



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

<b>School</b>	<b>New Traditions Elementary School</b>
<b>Principal</b>	Julie Alderete

**SCHOOL VISION & CONTEXT**

As a student-centered school, we take pride in ourselves as a community that focuses on creative, meaningful, and rigorous instruction. We consistently prioritize the Arts and we recognize the positive effects of a well rounded education. Our high achievement levels are only possible because of the connection and interdependence of families, staff and students working together. Our parent community is actively involved and invested in the development of our students' academic and social skills. Our PTA works hard to raise money and support the following priorities: Daily English Language Development for all English Learners K-5 Literacy Intervention (RTI) for grades K-5 Education Outside Partnership Ceramics Teacher Music Teacher We strive to close the achievement gap for our 2 subgroups: Special Education and Socioeconomically Disadvantaged Students by providing small group learning experiences on a daily basis. At New Traditions, we know that teachers are a school's most essential strength. Teachers meet weekly to plan and differentiate instruction to meet the varying needs of our students. We encourage professional development in and out of the district. At New Traditions, each incident of conflict represents an opportunity for learning. Our Positive Behavior System asks our students to examine their own actions and evaluate how those actions affect others. As a Restorative school, we continue to support the growth and development of our kids' social-emotional literacy. We begin every school day with a morning circle that emphasizes our promises to Be Safe, Be Responsible, and Be Respectful. Our 4th/5th Grade combination classes provide an equitable learning experience for our students. Each of the combination classes receive daily instruction from 3 different teachers. The teachers collaborate regularly to teach core lessons to every student. This enables teachers to specialize in 1-2 content areas, while creating a seamless transition for our kids preparing for middle school.

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):

Our Focal groups will focus on 2 specific groups of students: 1. Provided expanded learning opportunities for students achieving at/above grade level standards. 2. Accelerate growth for students achieving below grade level standards to achieve 1-2 years of growth.

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

<b>Analysis of Results Language Arts-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all student reach mastery?</b>	<b>What instructional shifts will be required to achieve these goals?</b> WASC Ch.5
ELA Proficiency SBAC 2018 73% ALL Students Proficient This is increase from 67% 2018 F&P Proficiency EOY 2018 86% F&P (2nd) 94% F&P (1st) 97% F&P (K) Our data shows that our students in the early grades reach grade level fluency, and we could put more emphasis on comprehension skills. The RI scores predict a small increase in our whole school proficiency for ELA. 2nd year in a row that the 5th Overall 5th Grade proficiency scores dropped. IWA writing scores grades 3-5 2016-17 12% Grade 3 50% Grade 4 44% Grade 5 2017-2018 50% Grade 3 42% Grade 4 64% Grade 5	Increase Overall % of Student Proficiency by 5% Accelerated Growth for students below grade level so that students will show 1-2 years of growth. To validate the F&P scores, we need increased inter-rater reliability for F&P Testing. 2-3 Teachers to participate in Teachers' College for Readers' Workshop / Writing Workshop.	Professional Development sessions for teachers focused on the mini lesson +effective conferring. Teachers participate in calibration exercises to increase validity of F&P Tests Increased differentiation for Highest Achieving students. Teachers confer with each student at least once a week during Readers' Workshop and collect data to inform small group instruction. Grade Level Collaboration time will be held weekly. Student work will drive the conversations and guide the teams through the ROCI Cycle. 2 specific meetings a month will be ELA focused. 1 To validate the F&P scores, we need increased inter-rater reliability for F&P Testing. 2-3 Teachers to participate in Teachers' College for Readers' Workshop / Writing Workshop.	Staff PD and planning will focus planning for the 5 stages of effective Gradual Release Checks and balances: Teachers will assess (some) students from other homeroom classes and compare F&P scores during GLC. Cross grade level teams will also meet to discuss trends. Weekly school-wide Reading Buddies assigned at the beginning of the year. Providing older students opportunity to practice reading while providing mentorship to youngsters.

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

<b>Analysis of Results for Language Arts- Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required specifically for your focal students to achieve these goals?</b>

<p>66.7% SEL Students Proficient This is increase from 41% SEL Students Proficient This is the first time in 4 years that we have increased in this category. 41.7% Hispanic/Latino students proficient This is decrease from 60%. 73% of our 3-5th students met or exceeded grade level expectations. Parents and student have expressed the need for more challenging work, more projects or ongoing explorations.</p>	<p>Accelerated progress for all students participating in the RTI pull out program. We need purple and gold kits for grades 3-5 RTI (\$5K each) Close the achievement gap: 73% of SEL students will be proficient based on grade level expectations. (F&amp;P, RI, SBAC) Increase student time on task. All Teachers will participate in district lead Safety Care Training that focuses on De-escalation Strategies.</p>	<p>Create schedule with consistent planning time between RTI Teacher and Classroom Teachers to share goals, updates, and strategies. Teachers will continue to pull all students from RTI program for increased small group instruction in the classroom. RTI teachers will use LLI kits to turn struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. Teachers will select 2 Target Students based on data (F&amp;P Scores, RI Scores, IWA, and other ongoing assessments.) 1 student who is approaching proficiency and 1 student who is Proficient/ Advanced. Teachers will then create varied small group experiences that focus on necessary skills for student advancement. Teachers will have monthly planning time with SPED Staff to plan and co-teach more effectively. Teacher Tutoring after school with focal students 2-3 (teachers need compensation)? RTI Focal Groups need to start assessments within the first 2 weeks of instruction. K-2 RTI will begin with designated 1st and 2nd Graders as based on EOY 2018 data.</p>
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**MATHEMATICS CORE CURRICULUM**

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

**Identify Focal Group(s):**  
Our Focal groups will focus on 2 specific groups of students: 1. Provided expanded learning opportunities for students achieving at/above grade level standards. 2. Accelerate growth for students achieving below grade level standards to achieve 1-2 years of growth.

**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?

<p><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. WASC Ch.2</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional practices are required to ensure all students reach mastery?</b></p>	<p><b>What instructional shifts and supports will be required specifically for your focal students to achieve these goals?</b> WASC Ch.5</p>
<p>Our Math scores over the last 4 years have not been consistent: School Proficiency by SBAC in Grades 3-5 2014 58% 2015 67% 2016 59% 2017 66% 55.6% SEL population is proficient. This is increased 48.6% proficiency.</p>	<p>73% Proficiency for Mathematics overall and all major subgroups 90% students mastering basic math facts for their grade level</p>	<p>Focus on Big Idea and Content Standards to guide instruction vs activities listed in student workbooks. Teachers will participate in Data Analysis to create re-engagement lessons (vs re-teach) Teachers will highlight 8 Mathematical Practices on a daily basis and connect to daily lessons. Growth Mindset techniques are directly linked to the 8 Mathematical Practices. All students can and should develop a belief that mathematics is sensible, worthwhile, and doable</p>	<p>Grade Level Collaboration time will be held weekly. Student work will drive the conversations and guide the teams through the ROCI Cycle. 1 meeting a month will be Math focused. Staff PD and planning will focus on 1-2 of the core elements of the district math program: Number Talks, 3 Read Protocol</p>

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

<p><b>Analysis of Results for Mathematics-Intervention</b></p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What interventions are required to ensure all students reach mastery?</b></p>
<p>We need to address the varying needs of our students more consistently. Differentiation techniques are needed to better address student needs. Also, many students are lacking skills with grade level math facts. SEL Proficiency by SBAC in Grades 3-5 2014 42% 2015 45% 2016 49% 2017 55.6 Hispanic/Latino population dropped 8% with only 25% proficiency. 66% of overall 3-5th graders are performing at or above grade level expectations. Parents and students are requesting more differentiated work.</p>	<p>Strengthen students with the computational skills needed for mathematical fluency. Close the achievement gap for SEL students by 5% (SEL Proficiency 61%)</p>	<p>Whole group instruction with Guided Practice will continue until 80% of students are ready for Independent work. Teachers will then incorporate small group instruction for remaining 20% of students. Partner with YMCA program to support grade level number facts: addition, subtraction, multiplication, and division.</p>



## SCIENCE CORE CURRICULUM

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

<p><b>Analysis of Results Science-All Students</b> In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?</b> WASC Ch.5</p>
<p>Given time constraints, teachers and students could benefit from more time to plan and participate in Science activities. Based on student feedback, they are eager for more science related opportunities.</p>	<p>Each class will participate in at least 2 Thematic Units. Teachers can use team teaching model in order to share the cognitive load of planning.</p>	<p>What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5 Education Outside Provider will provide scope and sequence to teachers before each Trimester. This will enable to teachers to plan complimentary lessons based on content standards. Education Outside Partner will meet with each class weekly. Teachers will receive an overview of the lesson ahead of time so that they can structure post lesson activities in the classroom. Teachers will participate actively in Garden lessons as prompted by EO teacher. Restructure the garden schedule classes w Education Outside. Include 2-3 recess sessions where students can participate in "Science Club" and other guided activities interacting with the environment. Include GLC sessions directly related to Science instruction and planning. EO Teacher to create "Green Team": group of students from every grade level that will support and model our recycling/compost system. Green Team leaders may be dismissed to support during lunch time transitions.</p>

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

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

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

<p><b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> WASC Ch.5</p>
<p>PERFORMANCE AND TREND: For EL in 2017-18: Schoolwide: 21.1% of EL students were reclassified, and the 3-year trend has been upward. DISTRICT COMPARISON: In 2017-18, school-wide reclassification is 7.8% points above the district average. The 3-year trend has been 3.9% points above the district.</p>	<p>1-2 Levels of growth for each student as evidence on ELPAC. Specific actions will be targeted to our Hispanic/Latino population. Overall proficiency decreased while overall absenteeism increased. We need to find ways to get our kids to school more often. Work closely with Student Advisor and SSW.</p>	

GLC times structured on a weekly so that ELD/RTI teacher can participate on a rotating basis. Teachers will provide updates, share strategies, and align practices. ELD Teacher to attend Fall training with district (Miguel) and complete learning Modules. Designated ELD Teacher will present communication standards in ELD (poster) and share ways to strengthen our mainstream ELD practices.

**HEALTH EDUCATION CORE CURRICULUM**

<p><b>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data</b> In a narrative, describe what your analysis of the data says about your school.</p>	<p><b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p><b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b></p>
	<p>Each classroom equipped with Second Step curriculum to support students' social emotional development. K-2 Teachers can sign up through SF volunteers for a weekly facilitator to lead the class through Mindfulness. Limited Curriculum also available for grades 3-5th. All teachers to provide 200 minutes of PE Instruction for each 10 school days.</p>	<p>Teachers will teach at least 1 Second Step lesson a week and send home the parent communication portion. Morning Circles can be used to highlight specific strategies school wide. Junior Leaders Program will continue and focus on 4th/5th Grade Students. Junior Leaders will help lead the games at recess and lunch times with younger students. 4th/5th Grade Mindfulness Mentors will strengthen K-2 practices and lead 3-5 activities. Monday Morning messages will be related to Mindfulness and lead by the mentors. Internal PE schedule to show daily opportunities to provide movement for classes.</p>

**VISUAL AND PERFORMING ARTS**

<p><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.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
<p>New Traditions has a strong tradition of emphasizing the arts and recognizing its value in a child's education. PTA sponsors 2/3: Ceramics, Visual Arts, Choral Music</p>	<p>Integrated Arts lessons in classrooms that support core content areas.</p>	<p>Involve Arts Committee members in the final selection process for consultants. Increase connection between art classes and classroom teachers - starting in August. Include overview/planning time during August PD Days. Use Prop A Funds to pay Specialty Teachers. Monthly Arts Committee meetings to better link home to classrooms and consultants.</p>

**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.

<p><b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b> Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the Physical Education section in the Central Services Supports Guide.  How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
<p>Our ultimate goal is for students to embrace healthy lifestyles and become joyful learners through physical activity. Our weekly schedule will provide for at least 100 minutes of dedicated PE class for each of our 11 classrooms.</p>	<p>Our targets are for our 5th grade students to achieve above district average in all categories on the PFT.</p>	<p>We need to provide better communication to our parent community about what the PFT entails and how students can work on these areas outside of the school day.</p>

**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?

<p><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. WASC Ch.2</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b> WASC Ch.5</p>
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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

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

Our plan includes Increased opportunities to interact with technology from a young age. Our school will participate in Digital Citizenship through Common Sense Media. All classrooms will conduct between 3-5 lessons in the first month of school. Using "Keyboarding without Tears" teachers will strengthen students' abilities to communicate with a computer.

## 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 hold 2 staff meetings a month and weekly grade level meetings. Teachers also have 18 Prop A hours available and extended hours available for additional grade level meeting time and professional learning. During the the 2018-2019 year our school's PBIS team will work with the principal to plan our twice monthly staff development meetings. New for the 2018-2019 year will be staff meetings dedicated to improving our inclusion program for special education; focusing on team teaching opportunities in the classroom.

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)
<p>Increase collaboration times with and between grade levels to create better alignment. Data Analysis Meetings with emphasis on differentiation and re-engagement lessons. District Sponsored PDs: De-escalation, PAX, RR/WW Teacher's College Opportunities for RW/WW Digital Citizenship for all classrooms Protect teacher planning time after school. Limit ASP to 2 days per week maximum. Anti Bullying Campaign: The Power of One</p>	

## 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>	Our Student Advisor conducted 1:1 interviews with 40 students from all grade levels. She asked them "what does inclusion mean and how can we be a more inclusive community?" Students mentioned things that we can do INside the classroom, but neglected to notice the things that we can do OUTside of the classroom. Our goal is to continue the conversation related to inclusiveness and help staff and students understand that we can all learn with and from each other. As an Inclusion school, we have the responsibility to provide an opportunity for students of all abilities, ethnicities, and backgrounds to be educated together.	We want our students to recognize and value student differences: in and out of the classroom. How can we learn from each other? What are the benefits of an inclusive community/ diverse community of learners?	Implement school-wide PBIS with common language for expected vs unexpected behaviors. Integrate classroom and school-wide incentive program, such as Dragon Scales. More student created posters to illustrate expected behaviors. K-2 and 3-5 Assembly in October to highlight expectations in a fun way (while practice audience behavior) Classrooms will conduct daily circles that build community, and provide students with the opportunity to reflect upon and learn from their mistakes. Robust schedule for Inclusion week to include class activities, home- school connections, and a culminating experience for the entire community. The week could end with a social community event that is not tied to fundraising. Grade Level Collaboration time will be held weekly so that SPED members can rotate among grade levels.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	Our vulnerable student population is small and we believe in some instances unknown to us. We are aware of our foster youth and our school social worker helps to monitor their academic and social progress.	SAP Team will partner with outside agencies to provide necessary support to our families and students in need.	SAP Team will partner with outside agencies to provide necessary support to our families and students in need.
<b>Student Engagement/ Attendance</b>	PERFORMANCE AND TREND: For Absenteeism in 2017-18: Schoolwide: 8.7% of students were chronically absent, and the 3-year trend has been mixed. ACHIEVEMENT GAP: Difference between the highest performing racial group (HPRG) and the lowest performing racial group (LPRG) for 2017-18: HPRG: White; performance: 7.3% and change: -1.1% LPRG: Hispanic/Latino; performance: 15.6% and change: 9.4% DISTRICT COMPARISON: In 2017-18, school-wide rate is 3.6% points below the district average. The 3-year trend has been 2.7% points below the district.	We would like to reduce the number of absences due to family vacations. PERFORMANCE AND TREND: For Absenteeism in 2017-18: Schoolwide: 8.7% of students were chronically absent, and the 3-year trend has been mixed. ACHIEVEMENT GAP: Difference between the highest performing racial group (HPRG) and the lowest performing racial group (LPRG) for 2017-18: HPRG: White; performance: 7.3% and change: -1.1% LPRG: Hispanic/Latino; performance: 15.6% and change: 9.4% DISTRICT COMPARISON: In 2017-18, school-wide rate is 3.6% points below the district average. The 3-year trend has been 2.7% points below the district.	Personal Phone Calls Attendance Contracts Improvement Awards Perfect Attendance Awards
<b>School Culture/Climate</b>			

	<p>*Expected academic and social behaviors will be explicitly taught to students in classrooms across all settings *Tier 1 features (school-wide expectations, routines, + acknowledge- ments, in-class continuum of consequences are implemented within classrooms and consistent with school-wide systems. EOY 2017 TFI Tier 1 Team 75% Implementation 82% Evaluation 50% Tier 2 Team 100% Implementation 80% Evaluation 75% BOY 2018 TFI Tier 1 Team 100% Implementation 45% Evaluation 12% Tier 2 Team 100% Implementation 80% Evaluation 75%</p>	<p>Positive school climate that teaches conflict resolution to foster positive student behavior choices. All staff trained in Verbal De-escalation Strategies by December. Entire PBIS Team and PTA to attend 2 day Restorative Practices training. PAX Good Behavior Game kernels evident in 50% of classrooms 2nd Step Curriculum in all classrooms. Each class participates in 1 lesson/week. Morning message connected to theme.</p>	<p>Increase Leadership Opportunities for students and create more opportunities for students to voice their concerns. Guided Mindfulness with SFUSD volunteers. Mindfulness Mentors from grades 4-5 to support younger student adoption *Schoolwide Poster / Assembly end of September to review common language expectations Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Update to Bell Schedule and Specialty Schedule. For the first ____ of school teachers will partner with YMCA Coordinator during PE sessions. Team will define activities, review rules, and give students a chance to practice the games before recesses.</p>
<b>Social Culture/Climate</b>	<p>Parent requests for anti-bullying support at school Students, Staff and parents feel that there are too many kids on the yard at the same time.</p>	<p>Indoor activities offered during recess/lunch: Board Games/Chess K-1 Recess, 2-3 Recess, 4-5 Recess Increase our explicit teaching of Expected vs Unexpected Behaviors during the first weeks of school. Incorporate more positive reinforcements for procedures at the beginning of the year.</p>	<p>The Power of One (must register in the Fall!) \$850 Staff Training and PD related to active supervision</p>
<b>Wellness Policy</b>		<p>Mentors for Success: Mentoring first focuses on relationships building to establish mutual trust, respect and friendship. Once these building blocks are in place, mentoring can start to address specific goals and sensitive issues.</p>	

**PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach**

**Family Partnerships: *The child's first and most influential teacher is the family.***  
 Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b>	<b>Choose at least one of the following focal populations</b>
<input 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 type="checkbox"/> African American families <input type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

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

Kindergarten Camp details communicated in Spring 2018 Welcome BBQ for all Staff and Families Welcome event 2.0 for students/families that join our school after the 10 day count. Parent Survey available in more languages. Offer meeting times at different times of the day to allow more participation. Include short staff bios in the Dragon Den to increase link of school to home.

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

Increased parent participation, internal and external surveys

**Community Partnerships**

**What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?**

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

School Climate: Mindfulness Consultant to lead classroom teachers Inclusion Program: Partnership with Stetson for more intensive support to strengthen our Co-Teaching Model Deepening our Restorative Practices by scheduling at least 1 community event per Trimester.

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

Increase in students' ability to self regulate emotions and communicate feelings effectively. Take advantage of opportunities to decrease the student to teacher ratio in an effort to increase classroom differentiation. Restorative Practices can increase the awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults is a priority for many.

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

We will use our SFUSD culture and climate data and will refine the additional SSC survey that is sent to families of EL and Special Education students to include questions that address the SFUSD family partnership standards and the work we are doing in the fall of 2018

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

SSC Survey, SFUSD Survey, student surveys,

## 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 = \$950

We will use these funds to purchase adaptive furniture and supplementary supplies for our SPED students.

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

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

#### Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = \$7,211

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

We will use SCG-EL funds to provide coaching/training on ELD, SDAIE, and primary/pathway language instruction. We will also provide training materials/resources to our O.5 ELD Provider.

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

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

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

Allocation =

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

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

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

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

Allocation =

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 =

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

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

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



## CATEGORIAL EXPENSES

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

**Title I =** (31500)

*How do you plan to use these funds?*

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

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

**1% Title I Parent Set Aside =**

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

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

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

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

**Impact & Innovation Awards =**

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

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

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

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

*How do you plan to use these funds?*

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

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

**Equity Grant =**

*Identify Sub-group & specific actions*

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

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

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

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

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

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

## CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	0.5		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
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.**

## 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 type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other ( <i>list</i> )
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> <li>1. One meeting to gather input from the school community including all advisory committees.</li> <li>2. One meeting to present plan upon its completion before <b>March 23, 2018</b>.</li> </ol>
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <b>9/10/2018</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>9/10/2018</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
Julie Alderete	Principal	
Hanne Tidman	Parent	
Ranjani Ramakrishna	Parent	
Gina Menini	Parent	
Jennifer Maynard	Teacher	
Anne Hayes	Teacher	
Nikki Hennessey	Student Advisor	
Julia Kreitzer	Parent	
Sharon Park	Parent	
Christina Bogiages	SPED Teacher	