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

School	S.F. Community (K-8) School
Principal	Zaia Vera

SCHOOL VISION & CONTEXT

VISION: We strive to create a community where all of our students, of any race, SES status, home language, gender, sexual orientation, or other difference, develop strong hearts and strong minds, and grow into strong individuals as members of strong communities. This is our vision. This is our work. MISSION: The mission of San Francisco Community School is to create an engaging and challenging learning environment where all students, regardless of ethnicity, home language, socio-economic status or other forms of difference, can develop the sills and tools they need to achieve academically and to become effective decision makers and productive citizens in today's world. VALUES: ---Culture of Collaboration and Inclusion--- Since its beginning in 1972, SFC has sought to establish a learning environment where students, parents, teachers, and the community at large work together and make decisions collaboratively. We prioritize "keeping equity at the center", which means that we strive to ensure that the needs and desires of all of our community members are reflected in our practices, meetings, decisions, curriculum, and programs. For example, being a model school for project based learning. SFC staff, parents, and students continually work together to learn about and practice inclusive ways of being to create a school culture that supports all students in meeting high standards of academic achievement and community responsibility. ---Shared Leadership Structure--- SFC has a Principal, but since its founding, it has been a teacher-run school in which all certificated staff take on leadership roles and are involved in all major school-wide decisions. This collective structure provides a model of egalitarian and shared leadership for our students. ---Restorative Practices--- Restorative practices is an approach to conflict resolution. SFC's emphasis on community accountability and establishing rapport across difference makes this program a natural fit for our school. Staff at SFC set aside time for class meetings, individual conferences with students, circles and groups to provide students opportunities to share their feelings, build relationships, and problem solve. When there is wrong doing, staff work with students to help students see their impact on others and support students to play an active role in taking responsibility, addressing the wrong and repairing the harm. There have been several obstacles to overcome in order to achieve our vision. One primary obstacle has been the constant change in leadership and in the teaching staff. During the last 4 years SFC has been led by 4 different principals. Additionally, the high turnover of the small middle school teaching staff has compounded the issue of inconsistency and impacted academic achievement. The Gaps are between where our school is now and where we want to be is seen in our testing data and how we measure student achievement. The great project based learning work that our school is doing whole school is not always reflected in the data.

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

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

SECTION I: Overview and Key Components

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

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

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

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

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

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

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

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):
African American, Latino, Students with IEPs, and English Learners

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	**Based on the analysis of the results, what are your targets/performance goals?**	**What instructional practices are required to ensure all student reach mastery?**	**What instructional shifts will be required to achieve these goals?** WASC Ch.5
	We will use the following measures, disaggregated by race/ethnicity to show academic growth in the following areas: Reading Inventory- at least 50% of students testing proficient IWA- at least 50% of students approaching or meeting writing mastery Fountas and Pinnell- demonstrate reading growth for all student subgroups SBAC- ELA 40% showing proficiency Online Project Portfolios- 100% online, and completed Project Presentations- 100% student participation Project Rubrics- Schoolwide rubric usage for presentations, writing, research etc.	Full implementation of balanced literacy • focused mini-lesson • intentional small group instruction (guided reading groups, strategy groups) • leveled libraries to support independent reading • use of anchor charts • record-keeping to track student growth Scaffolding to support ELs Analyzing student work (focus on focal students/groups) to make informed instructional decisions Explicit instruction around Tier 2 vocabulary (RI scores) Regular use of writing rubrics to track student growth	Increase consistency of implementing all components of balanced literacy: • focused mini-lesson • intentional small group instruction (guided reading groups, strategy groups) • leveled libraries to support independent reading • use of anchor charts • record-keeping to track student growth All teachers will post clear language objectives (in addition to content objectives) and follow through with learning activities/tasks to support all learners and ELs. All teachers are English Teachers. Consistently using writing rubrics at the beginning, middle and end of units so that students are familiar with writing expectations.

ELA Data: Reading Inventory Window 1 to Window 2, the overall percent proficient increased from 30% to 43%. Integrated Writing Assessment, the overall percent proficient was 31%. Fountas and Pinnell Window 1 to Window 2, the overall percent proficient decreased from 81% to 69%, however the number of students recorded during Window 1 was 93 and the number of students recorded during Window 2 was 231. ELA SBAC 2016 to 2017, the overall percent proficient decreased from 32% to 26%. Subgroups: Reading Inventory Window 1 to Window 2, the percent proficient for Black/African American students increased from 12% to 16%. Integrated Writing Assessment, the percent proficient for Black/African American students was 19%. Fountas and Pinnell Window 1 to Window 2, the percent proficient for Black/African American students decreased from 57% to 50%, however the number of students who were recorded as proficient increased from 4/7 for Window 1 to 12/24 for Window 2. ELA SBAC 2016 to 2017, the percent proficient decreased for Black/African American students from 14% to 4%. Reading Inventory Window 1 to Window 2, the percent proficient for Latino students increased from 22% to 29%. Integrated Writing Assessment, the percent proficient for Latino students was 23%. Fountas and Pinnell Window 1 to Window 2, the percent proficient for Latino students remained the same at 56%, however for Window 1 that was 15/27 students and for Window 2 that was 44/79 students. ELA SBAC 2016 to 2017, the percent proficient decreased for Latino students from 14% to 9%. Reading Inventory Window 1 to Window 2, the percent proficient for EL students remained at 0%. Integrated Writing Assessment, the percent proficient for EL students was 8%. Fountas and Pinnell Window 1 to Window 2, the percent proficient for EL students decreased from 50% to 32%. However for Window 1, 6/12 students were proficient, and for Window 2, 8/25 were proficient. ELA SBAC 2016 to 2017, the percent proficient decreased for EL students decreased from 6% to 3%. Reading Inventory Window 1 to Window 2, the percent proficient for SPED students increased from 11% (2/19 students) to 19% (5/27 students) Integrated Writing Assessment, the percent proficient for SPED students was 12%. Fountas and Pinnell Window 1 to Window 2, the percent proficient for SPED students decreased from 67% (4/6 students) to 50% (13/26 students). ELA SBAC 2016 to 2017, the percent proficient increased from 7% to 9%.

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?**
Reading Inventory Window 1 to Window 2, the percent proficient for SPED students increased from 11% (2/19 students) to 19% (5/27 students) Integrated Writing Assessment, the percent proficient for SPED students was 12%. Fountas and Pinnell Window 1 to Window 2, the percent proficient for SPED students decreased from 67% (4/6 students) to 50% (13/26 students). ELA SBAC 2016 to 2017, the percent proficient increased from 7% to 9%.	We will use the following measures, disaggregated by race/ethnicity to show academic growth in the following areas: Reading Inventory- at least 50% of students testing proficient IWA- at least 50% of students approaching or meeting writing mastery Fountas and Pinnell- demonstrate reading growth for all student subgroups SBAC-ELA 40% showing proficiency	Teachers consistently plan strategic guided reading and strategy groups to provide the additional supports students need to be successful in the core Language Arts program. Teachers will provide more opportunities for students to practice reading skills in a variety of formats (books, articles, computer) in order to prepare them for all the ways they will need to interact with and understand text.

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):
African American, Latino, Students with IEPs, and English Learners

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
Math Benchmark 32% of students tested proficient. The Math Task shows that 62% of the 234 students tested proficient in window 1, and 69% of 64 students tested proficient in Window 2. Math Benchmark 8% (2 of 24) of African American students tested proficient. The Math Task shows that 40% (12) of the 30 students tested proficient in window 1, and 50% of 8 students tested proficient in Window 2. In the SBAC, 23% tested proficient in 2016 and 28% tested proficient in 2017. Math SBAC 2016 to 2017, the percent proficient decreased for Black/African American students from 10% to 4%. Math SBAC 2016 to 2017, the percent proficient increased for Latino students from 8% to 10%. Math SBAC 2016 to 2017, the percent proficient decreased for English Learners from 4% to 3%. Math SBAC 2016 to 2017, the percent proficient increased for SpEd students from 0% to 9%.	We will use the following measures, disaggregated by race/ethnicity to show academic growth in the following areas: Math Benchmark- 50% showing proficiency Math Task- 75% showing proficiency SBAC Math- 33% showing proficiency	What are students learning? How are they learning? How are we measuring it? Teachers are using the district math curriculum including math talks, math tasks, group work, math centers. . Teachers in K-1 are supplementing the SFUSD curriculum with Japan Math. Teachers 4th-8th have received the full training in Complex Instruction and are utilizing Complex Instruction group work. Teachers K-5th utilize Splash Math for fluency practice. Teachers K-8, who are involved with lesson study, receive ongoing training in Teaching Through Problem Solving and use that structure to weekly to delve into rich math investigations. Progress is monitored by grading the milestones in grade level teams with the SFUSD rubrics.	What are students learning? How are they learning? How are we measuring it? All teachers will post clear language objectives (in addition to content objectives) and follow through with learning activities/tasks to support all learners and ELs. All teachers are English Teachers. Vertical alignment Lesson Study to investigate and address student understanding and conceptualization of Math. Students who are engaged in Teaching Math through Problem Solving keep grade level appropriate notebooks so that they can refer back to previous work, friend's ideas and summaries of math work.

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?**
IRF pulling out a group of 3rd grade math students 1 or 2 times a week. However, not sustainable and not the primary role for the IRF. IRF is supporting 3rd, 4th, and 5th grade Teachers with curriculum planning and instruction because they teach Split Grades in Math (2nd and 3rd; 4th and 5th).	We will use the following measures, disaggregated by race/ethnicity to show academic growth in the following areas: Math Benchmark- 50% showing proficiency Math Task- 75% showing proficiency SBAC Math- 33% showing proficiency	Students K-5 utilize Splash math to support with fluency. Students K-2 work in differentiated centers. Teachers in all grades pull strategy groups to work on specific skills with students who are still approaching standard. Students work in heterogeneous groups to support one another in group work; everyone has something smart to contribute to the group.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
Students receive science instruction daily. In our Elementary school, it is embedded in the curriculum through Project Based Learning. In Middle School Students receive Science instruction Daily. Some of the time it is hands on learning.	Online Project Portfolios- 100% online, and completed Project Presentations- 100% student participation Project Rubrics- Schoolwide rubric usage for presentations, writing, research etc.	Integrate NGSS, consistently. In MS, weekly science labs.

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

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
Reading Inventory Window 1 to Window 2, the percent proficient for EL students remained at 0%. Integrated Writing Assessment, the percent proficient for EL students was 8%. Fountas and Pinnell Window 1 to Window 2, the percent proficient for EL students decreased from 50% to 32%. However for Window 1, 6/12 students were proficient, and for Window 2, 8/25 were proficient. ELA SBAC 2016 to 2017, the percent proficient decreased for EL students decreased from 6% to 3%.	We will use the following measures, disaggregated by race/ethnicity to show academic growth in the following areas: ELPA- Increased Reclassification Rate by 10% Fountas and Pinnell- demonstrate reading growth for all students Reading Inventory- at least 50% of students reading at grade level IWA- at least 50% of students approaching or meeting writing mastery SBAC- 33% showing proficiency Online Project Portfolios- 100% online, and completed Project Presentations- 100% student participation Project Rubrics- Schoolwide rubric usage for presentations, writing, research etc. Social Emotional Survey- At least 80% of students feeling safe and a sense of belonging at SFC	Designated ELD in master schedule Intentional planning of designated ELD to include SFUSD Multilingual Department's five day lesson plan structure with a complex text Build in communicative modes (collaborative, interpretive, and productive) into all lessons. Plan and communicate language objectives. Provide scaffolded practice that enables students to achieve and demonstrate mastery of language objectives.

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?

Elementary School: PERFORMANCE AND CHANGE: For 2016-17: Growth Mindset: 59.0% (2.0%) Self-Efficacy: 56.0% (-2.0%) Self-Management: 68.0% (1.0%) Social Awareness: 64.0% (2.0%) Middle School: PERFORMANCE AND CHANGE: For 2016-17: Growth Mindset: 56.0% (0.0%) Self-Efficacy: 58.0% (2.0%) Self-Management: 65.0% (-4.0%) Social Awareness: 50.0% (-2.0%)	The goal is for SES curriculum, like Second Step, to be taught to every grade. Each grade has the materials to teach Second Step in the classroom.	Teachers need support to implement Second Step on a regular basis. Middle school teachers need more support to feel comfortable teaching SES curriculum in class. Teachers need access to trainings and time to meet with SSW/Nurse.

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?

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
	In the PFT 80% Healthy Fitness Zone.	Student Engagement and awareness of Fitness Targets and standards.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

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

Elementary Schools

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

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?

Early Release Days, DLT time, QTEA hours before and after school.

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)
Schoolwide Lesson Study to support teacher research around instruction and student learning Schoolwide Department Level Teams that include Project Based Learning Planning and Reflection School Climate and Culture Restorative Practices Behavior Tier 1 interventions iGroups to support relationships and relational trust between teachers and students that are typically underserved. Literacy Coach- Coaching Cycles with all Elementary School Teachers and 2 MS Literacy teachers. Attends 2/3 DLT, ILT, and PD teams. Keeps focus on data to inform instruction, specifically using IWA rubric for schoolwide writing, and RI, and ELA Benchmarks. IRF-Oversee Lesson Study, and Keep the focus on the 3 questions: What are students learning? How are they learning? How are we measuring it? Coaching Cycles with MS 2 Math and Science teachers, and Elementary teachers (4/5) Keeps focus on data to inform instruction, specifically using Benchmark Assessment Data	School Early Release Day, QTEA hours School Early Release Day, Possible SalesForce Funds School Early Release Days, Elementary Liaison (Title 1, TIIG) Central Office Support Person Assigned to our Cohort School Early Release Day, QTEA hours MTSS Resource MTSS Resource, and Title I and Concentration Grant

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.)			
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			GSA Group, case management support for FYIT families, MUNI passes, connection to outside resources/supports/CBOs
Student Engagement/ Attendance		Increase regular attendance for students	

			SAP, SSTs, SART meetings/contracts, attendance reward charts and incentive plans, groups
School Culture/Climate	Elementary School: PERFORMANCE AND CHANGE: For 2016-17: Growth Mindset: 59.0% (2.0%) Self-Efficacy: 56.0% (-2.0%) Self-Management: 68.0% (1.0%) Social Awareness: 64.0% (2.0%) ACHIEVEMENT GAP: For 2016-17: Growth Mindset: HPRG: Hispanic/Latino; favorability: 52.0% and change: 3.0% LPRG: N/A Self-Efficacy: HPRG: Hispanic/Latino; favorability: 51.0% and change: 5.0% LPRG: N/A Self-Management: HPRG: Hispanic/Latino; favorability: 61.0% and change: -2.0% LPRG: N/A Social Awareness: HPRG: Hispanic/Latino; favorability: 55.0% and change: -7.0% LPRG: N/A DISTRICT COMPARISON: The difference between the school- wide favorability and the average district favorability are as follows: Growth Mindset: 1.0% points below the district average. Self-Efficacy: 2.0% points below the district average. Self-Management: 4.0% points below the district average. Social Awareness: 2.0% points below the district average. Middle School: PERFORMANCE AND CHANGE: For 2016-17: Growth Mindset: 56.0% (0.0%) Self-Efficacy: 58.0% (2.0%) Self-Management: 65.0% (-4.0%) Social Awareness: 50.0% (-2.0%) ACHIEVEMENT GAP: For 2016-17: Growth Mindset: HPRG: Hispanic/Latino; favorability: 54.0% and change: 10.0% LPRG: N/A Self-Efficacy: HPRG: Hispanic/Latino; favorability: 42.0% and change: 1.0% LPRG: N/A Self-Management: HPRG: Hispanic/Latino; favorability: 55.0% and change: -7.0% LPRG: N/A Social Awareness: HPRG: Hispanic/Latino; favorability: 47.0% and change: -4.0% LPRG: N/A DISTRICT COMPARISON: The difference between the school- wide favorability and the average district favorability are as follows: Growth Mindset: 6.0% points below the district average. Self-Efficacy: 1.0% points above the district average. Self-Management: 11.0% points below the district average. Social Awareness: 12.0% points below the district average		
Social Culture/Climate			

			Social Emotional → If we provide clear, consistent expectations and specific (Tier 1) supports for students develop the tools to reflect and take responsibility for actions then we will have a more positive school climate culture as evidenced by TFI, BASIS Referrals, SE Survey. Students will demonstrate agency and ownership for their actions through reflection and self advocacy.
Wellness Policy			

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

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

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

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

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

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

Community Partnerships

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

☐ Academic Support ☐ Behavioral Health & Wellness ☐ College & Career ☐ Expanded Learning/After-School ☐ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☐ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☐ Parent/Family Support or Partnership ☐ Other:

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

What are your specific goals or objectives for these partnership?

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

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

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = $1,850

We will use $1,850 for Instructional Supplies and materials specifically for our RSP students this may include materials for instructional differentiation and or targeted reading and math improvement.

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 = $16,698

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 $16,698, FTE 0.2936, to fund a Spanish Bilingual Aide to support our targeted EL students in Elementary school specifically around literacy development.

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 = $28,000

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

We will use $14,481.79, FTE 0.2547, to fund a Spanish Bilingual Aide to support our targeted struggling readers in Elementary school specifically around literacy development. We will use $13,513.80, FTE 0.13, to fund an Instructional Reform Facilitator position specifically to facilitate literacy data review (F&P, RI, IWA, ELA Milestones, etc.) in effort to improve instruction. We will use $4 for 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)*

LCFF Concentration Grant (SCG-C) 07092

Allocation = $0

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = $142,500

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?

We will use $142,500 towards Teacher Classroom reduction teachers (FTE 1.392) and Elementary Advisor position (FTE .75). The reduced class size specifically impacts our MS math classes and our K/1 classrooms. Smaller class sizes will provide a smaller student student and teacher ratios in effort to increase targeted instructional support. We will use $87 towards supplies specifically related to Project Based Learning.

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

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 = $62,409   (31500)

How do you plan to use these funds?

We will use $55,311 for FTE positions: $38,462.36 for an FTE 0.37 Instructional Reform Facilitator position and $16,848.92 Elementary Advisor FTE 0.25. The Instructional Reform Facilitator Position will focus on developing teacher instructional capacity by looking at data to inform instruction as it related to our target populations and provide ongoing instructional coaching and schoolwide professional development plan. Our Elementary Advisor Position will support students with Restorative Practices as they work through conflict and/or build student and family relationships. We will use $6,473.91 for supplies to specifically differentiate instruction and project based learning.

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

1% Title I Parent Set Aside = $624
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

Hello we will use the following funds to support our ELAC, SSC, and PAC parent groups. Specifically, translation services, childcare for meetings.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 11/13/2018

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

Impact & Innovation Awards = $28,209

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

Our Impact Grant supports Teacher's Lesson Study Professional Development and teaching math through problem solving in effort to increase our Mathematic achievement schoolwide, and specifically our targeted populations. At least 3 school staff will travel to Japan to attend a Lesson Study Immersion program focused on Teaching Math Through Problem Solving. Teachers This project continues to support and improve a model of school-wide and cross-site lesson study that differs from most existing U.S. lesson study: ● Teachers will study high-quality mathematical resources as an integral part of their lesson study work; ● The lesson study will establish school-wide routines designed to change norms and interactions among teachers at the school; for example, teachers develop a school-wide "research theme" and related improvement aims to guide and motivate the lesson study work at all grade levels; ● The individual school will see school-wide lesson study as a means to study, implement the CCSS-M and achieve district goals; ● The individual school will have a research steering committee composed of grade-level representatives and an administrator, that coordinates the overall school-wide lesson study process, so that knowledge is systematically spread within and beyond the school and research-based knowledge/expertise brought in from the outside. ● Each school will participate in each others' public lessons and be a part of the public reflective process on those days. $3,818 will go towards extended hours $5,743.51 will go towards supplies $7,000 will go toward Audio Visual Equipment $10,500 will go toward Travel and Conference

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

Principal's Innovation Fund = $100,000   *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

Social Worker Position FTE 0.5 $58,748 Teacher Release days for Project Based Learning $8,500 Teacher DLT Collaboration Planning PBL $25,456 Materials and Technology to support PBL $7,295.44 Social Emotional Goal: One main goal for the PIF funds is to increase the social-emotional well being of studetns. The PIF will fund FTE 0.5 of our Social Worker Position. This position is vital to support the social and emotional well being of our Middle School Students. Specifically, African American and Latino student belonging, self-efficacy, and growth mindset. When the social emotional needs of students are met, then students are able to fully engage in the academic content. This role will also lead our SAP Team, and our schoolwide efforts around Teir I and Teir II supports for students. Academic Goal: The other main goal for the PIF funds is around developing robust, culturally relevant academic content in the form of Project Based Learning. These funds will provide teacher release days and planning time for teams of teachers to plan PBL units and reflect on student work that shows academic proficiency in reading, writing, presenting, and collaborating. Our main goal is for students to become independent learners through problem based investigations. In order to facilitate this process, teachers need time to plan. Our hope is that Project Based Learning will support deeper understanding, literacy, and African American Achievement. The other use of the funds will be allocated for materials, supplies, and technology to fully actualize the project based curriculum.

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) = $96,200

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

Our Parent Action Committee raises funds to support our student centered learning climate, namely our Garden Program, Playworks Coach, and Family Outreach Position (consultancy positions). This body also raises money to support students' project based learning experiences (Supplies). Classroom Supplies 15,250 Committees 6,600 Consulting fees 55,500 Extra Curricular 700 Family Event Expenses 2,000 Fundraising Expenses 1500 Insurance/Tax 1,500 Office Supplies 9,950 Specials 3200 Totals 96,200

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
1	.5	.5	
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
		.75	1
IRF:	**Literacy Coach:**	**Academic Rtl Facilitator:**	**Hard To Staff:**
.5			
Other:	**Other:**	**Other:**	**Other:**
Librarian .6	VAPA .6	PE .4	Music .2

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.

Social Worker- Runs SAP, SSTs, groups, meets with students 1:1, RP circles, Mental Health Education Counselor supports a positive school climate and culture, uses BASIS to track interventions and log/follow up with referrals. IRF- Oversees professional development and student data. Keeps the focus on the 3 questions: What are students learning? How are they learning? How are we measuring it? Coaching Cycles Math and Science teachers, and Elementary teachers (4/5) Keeps focus on data to inform instruction, specifically using Benchmark Assessment Data.

SECTION V: Recommendations and Assurances

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

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

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: **11/13/2018**
☑	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **11/13/2018**

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
Eric Cuentos	Parent/ Chair	
Gabriela Hasbun	Parent	
Elizabeth Noble	Parent	
Giselle Gyalzen	Parent	
Amanda Halpin	Parent	
Elizabeth Smith	K/1 Teacher	
Joy Patterson	2/3 Teacher	
Becca Wiesz	4/5 Teacher	
Patrick Swillinger	MS Teacher	
Mary Lavalais	Paraprofessional	
Nohemi Romero	Family Empowerment Coordinator	
Zaia Vera	Principal	