implement the CCSS strategies, such as, close reading, reading from informational text, academic vocabulary and conversations, student discourse, writing from source material, literacy and integration across the content areas, unit planning, spirals, collaboration, reflection,	

			<p>Implement the SFUSD Core Curriculum and the CCSS in Spanish. Refine our practices of ROCI/PSDA in grade level collaboration meetings to monitor and review implementation of CAL and CCSS, higher level questioning, student discourse, and professional development to support the implementation of CCSS shifts. All teachers at 3-5th grade levels will continue use F & P and/or EDL2 to assess and monitor reading and SLA progress. Literacy Specialist/Coach will continue to support PD and implementation of Comprehensive Approach to Literacy with a focus on Guided Reading ,Reading Intervention (RTI),Interactive Read Aloud Strategy groups and conferring with students. Teachers and Admin. will attend Professional Development focusing on instructional strategies for the implementation of CAL. Continue to refine meeting structure for coaches,IRF and Principal for ROCI/PSDA in regards to literacy development/growth in students. Formalize meeting time with RSP teacher(s) and General Ed teachers to collaborate around classroom supports. Continue to expand classroom leveled library and classroom genre libraires to include a wider selection of books and appropriate reading levels to support Readers' Workshop. Continue to provide Professional development around this focal work and to deepen learning for staff. Release/Planning days for teachers to analyze student work and plan in Grade level teams.</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>98% of all MEC students enroll/arrive throughout the school year far below grade level in SLA, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the F & P, EDL2/DRA, and district SLA assessments, 90% of the students who have been here for at least one school year, improve at least one or more grade levels in SLA, making enormous yearly gains.</p>	<p>Based on the analysis of our SLA data results, we expect 95% of MEC students who have been here for at least one school year to show growth of at least one grade level or more in SLA. Students who need more supports, such as, pre-literate and under-schooled will have the same expectation of growing at least one grade level in SLA based on the F & P, EDL2/DRA, and district SLA interim assessments.</p>	

Resource Teacher, and classroom teachers will provide interventions, inclusive practices, & differentiated instruction to individual and strategic groupings of students who need additional supports. Literacy Specialist/coach will provide coaching for teachers in Guided Reading in the classroom and/or small group pull out. Literacy Specialist/coach and RSP will provide Individual or small group instruction for students demonstrating the need for Tier 2 intervention. Classroom teachers will collaborate with ExCEL afterschool program leaders and school day support staff to ensure all students receive the support and instruction needed to reach performance goals. Parents will be provided the opportunity to participate in a 10 week Family Literacy Project where adult family members build their skills and learn strategies to support Spanish and English literacy development in the home. All teachers will participate in Professional development to refine practices around Guided Reading, Interactive Read Aloud, Mini-Lessons and student discourse. All teaching staff and Admin. will continue to participate in Professional learning regarding the implementation of CAL components with a focus on conferring with students. Planning days for teachers to analyze student work in collaborative teams.

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):

Pre-literate, under-schooled, English Learner Spanish speaking newcomer 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
98% of all MEC students enroll/arrive throughout the school year far below grade level in mathematics, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the Math Milestone Tasks and the IAB, we know that these assessments are misleading as they do not reflect the growing enrollment that occurs throughout the year. These assessments do not show growth overtime, they only reflect skills taught during a unit. MEC teachers will continue to use teacher made assessments, portfolios, observation, teacher checks, unit checks/assessments, and old EM yearly and unit assessments to show growth over time and to help inform instruction.	80% of MEC students who have been here at least one year, will show at least one grade level growth in math skills.	Continued focus on CCSS approach to problem solving and number sense.	MEC needs Math units of instruction that take into consideration many of our students are still developing basic math skills. Units will need to be designed in a way to bridge and develop student knowledge while still providing access to grade level content. We need support and guidance in from the Math department to design these units. In collaboration with the Math Department, our site will investigate the use of appropriate Pre and Post assessments to monitor knowledge and skills learned in Mathematics.

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?
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98% of all MEC students enroll/arrive throughout the school year far below grade level in mathematics, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the Math Milestone Tasks and the IAB, we know that these assessments are misleading as they do not reflect the growing enrollment that occurs throughout the year. These assessments do not show growth overtime, they only reflect skills taught during a unit. MEC teachers will continue to use teacher made assessments, portfolios, observation, teacher checks, unit checks/assessments, and old EM yearly and unit assessments to show growth over time and to help inform instruction. MEC students need a lot of support with the shifts in questioning, higher level thinking, problem solving, and student discourse required in the new SFUSD Math Common Core.	80% of MEC students who have been here at least one year, will show at least one grade level growth in math skills.	IRF, Intervention/Resource teachers, special education staff, instructional aides family liaison, tutors, and ExCEL staff will collaborate with classroom teachers to support students and provide interventions, inclusive practices, small flexible and strategic groupings, and 1 to 1 support for focal students and students who need additional support. Math Lead teacher/Resource teacher, IRF and Math Content specialist will provide Professional development for staff to support Math Core Curriculum implementation with a focus on student discourse, Math talks and Three-Read Strategy. Teachers along with the IRF and Math Content Specialist will analyze the Math Core Curriculum to identify high leverage strategies that will support the mathematic development of MEC's newcomer students. The Math team will research and investigate supplementary math materials and resources to support our students in the development of their math skills.
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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? <i>WASC Ch.5</i>	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? <i>WASC Ch.5</i>
Science instruction is primarily through our Education Outside Garden Coordinator, who systematically plans lessons using NGSS standards. We will continue our long-standing partnership with Mission Science Workshop, offering 2-3 workshops per year per class, in addition to ExCEL/Afterschool Program participation.	We will continue our collaboration with Education Outside and Mission Science Workshop. Staff focus on establishing a system of peer and collaborative lessons on Science and STEAM lessons to be taught throughout the school year.	Continued planning with Education Outside Coordinator for classroom lessons. One meetings per trimester will be dedicated to the discussion of the implementation of the SFUSD Science Core Curriculum. All students will have the opportunity to participate in at least 2 Science focused field trips at Mission Science Workshop. For the Spring semester, we will plan an MEC Family Science Saturday at MSW to encourage continued Science exploration and careers in the Sciences.

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)? <i>WASC Ch.2</i>	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? <i>WASC Ch.5</i>

100% of MEC students are Spanish speaking newly arrived immigrant students who are at Level 1 in English. Based on the Lau Plan, newcomer students receive 1 hour of ELD instruction. The newcomer students remain at MEC for only 1-2 years and then transfer to other district schools.	Based on Systematic ELD assessments, 60% of MEC students will increase one level in ELD.	MEC teachers implement the new ELD Standards through a variety of strategies and curriculum, such as Systematic ELD, RALLI, REL, Rigby OWE, CAROUSEL, Grammar Gallery, Imagine Learning, and other teacher made materials. Teachers use structured language practice, sentence frames, talk moves, and differentiated language instruction to increase the quality and quantity of written and verbal engagement in English. Teachers with the support of Multilingual Pathways and the ELD Teacher Leader will continue participate in Professional Development focusing on the newly adopted ELD standards and the ELD/ELA framework. All MEC students will receive one hour a day of structured designated ELD instruction by classroom teachers. English only itinerant teachers provide additional English Language Development, vocabulary development and practice during their lessons/classes. Itinerant teachers will use structured language practices along with vocabulary development for students to continue their development of language and student discourse. Itinerant teachers will use parallel language structures around school and class expectations, (ex.Be careful, Be Responsible, Be Respectful) in classes. This language will create a bridge in language and expectations (frameworks) for students moving on to their new schools. 3rd-5th grade students at or above Level M in Spanish will receive instruction in English Reading/Foundational skills and Spanish-English Biliteracy Transference as part of their ELD instruction. Parents and their students will have the opportunity to participate in an English based Literacy program to develop English Language skill as a family.
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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?
	All teachers provide a minimum of 20 health education lessons per year. We will continue to provide a family nutrition night where students can share with families what they are learning around nutrition and wellness. Staff will continue to learning and participate in professional learning around trauma, its effects and how we as a community can develop strategies to overcome. Our on site nurse will provide parent workshops to teach and promote healthy eating and living habits.	The Wellness team in collaboration with the site nurse and librarian provide resources for Health Education lessons. In order to respond to the behaviors on the yard we will be contracting with Playworks to build our capacity as a staff around systems and structures for recess as well as teach our students games and conflict resolution skills. Staff will continue to participate in professional learning and discussion around the effects of trauma in order to support our Newcomer population. Parents and families will continue to receive workshops and referrals to resources in order to support the family's physical and emotional well being as they transition to their new country. Continued selection of a Wellness Champion both for staff and students. Continued use of Mindfulness program "Inner Explorer" to promote our Wellness and Health Education goals. We will continue our collaboration with CBOs to promote healthy habits through

Mission Education Center is one of two Elementary Newcomer centers in SFUSD. Many of our students and families are exposed to significant trauma in their home countries or on their journey to the US. As a transition school and as our students' first school in the United States we MUST provide a safe and positive landing. MEC has been described as a "warm hug" and we keep a laser-like focus on maintaining a positive and warm school climate. SEL/Climate surveys indicate high satisfaction among students, families and staff in this area. The survey also indicates an areas of growth for MEC are growth mindset and self-efficacy. Through on site data collection we also know most of our behavior issues and negative interactions occur on the play yard during recess. We have a high functioning SAP team and Wellness team. Currently we our Wellness team selects a monthly "Wellness Champion" from the staff and students who exemplifies wellness for the month. As a community we focus on the site's schoolwide Expectations of Be Responsible, Be Respectful and Be Careful with daily reminders from the principal and other staff members. Students are caught following the expectations several times a day. Only healthy foods and snacks are allowed on campus. We are one of two sites that is part of a state grant for Fruits and Vegetables. Fifth grade ambassador distribute the fruits and vegetables several times per week and give presentations to classroom about the nutritional value and origin of the fruits. MEC also partners with CBOs such as the American Heart Association for a healthy cooking class for our students and an on site therapist through Safe and Sounds provides on site mental health services to students and families. We have also embarked on a schoolwide Mindfulness program that is conducted in each classroom daily. We continue to provide 150 minutes of PE daily.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Mission Education Center continues to offer a robust Visual and Performing Arts program. Many of MEC's students arrive with an artistic inclination. Our students love to sing, dance and express themselves through visual arts. Through the VAPA department, our students receive visual arts, chorus and instrumental music. Our students also participate in performing arts classes through our collaboration with Performing Arts Workshop. Our students participate in the Adventures in Music program and attend the Symphony once per school year. Our 2nd and 3rd grade students participate in the Ballet program offered through the city and attend a ballet performance once per school year.	The target is for our students to experience arts in multiple formats and to integrate them into other parts of their learning. Our goal is for them to recognize and appreciate art, how art enhances their qualities of life and opportunities for self-expression.	Increased opportunities for our students to visit museums and experience the performing arts offered in San Francisco. We will increase funding for Artistic consultants and transportation in order to achieve this.

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	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide.	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
	How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness,	

Schedules to ensure all students have access and required minutes are provided.	social emotional well being and over health?	
Currently all students at MEC participate in 100 minutes of PE every two weeks. In addition, students participate in Capoeira 45 minutes every week through our performing arts program.	Besides ensuring that all our students access physical education, our goal is for all of our 5th graders meet the physical fitness assessment standards.	Continued collaboration with the PE department to ensure we have a PE teacher on site. Continued use of site funding and arts funding to maintain our Capoeira program.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
We will continue to focus on literacy development and acceleration of literacy in the primary language along with a strong ELD component for our students. Foster pride in being bilingual/biliterate. In collaboration with our K2C program all Kindergarten and 5th grade students will take field trips to the bank so they can learn more about saving for college. Other grade students will participate in fieldtrips to the bank through our afterschool EXCEL program Parents will learn more about the K2College program through newsletter and parent workshops focusing on preparing your child for college. The school will continue a focus of student discourse and parent advocacy in order to further develop and support advocacy skills in our students and parents toward developing a college going culture at home.	Continue to foster with students the abilities and dispositions to respect, appreciate, and be able to function in more than one language. Our goal is to continue to improve our Newcomer Pathway program, ensuring that students are successful in Middle and High School and beyond.	Continue collaboration and support with K2College. Students will participate in fieldtrips to the bank to learn about savings for college. Students will deposit funds into their accounts. Parent workshops will be offered around creating a college going culture in the home as well as savings with the K2college program. All 5th grade students will participate in art contests where they will design posters for college savings.

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?

All MEC students will have the participate in K2College savings program. Our Kinder and Fifth grade students will continue to participate in schedule field trips to the bank to learn more about college savings. Presentations will be provided for parents at our parent chats and ELAC meetings regarding college savings and "On Our Way to College" which covers ways parents can prepare their child for college as well as A-G requirements for high school years. In addition, our school culture promotes the importance of preparedness for college and career through: 1. Promoting the acceleration and importance of Literacy especially in the Primary Language 2. Parent education around the US school system and how to prepare their child in the elementary and middle school years toward success in high school and beyond 3. There is a school wide focus on student discourse and self advocacy especially on the part of parents 4. Parents in our Pre-K program will also have the opportunity to participate in parent workshops for college and career readiness.

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 refine our structures for site-based learning and professional learning through our current systems and structures of: Grade level collaboration meetings, Instructional Leadership team, Wellness team, Staff meetings. We will also use substitute days to release for teachers to meet in grade level teams for PD, Data Analysis and engaging in the PDSA cycle around our learning and impact on student learning. We will hold a mid year and end of the year retreat for the ILT to analyze current state, set goals for the community and to fully map our Professional learning for the year. In addition to these current structures, optional PDs will be offered to all staff.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
1. Continue with PD around Comprehensive Approach to Literacy and implementation of components of Reader's Workshop. Refine our practice around Guided Reading and Interactive Read Alouds. Send a small team of teachers to Teacher's College to learn more about Reader's Workshop and Units of Student 2. Continued focus on strategies to increase Student Discourse 3. Design and implement a differentiated ELD program which includes Spanish to English Biliteracy Transfer for our returning students. 4. Continue with Professional learning around Trauma informed practices, Mindfulness and positive school climate. 5. Continue to refine our Grade Level Collaboration meetings to include the PDSA cycles 6. Build and strengthen the ILT's role to analyze data, engage in the PDSA cycle to select instructional goals. 7. Coaching and leadership development for site Administrator to continue to create and support the conditions necessary for optimal teaching and learning.	Site Budget- WSF funds will be used to fund PD and conferences as well as sub-release days to deepen learning. Administrator and ILT will participate in coaching and leadership development opportunities provided in partnership with consultants or through conferences and leadership development/planning retreats. IRF will facilitate learning and deepening practices around student discourse an engagment through release days, at staff meetings/PD and Grade level collaboration meetings. Prop. G/QTEA hours will be used for deepening our learning and practices around Wellness, Mindfulness and Trauma informed Practices. On site PDs will be facilitated by teaching staff, IRF or consultants. Our ELD Lead teacher in collaboration with IRF will work on the design on an ELD program for returning Newcomers. Additional materials will be funded through the site budget

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.)	Each year, we start off with a completely new group of students and families who, culturally, may not be familiar with / exposed to / comfortable with this area of practice.	Our target is to expose our students to more inclusive practices and sensitivity training.	Inclusive Practices Lessons
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Each year, we start off with a completely new group of students and families who, culturally, may not be familiar with / exposed to / comfortable with this area of practice.	Our target is to expose our students to more inclusive practices and sensitivity training.	Continue to connect with district and CBO resources
Student Engagement/ Attendance		Our target is to expose students and families to the expectations and importance of regular school attendance.	Continue to celebrate perfect or improved attendance each month at our morning assembly. Parent meetings, chats, ELAC meetings to share and discuss the importance of regular attendance.

	Chronic Absenteeism is a challenge at MEC with a rate of 19% for 2016-17. Each year, we start off with a completely new group of students and families who, culturally, may not be familiar with / exposed to / comfortable with this area of practice.		
School Culture/Climate	Overwhelming data indicates that over 95% of students, staff and parents feel the climate is positive and safe. We seem to have most conflicts on campus during recesses.	Decreased conflicts on the yard	Continue to "catch" students following the school expectations and awarding them with tickets for our weekly raffle. Continue to use the school expectations as a mantra each morning at intake. Contract with Playworks to help us in building systems and structures and games for recess. Social Worker will continue to have a Boy's group and Girl's group to work on social skills. Continue collaboration with Safe and Sound to provide mental health service/therapy for students and families on site. Up to 15 students showing need will participate in Sandtray therapy for mental and emotion health support.
Social Culture/Climate	Overwhelming data indicates that over 95% of students, staff and parents feel the climate is positive, warm and safe. Data indicates a decrease in Staff's perception of the culture and climate of the school. We will hold Monthly staff wellness outings to build rapport and improve climate/culture among staff. Outings may include: boat ride on bay, bowling night, holiday party at principal's house, roller skating, MLB game; trivia night; and karaoke night; monthly staff wellness lunches or breakfast.	Increase classroom attentiveness, and participation.	Social Worker will continue to work with a Boy's group and Girl's group around social skills. Social worker will continue to run a group focusing on Life skills in collaboration with UCSF. On site therapists will work with students identified through our SAP process. Select consistent day and time for staff outings. Identify and select staff wellness activities once per quarter.
Wellness Policy	MEC has a solid Wellness Policy!	No sugary or fatty foods are to be served at any school function.	Continue to pass out water bottles to students to promote drinking water. Continue to promote health physical activities on campus and breaks in classrooms. Continue our Wellness Champion program. The Wellness team selects on student and on staff member who exemplifies wellness for the month Inner Explorer/Mindfulness program will be implemented in classrooms. Continue to hold our family nutrition events in collaboration with our nurse and wellness team.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other: Newcomer Families
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:	
<p>Our Family Liaison will build upon our Family Outreach Program by continuing to enhance and build upon the connections we hold with community partners and resources while simultaneously establishing new community partnerships and connections to resources to offer to families. Families also will be offered the opportunity to participate in the Family Literacy workshops (10 week series) to support literacy development in the home. The Family Liaison will receive training to lead Triple P Parenting classes on site. The training is offered through First 5. Upon completion of her training, classes will be offered on site. Enrollment at MEC continues to be a challenge. We will engage in designing and creating promotional materials, literature and visuals, multi-media presentations to promote the offerings and programs we offer Newcomer students and families. These materials will be available at our annual Enrollment fair, EPC and community based organization that serve our families. We will continue with our monthly Principal chats, Parent support groups, Parent workshops and Family literacy, math and nutrition events. Parents will have opportunities to do classroom walkthroughs to identify strategies they can use at home to help their child and how they can advocate for their children's learning needs. Family dinners will be held 3 times a year to facilitate two-way conversations and learning about the educational system in the United States and connections to community resources.</p>	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
<p>Annual Parent satisfaction surveys, Culture and Climate surveys, Academic data regarding reading progress Decrease number of students referred to the office for behavior issues, Increased enrollment due to promotional materials</p>	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
<p>Education Outside Safe and Sound Playworks Performance Arts Workshop Good Samaritan Lion's Club or the Excelsior</p>	
What are your specific goals or objectives for these partnership?	
<p>Education Outside supports our academic program in science, health and nutrition. Safe and Sound, Sandtray therapy and Playworks- support our Behavioral Health and Wellness Programs Performance Art Workshop supports our VAPA program Playworks support our climate/culture and development of systems and structures for recesses.</p>	
What actions will you take to deepen your school's partnership with community organizations?	
<p>Continued collaboration, meetings to align and create common understanding goals to better aligned to the school's vision and mission</p>	
How will you measure the impact? (Quantitative and/or qualitative data)	
<p>Classroom data around academic achievement----student performance achievement data around NGSS standards and VAPA standards Qualitative data on student participation and development in student discourse through in house surveys and data collection. Improved data on our SEL/Culture and Climate Report Teacher Instructional rounds to gather data, plan and reflect and act on new learning. Teachers will engage in a cycle of inquiry.</p>	

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 = \$100

Used to purchase supplies for students participating in SPED program

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 = \$30,740

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

AO3 Instructional Aide position- \$28,429.10 This position will be used for academic support for Newcomer students in the classroom. Mission Science workshop-\$2,310. These funds will be used to pay for students to attend Mission Science Workshop to participate in hands on Science activities focusing on the NGSS standards. These funds will pay for each class to participate at least 2 visits. \$642.00 will be used for Instructional supplies

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?

N/A

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 = \$60,000

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?

Will be used to fund 2 AO3-Instructional Aide positions- \$56,858.20 These positions will be used to provide academic classroom support to our Newcomer students. \$2500- will be used to pay for transportation for our Newcomer students to participate in our annual Science and Outdoor Education field trip to NatureBridge in Sausalito. \$642 will be used for Instructional Supplies for our English Learners/Newcomers

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 = \$23,000

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

\$22,174 of funds will be used to pay for an AO3 -Instructional Aide position to provide academic support our Newcomer students int the classroom. \$826 Will be used for contracts for repair and maintenance of equipment such as the Riso machine and laminator.

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 = \$23,114 (31500)

How do you plan to use these funds?

\$23,114 will be used for Instructional supplies for our English Learners/ Newcomers. These funds will be used for Instructional supplies including expansion of Classroom libraries and leveled libraries.

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 = \$232

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.**

Food, refreshments and incentives to attend meetings

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 3/21/2018

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

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

Impact & Innovation Awards = \$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) =

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

As an elementary school specifically focused on addressing the needs of Spanish speaking, newly-arrived immigrant students and families, the work we do is complex. All the students and families face multi-layered and tangled challenges related to their transition to the United States. Having MTSS supports like a SCHOOL SOCIAL WORKER, a FAMILY LIAISON and a SCHOOL NURSE is essential to the success of our program. The work we do to support the students naturally entails establishing and building supports for our students' families. This begins with getting to know our students and families on a very personal and honest way to understand the specific struggles each of our students and each of our families are facing. The specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year will include: SCHOOL SOCIAL WORKER: 1. Facilitate the Student Assistance Program and Student Success Team program to address the students facing Tier I and Tier II challenges. 2. Initiate and coordinate the assessment process for students that are identified in need of supports beyond the classroom. This might include initiating and coordinating supports with district departments, CBO partners, and/or other community/government agencies. 3. Work to inform and educate newcomer families of the supports available for students facing such specific challenges. FAMILY LIAISON: 1. Initiate and establish a connection with each and every family within their first 2-3 weeks in our school community. Conduct an entry interview and orientation with each and every family, 2. Maintain contact with families, ensuring multiple methods for families to contact you that include (a) person-to-person contact, (b) phone contact; (c) online contact, to allow families easy access to share their challenges, concerns, feedback, questions, and comments with our school. 3. Help organize, facilitate, and conduct Family Information Meetings, Family Networking events, and our School Site Council/English Learner Advisory Committee, to support and engage our families, to inform and educate our families, and to offer leadership opportunities for our families. SCHOOL NURSE: supports overall student health, support attendance goals, parent workshops on preventative/health precautions and nutrition.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (list)
<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 March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/27/2018
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/27/2018

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

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

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

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

Name	Role	Signature
Carla Llewelyn-Vasquez	Principal	
Marlene Sanchez	Parent	
Roxanna Rodriguez	Parent	
Milagro Arrieta	Parent	
Hector Bamaca	Parent	
Lilia Pulido	Teacher	
Antonia Garcia	Parent	
Xarre Bidegain	Teacher	
Adelina Duncan	Parent Liaison	
Ana Lunardi	Teacher	