



SFUSD

SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Sanchez Elementary School
Principal	Ann Marin

SCHOOL VISION & CONTEXT

At Sanchez, we define our work under three major categories that apply to all stakeholders in the building: Leadership, Learning and Advocacy. We are a strong and close school community that believes in the capacity of all children in our building to thrive when given the appropriate supports and resources. These supports and resources are delivered by high quality teaching staff that is supported in their on-going professional learning through collaborative processes that value their expertise as teachers such as time to engage in the results oriented cycle of inquiry around standards-aligned goals for students, and lesson study. Through these professional learning structures, supported by teacher leaders and MTSS support staff, teachers have opportunities for LEARNING and LEADERSHIP that is responsive to the needs of the school and focused on improved student outcomes. We believe that students at Sanchez should have access to a rigorous, culturally-relevant, and multi-disciplinary curriculum that is designed first and foremost with their unique strengths and needs in mind. The comprehensive approach to literacy is at the heart of our instructional model, and offers access to rigorous grade level standards as well as ample time to address individualized needs through small group and one on one instructional opportunities that support the specific needs of our English Learners (70% of our school population), students with IEPs (23% of our student population), and all historically under-performing subgroups we serve at Sanchez. Classroom content instruction is enriched through opportunities in sciences and the arts supported by enrichment teaching staff in both pull-out and collaborative co-teaching models aligned with the work of each academic spiral. Our STEM Resource Teacher, Visual Arts teacher and teacher librarian support this work. Learning is culturally relevant, standards based, and multidisciplinary to allow all students the opportunity to participate fully. As advocates for our students and families, the Sanchez community has ensured that supports for families and students are in place to address challenges faced by our students and families. The majority of our students (85%) qualify for free / reduced lunch, and we have a significant population (approx. 5%) of students and families who are marginally housed or homeless. Our family liaison and attendance liaison work to support the unique and significant needs of our families. Our full-time social worker and additional "wellness staff" which includes our Community Liaison, Americorps Health Intern and half-time nurse ensure that all students have access to tools for self-regulation and our Pre-Referral / Inclusion Specialist ensures that classroom teachers have the tools necessary to support students' needs around self-regulation and wellness in the classroom. This addition to our Sanchez team during the 2017-2018 school year has had a huge impact on the Sanchez community. Students are spending increased time in classrooms engaged in academic tasks and less time in the office. By investing in supports to teachers to create more inclusive and responsive classrooms (through a focus on trauma-informed practices, restorative practices, verbal de-escalation skills with on-site coaching support), we are addressing data from Spring 2017 around a sense of safety (measured around 50% for both students and staff). We are hopeful that our transition to a Beacon Community School as well as our new affiliation with the work of the Mission Promise Neighborhood for the 2018-2019 school year will support our ability to provide consistent programming and supports for students between the school-day and extended school day as well as to match families with necessary supports that will serve to stabilize and reduce stress in families and therefore the school community. As a school community that has faced significant transition in terms of administrative leadership, we have had trouble sustaining the growth that we have seen evidence of in glimpses over the last few years. We have struggled with supporting the needs of English Learners, especially those English Learners in our General English pathway. We are proud of the fact that we are moving students closer to proficiency. Our 2017-2018 ELA and Math SBAC data as well as our IWA data suggests that for all subgroups (ELs, AA students, students with IEPs), we are accelerating students toward proficiency - especially from "below" to "approaching" benchmarks. However, the movement from "approaching" to "proficient" has been more challenging for us. While an increasing number of our students are assessed as "proficient" on assessments of reading level (Fountas and Pinnell) they continue to struggle to demonstrate proficiency on other standards based measures (writing assessments, RI or SBAC). We plan to use our success in supporting learners in moving from below to approaching to support our planning for moving students from approaching to proficient and to continue to address the "gap" between reading proficiency and other standards based measures. Similarly in math, our growth as a school has been inconsistent. The transition to the common core standards in math, as well as the relatively young adoption of the SFUSD Math Units has resulted, at Sanchez, in a lack of strongly aligned instructional practices and shared understanding of the goals for mathematicians and mathematics classrooms at Sanchez. This is work that we will address through our school-wide Professional Development calendar this year leveraging our Thursday early-release structure. Our teachers will participate in lesson study cycles facilitated by teacher leaders and supported through the Math department to explore the impact of specific instructional strategies on mathematics goals related to Academic Ownership that will increase the rigor and the access for students to high-quality, standards aligned mathematics instruction. We will address these instructional priorities through rigorous, collaborative and standards-aligned planning toward grade level goals, careful analysis of formative assessment throughout the spirals to respond to needs using data, focal students, and powerful, professional development structures.

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

Students learning English as a second language are our focal group. Specifically, LTEL students in 4th and 5th grades. There is a significant achievement gap between this target group of students and non-English learners. This significant achievement gap is most pronounced as measured by Reading Inventory data. The language and vocabulary demands of this exam has revealed an equity gap at Sanchez in terms of skills for accessing complex text independently. Our goals to address this achievement gap are related to: - curriculum development (collaborative planning time for teachers supported by funding of enrichment staff, use of MTSS staff for facilitation of collaborative planning sessions) - instructional strategies (professional development plan for the year focused on rigorous, culturally relevant teaching practices and their affect on student achievement using the lesson study formal to facilitate teacher leadership and authentic engagement in professional growth experiences.) - a focus on GLAD strategies to support integrated ELD instruction supported by on-site GLAD Leadership team - social-emotional development (related to growth mindset and self-management - related to persistence to task)

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 students reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
			Collaborative planning focused on the needs of at-risk and target (focal) students as well as on "strategic" students. Supported by Spiral Planning Release Days, Data Analysis Release Days and Faculty meetings focused on the PDSA cycle. Grade-level specific (and vertically aligned) "SMARTe" goals for each spiral aligned to school-wide targets/performance goals to drive within-cycle formative assessment reflection consistent with PDSA cycle. Adoption of F&P Classroom materials that are common to the grade level span. Opportunities for strand-alike collaboration (cross-grade levels) to support reflection around culturally responsive teaching strategies to support African American teachers.

<p>Sanchez relies upon F&P, RI, IWA & SBAC data to gauge school-wide proficiency in reading. End of year / Spring Proficiency levels are as follows (students testing proficient or higher): F&P Kinder overall - 67% Kinder GE - 72% Kinder biliteracy - 38% (in Spanish) 1st Overall - 45% 1st GE - 45% 1st biliteracy - 75% (in Spanish) 2nd Overall - 53% 2nd GE - 81% 2nd biliteracy - 94% (in Spanish) 25% (in English) 3rd Overall - 48% 3rd GE - 81% 3rd biliteracy - 20% (in English) 4th Overall - 63% 4th GE - 94% 4th biliteracy - 36% (in English) 5th Overall - 67% 5th EO - 64% 5th biliteracy - 70% (in English) Reading Inventory Students testing at or above grade level: 3rd Overall - 13% 3rd GE - 13% 3rd biliteracy - 0 4th Overall - 16% 4th GE - 24% 4th biliteracy - 5% 5th Overall - 9% 5th GE - 7% 5th biliteracy - 10% 2017-2018 SBAC (ELA) Students meeting or exceeding grade level standard: Sanchez overall - 14.7% EL - 1.5% AA - 33.3% 3rd Overall - 10.3% 4th Overall - 17.1% 5th Overall - 17.1% 2017-2018 IWA 3rd grade - no students proficient; 42.1% approaching proficiency 4th grade - 5.6% proficient, 22.2% approaching proficiency 5th grade - 3% proficient, 32.4% approaching proficiency</p>	<p>Our goal for all students is that we increase our overall proficiency on SBAC from 14.7% (17-18) to 20% proficient. Additionally, we would like to see a steady closing of the gap between assessed F&P levels and RI achievement - currently, while more than 50% of 3rd - 5th grade students are measured as proficient according to F&P (EOY), only 13.1% of students achieved proficiency on RI. We would like to increase F&P Proficiency to 80% school-wide (in primary language of instruction) and RI proficiency (for 3rd through 5th graders) to 20%. We aim to have writing achievement improve to be more consistent with other measures of language arts performance from 3.7% (2017-2018 IWA) to 10%. We aim to maintain or increase the current level of proficiency for AA students (33%). Additionally, we aim to improve outcomes for students in the Spanish Biliteracy Pathway for Kindergarten students.</p>	<p>Continued focus on the comprehensive approach to literacy as Tier I best practice. - standards aligned mini-lesson - interactive read aloud - independent reading (daily - with response to reading) - access to guided reading (as Tier II strategy) - daily vocabulary and word work - tracking focal students at the STRATEGIC level School-wide daily implementation of Writers' Workshop - standards aligned mini-lesson - interactive / shared writing - independent writing (daily) - conferring with writers at the strategy level - tracking focal students at the STRATEGIC level Opportunities for multi-disciplinary writing throughout the day in addition to protected daily "writers' workshop" Re-thinking Kindergarten structures to support student learning. Collaboration as a biliteracy pathway team to specifically define goals for each grade level (K-2) to better scaffold for success in transitioning from Spanish to English. - specifically use of F&P Classroom Shared Reading materials K/1 and Shared Reading + Interactive Read-Aloud materials 2-3. Culturally responsive teaching practices utilized throughout across core instructional areas.</p>
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
<p>Our Academic Response to Intervention Facilitator works with 9% of our students in grades 1-5. The targeted students' average growth between cycles as measured by F&P is as follows: 1st grade - 3 mos 2nd grade - 3 mos 3rd grade - 7 mos 4th grade - 6 mos 5 grade - 10 mos F&P: Kinder EL - 17% (28% gap) 1st EL - 66% (+6% compared to non-ELs) 2nd EL - 78% (3% gap) 3rd EL - 47% (13% gap) *transition to English 4th EL - 55% (9% gap) 5th EL - 55% (19% gap) Reading Inventory: 3rd EL - 3% (10% gap) 4th EL - 4% (12% gap) 5th EL - 5% (4% gap) SBAC: 4th EL 4%(6% gap) 5th EL 14% (9% gap)</p>	<p>Students NOT reading at grade level will make ACCELERATED GROWTH toward grade level standards: - students .25 - 1 year below will grow at least 1.5 years - students more than 1 year below will grow at least 1.25 years Students not achieving standards in writing (measured at cycle 1) will make positive band growth throughout the year: - Students "approaching" standards in writing at cycle 1 will achieve standard expectation by cycle 3 - Students "below" standards in writing at cycle 1 will achieve AT LEAST "approaching" by cycle 3 - Students "far below" standard will achieve AT LEAST "below" by cycle 3 3rd - 5th grade EL students will achieve on standards aligned measures (RI / SBAC) at a rate closer to that of their non-EL classmates. - RI current gap: 12 points (reduce to 8) - SBAC current gap: 8 points (reduce to 5) K-5th grade African American students will achieve increased achievement on reading measures (F&P K-3 and RI 4-5)</p>	

		Pre-referral / Inclusion Specialist will prioritize classroom-based Tier I and Tier II best practices (UDL) for his work for 2018-2019. Supports provided will include: - professional development - coaching support for teachers Teachers will choose "focal students" for band change and track their progress throughout the year supported by data conferences with principal and coaching staff. Teachers in the GE strand will prioritize focal students who are African American as well as EL students. Guided reading (at instructional level) will be available to ALL students more than .25 years below grade level 3 days per week for students .25 - .5 years below, 4 days per week for students .6 - .9 years below and 5 days per week for students more than 1 year below grade level. ARTI Facilitator will provide pull-out intervention services (additional to their daily guided reading instruction) to 1st through 5th grade students more than 1 year below grade level in target language (English GE Pathway 1-5th, BIL Pathway: Spanish 1-3rd and English 3-5th) and reflect on impact of intervention every six week with intervention team to determine additional needs / support generalization of learned skills to the classroom setting. Tier I classroom instruction will include specific supports for English Learners through Integrated ELD with the use of GLAD strategies. - PD supported by MPD and on-site GLAD Leadership PLC DELD - 30 minutes daily aligned by grade level to support scaffolds to ELA instruction throughout the day. - MTSS staff (including ARTI facilitator) will support groups for DELD to maintain small class sizes and fewest number of levels per group possible - Professional development and collaborative planning opportunities to implement new DELD curriculum Supplements to core instructional program for LTEL / Newcomer students to include access to Imagine Learning
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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):

As with language arts, our focal group of students in the area of Mathematics is also English Learners and specifically those designated Long-Term ELs in 4th and 5th grade. The gap between the whole-school data and EL data in math is significant, as measured by the 2016-2017 SBAC (15.1% proficient compared to 7.6% for ELs). Goals and shifts this year will include: - a more balanced PD calendar between ELA / SLA goals and Math Goals - a focus on curricular alignment K-5 - a dedication of MTSS support to Tier I coaching - a shift in a full time "Technology Teacher" to a full time "STEM Resource Teacher" who can support assessment of and planning for Tier II and Tier III academic needs as they relate to math (in collaboration with our Pre-Referral / Inclusion Specialist).

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
	Increase Math SBAC from 12.8% to 20% proficient (grades 3-5) Maintain proficiency on math benchmark (task) at at least 80% (currently at 86.6% - W2) Increase proficiency on math benchmark (multiple choice) from 13.1% to 20%		

<p>Sanchez relies upon school created, district (Milestone) & state (SBAC) assessment data to gauge school-wide proficiency in math. Proficiency levels are as follows (students testing proficient or higher): Math Milestone (2017-2018 W2) Kindergarten Overall – 53% Kindergarten EO – 91% Kindergarten biliteracy – 35% 1st Grade Overall – 88% 1st Grade EO – 96% 1st Grade biliteracy – 82% 2nd Grade Overall – 79% 2nd Grade EO – 50% 2nd Grade biliteracy – 86% Sanchez/Site Math Summatives (2017-2018 W2) Students testing at or above grade level: Kinder Overall – 83% Kinder EO – 91% Kinder Biliteracy – 62% 1st Overall – 81% 1st EO -91% 1st biliteracy – 74% 2nd Overall – 54% 2nd EO – 39% 2nd Biliteracy – 64% 3rd Overall – 42% 3rd EO – 77% 3rd Biliteracy – 16% 4th Overall – 3% 4th EO – 6% 4th Biliteracy - 0 5th Overall – 15% 5th EO – 0 5th Biliteracy – 26% SBAC Students testing meeting or exceeding standard: Sanchez overall - 12.8% EL overall - 4.4% 3rd Overall - 7.7% 4th Overall - 22.9% 5th Overall - 8.6%</p>	<p>Daily standards-aligned Math instruction to include: - Math Talk (with specific academic vocabulary development) - Structured language practice in math to support math academic vocabulary development - Math practices focused on deepening development of number sense across grade levels - Opportunities for collaborative problem solving in math (Teaching through Problem Solving) - Access to grade level standards aligned instruction - Access to small group / strategies group instruction (at student instructional level) - Access to independent practice at student independent level (access to IXL) Culturally responsive teaching practices utilized throughout across core instructional areas.</p>	<p>Site Instructional Leadership Team to focus on vertical alignment of math instruction school-wide. Support from Pre-Referral / Inclusion specialist for UDL professional development and support with systems / structures to support math instruction STEM Resource Teacher to support Tier II / Tier III interventions as determined appropriate by intervention team (when Tier I agreements are in place) Use of MTSS IRF support position to provide instructional coaching for Tier I agreements and support for curricular decision making/alignment Thursday early release PD structure to focus exclusively on high leverage math instructional practices (including SFUSD signature math strategies, Teaching through Problem Solving and Japan Math) using the Lesson Study format at grade level bands (K/1, 2/3 and 4/5) and facilitated by teacher leaders and MTSS staff. Opportunities for strand-alike collaboration (cross-grade levels) to support reflection around culturally responsive teaching strategies to support African American students.</p>
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Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core 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?
<p>Math intervention currently at Sanchez is supported by classroom teachers. We do not have specific data for a formal intervention program for math, although we do have focal student data and markers to suggest that students are progressing in their thinking about mathematics, this is an area of growth for our school to address in the 2018-2019 school year. Math Milestone W2 (EL students) Kindergarten EL – 44% (9% gap) 1st Grade EL – 83% (5% gap) 2nd Grade EL – 77% (2% gap) Math Summative W2 (EL students) Kinder EL – 62% (21% gap) 1st EL – 71% (10% gap) 2nd EL – 40% (12% gap) 3rd EL – 30% (12% gap) 4th EL - 0 (3% gap) 5th EL – 11% (4% gap) Math SBAC EL performance - 4.4% (8% gap) AA performance - 33.3% (+21% from school average) SpEd performance - 7.1% (5% gap)</p>	<p>Current targets related to closing the gap between EL students and non-EL students (currently an almost 8 point gap as measured by SBAC) - close gap in summative / SBAC performance to more closely replicate the milestone gap (reduce from avg. 8% gap to avg. 6% gap) Maintain or increase the current performance level of African American students as measured by SBAC (currently 33.3% + 21% from school average)</p>	<p>Ensure that strong and consistent Tier I Math Instruction is happening at all grade levels (IRF, Pre-Referral / Inclusion Specialist) including evidence of Culturally Responsive Teaching practices to respond to the needs of African American students. Identify a criteria for identifying students for intervention Implement at least 2 6-8 week intervention cycles (STEM Resource Teacher)</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.)

Analysis of Results Science-All Students	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

Science instruction is integrated into the spiral units of study for each grade level. Grade level teams collaborate around integration of science standards during spiral planning. Science instruction is enriched by access to the school garden.	Performance targets will be added based on diagnostic data to be collected at the beginning of the year to align with the new NGSS standards.	Include opportunities for collaborative planning for grade level teams with the support of our STEM Resource teacher through PD and Grade Level Planning structures. Plan co-teaching opportunities for classroom teachers supported by STEM Resource teacher (2 grade levels per standard) to support on-going professional development. Teach Amplify physical science unit at all grade levels and reflect on student access and performance in order to adjust and plan for greater integration.
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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)? <small>WASC Ch.2</small>	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? <small>WASC Ch.5</small>
2018 ELPAC Of the 182 students who took ELPAC in 2018, 17 (9%) were reclassified. The performance levels were as follows: .5% Advanced 7% level4 27% level 3 26% level 2 40% level 1 F&P/English (2017-2018 W2) Benchmark performance expectations by typology: Developing 18% Exceeding 18% Meeting 12% Approaching 52% Not yet meeting Long-term ELs 28% Exceeding 44% Meeting 17% Approaching 11% Not yet meeting Newcomers 10% Exceeding 34% Meeting 3% Approaching 52% Not yet meeting	We would like to see an increase of students reclassified to reduce the overall number of Long Term ELs - specifically, LTELs who score are proficient or advanced on F&P should be targeted for support to reach other measures for reclassification Our goal is to move students up at least one performance band within a year.	Tier I classroom instruction will include specific supports for English Learners through Integrated ELD with the use of GLAD strategies. - PD in GLAD supported by MPD and on-site GLAD Leadership PLC - selection of focal students in each classroom representative of the target subgroup (LTEL students in upper grades) DELD - 30 minutes daily aligned by grade level to support scaffolds to ELA instruction throughout the day. - MTSS staff (including IRF and ARTI facilitator) will support groups for DELD to maintain small class sizes and fewest number of levels per group possible - DELD teachers will use the SFUSD Framework for teaching ELD with resources from WONDERS (starting during Spiral 2) and using strategies from the GLAD bank of strategies. Supplements to core instructional program for LTEL / Newcomer students to include access to Imagine Learning (facilitated by ARTIF) ARTIF will consider language development needs when grouping students for literacy intervention to ensure targeted intervention

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?
	We will increase students' feeling of SAFETY at school (currently at 40%) as measured by student survey (4th and 5th graders) We will increase students' favorable reporting percentage on GROWTH MINDSET measures (currently at 54%) and SELF-MANAGEMENT (currently at 62%) as measured by student survey (4th and 5th graders)	

<p>The results of the 2017-2018 SEL/Culture Climate survey reflect that students at Sanchez fall within the average range compared to school level average in climate of support climate of support for academic learning (80%), and sense of belonging & connectedness (71%) and slightly below the school level average for knowledge and fairness of discipline, rules & norms at Sanchez (70%). Additionally, Sanchez students' scores on Social Awareness (72%) and Self-Efficacy (56%) either equal or exceed the school level average. Growth Mindset and Self-Management continue to be areas of opportunity for Sanchez students. Additionally, the results related to students' rating of "sense of safety" is significantly below the school level average (40% compared to 60%) and is therefore a target area, especially for this years' 5th grade cohort of students (last years' 4th graders).</p>	<p>"Passport style" instruction of HOWL expectations in all areas of the school to happen during the first 6 weeks of school with all classroom (supported by Pre-Referral / Inclusion Specialist / Social Worker / Community Liaison) Proactive teaching for students and families based on data collected during 2017-2018 school year by grade level / topic most relevant to the grade. Some topics for students to include: - safe touch - sexual harassment - bullying - definition / response Some topics for parents to include: - student nutrition - when to stay home / when to come to school - site's plan for crisis response - student/family stress management Teachers and support-staff co-teach Second Step Lessons at a common time weekly (for K-2 and 3-5) (supported by School Social Worker / Americorps Health Worker) Continued school-wide focus on growth mindset - recognition at monthly awards assemblies - parent workshops on growth mindset School-wide focus on ACADEMIC OWNERSHIP will address "self-management" goal and align with growth mind-set work.</p>
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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?
Students at Sanchez Elementary School have access to certificated teaching staff to pursue skills related to: - visual arts (grades PK - 5) - instrumental music (grades 3-5) Teachers collaborate in grade level strands with visual arts teacher (2 grade levels per Spiral) to design authentic, project based curriculum that is aligned with the goals of the Spiral. Delivery of this content is delivered in a "co-teaching" model. Visual Arts curriculum is designed to encourage risk-taking, independence, and expression and to align with school-wide goals around use of language and expansion of vocabulary through explicit vocabulary development and opportunities for academic conversation.	Offer weekly access to visual arts opportunities for all students PreK-5 Support arts integration into the classroom curriculum for at least 1 spiral of instruction per year per grade level through co-teaching and co-planning with teacher increase the efficacy of arts instruction at Sanchez by investing in the additional .6 FTE to ensure the teacher is seen as a member of the Sanchez community and can participate in critical relationship building to best support our student population	increase opportunities for collaboration between classroom teachers and enrichment staff shift ROCI reflection time to faculty meeting time in order to include enrichment staff in reflection and on-going planning

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.	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
FITNESSGRAM – 2017 PFT data reflects that over 75% of Sanchez students tested (2016-2017) are in the "HFZ" (Healthy Fitness Zone) on all areas except for body composition. The body composition portion of the assessment, which measures BMI, reflects that nearly 25% of Sanchez students assessed are considered health risks.	Offer consistent and predictable opportunities to high-quality Physical Education classes consistent with the required minutes. Reduce the % of at risk students based on BMI measures	Continue to support collaboration between .6FTE P.E. teacher and classroom teachers to ensure alignment of goals, activities, and assessment of students progress in physical education.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
There is enthusiasm amongst the parent community (as identified in parent stakeholder budget input meetings) to increase our orientation toward college as a school culture. Currently, grade level teams and individual teachers plan experiences and opportunities for students to talk about civic issues and career / college readiness, but we do not have a school-wide practice or set of practices to support this work. This is an area of need for us to address for 2018-2019. Student council (3rd - 5th grade) meets monthly supported by teacher volunteer. 5th graders attend MOSAIC camp at the beginning of the year to learn critical problem solving and leadership skills to support their civic and community engagement to support the school as "peacemakers" upon their return to campus	Parents will understand link between elementary attendance and secondary success. Parents will understand A-G college requirements for students. Host college campus visits for students in 4th / 5th graders. Increase the role of the student council in school safety systems / structures (ie: recess systems, parking / drop off, rainy day...) Increase the role of the 5th grade peacemakers in terms of school problem solving (especially on the playground)	Focus monthly parent workshop time (facilitated by Family Liaison and Mission Graduates) on college / career readiness. Work closely with student council and student council advisor on goals for expanding the role / formalizing the use of 5th grade peacemakers.

Elementary Schools

What is your plan for promoting college and career readiness?

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

We are moving into our second year of collaboration with Mission Graduates as our EXCEL After-School provider as well as our BEACON Lead Agency. Their mission is focused on "making college the expectation, not the exception, for Mission youth and families." We are working on expanding the role of student leadership to increase engagement in the school community, and increase a sense of responsibility to the community amongst the 4th and 5th grade students. We invest in sending our 5th graders to MOSAIC camp at the beginning of the year where their learning focuses on skills and mindsets required to thrive within a diverse community. Students return to site as "peace ambassadors" for the school. This year, we will focus on expanding the role of the peace ambassadors on campus. This leadership practice in a safe and heavily supported environment will result in increased readiness for taking on the challenges and responsibilities of college and career. Additionally, we will work to expand and clarify the role of our site's student council. At this time, we hold elections in the fall, and the group meets monthly to talk about issues being faced by the student population. We will work together in the coming year to expand the responsibilities of this team around supporting school wide systems and structures that have been shown to have a positive impact on students' feeling of safety, belonging and engagement on site. Increasing the responsibility of and the visibility of our student leaders will have a positive impact on our site's culture of college and career readiness.

Strategies in Action: Schools

In **Transform Learning. Transform Lives**, the **"Strategies in Action: Schools"** section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to **"Strategies in Action: Schools"** as you consider plans for the coming school year.

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

Schools with coherent instructional guidance can articulate the what and how their site's instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site's current context, what steps, from a leadership perspective, do you need to take to deepen your site's coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

How will you structure site-based and district professional development/learning?

Our professional learning plan for 2018-2019 has been developed with consideration for the needs of VETERAN TEACHERS, NEW TEACHERS and STRUGGLING TEACHERS in mind. Our Instructional Leadership Team has elected to use the Lesson Study model school-wide to engage in goal-aligned professional learning cycles around themes chosen by the school community based on data needs and focal student needs. Our Thursday early release structure will be used to support this professional learning plan. Teachers will self-select groups and develop inquiry goals based on desired focal student outcomes, and engage in collaboration and professional learning to develop and "test" lessons. Results of learnings from lesson-study cycles will be reported back school-wide in order to align the learning. Lesson study groups will be facilitated by teacher leaders as well as MTSS staff (Literacy Coach, Instructional Reform Facilitator). In addition to the goal-specific, inquiry driven PD Cycles described above, our site will host monthly "Pop-Up" sessions targeted to new teachers who need "101" level training on a variety of topics. These topics will be chosen aligned with school wide instructional expectations (DELD Framework, Readers' Workshop, Writers' Workshop, SFUSD Signature Math Strategies, Next Generation Science Standards, Culturally Responsive Teaching). These sessions will be planned and delivered by MTSS site support staff (IRF, Literacy Coach) with support from central office departments as necessary. Teachers will put their learning to work in collaborative teaching teams by grade level in weekly co-planning sessions to be supported by site-based enrichment staff (Technology teacher, Art teacher and Teacher librarian). In addition, they will reflect on instructional practices and planning by engaging in the ROCI cycle, setting goals for focal groups of students and meeting bi-weekly to reflect on the impact of practice on student learning (especially EL students).

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)
Develop and calendar 8 month plan for Sanchez new teacher PD	MTSS Staff: IRF, Literacy Coach Site Funded Staff Leadership: STEM Resource Teacher, Pre-Referral / Inclusion Specialist Participants will be compensated with Prop A funds for additional hours (16 hours)
Schedule 3 lesson study cycles for school-wide PD aligned with school-wide data indicated areas of need	SFUSD Master Teacher leads (3 staff members) MTSS Staff (IRF, Literacy Coach) Thursday early release structure will support lesson study
Calendar Weekly Grade Level Collaborative Planning	Use of enrichment staff (STEM Resource Teacher, Fine Arts Teacher, Teacher Librarian) to schedule common release for teachers.
Schedule monthly opportunities for data-driven inquiry collaboration (ROCI)	Use of one staff meeting per month for data-analysis / reflection / adjustment based on student outcomes
Schedule whole-school data analysis / reflection meetings at the end of every spiral to support reflection toward school-wide goals and opportunities for making adjustments to the instructional plan.	Thursday early release structure will support this work
Provide Spiral planning days for teachers prior to each spiral (3 in total) to align instructional goals, choose high leverage strategies and backwards map to grade level goals.	An extended day will be added to the Before School Institute to ensure a full day of planning additional to the other work of the week Within the school year, days will be supported by substitute release.

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.)	24% of our students have an IEP including 2 SDC classrooms for students with moderate-severe disabilities	reduce the number of referrals to special education decrease number of students referred to mental health supports (delivered by social worker or partnership with ACCESS institute)	include SDC teaching staff on grade level teams to increase opportunities for co-planning / co-teaching invest in pre-referral / inclusion specialist (site funded) to support building capacity to support diverse needs of students
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Approximately 16 students (6%) at Sanchez are either foster youth or homeless.	ensure sense of belonging for students and families within the school community *increase sense of belonging measures from 71% for students to 75%	prioritize support for students with teacher mentors

Student Engagement/ Attendance	our chronic absenteeism rate was measured at 23% for the 2017-2018 school year. this is a rate that has been fairly consistent over the past 3 years.	Reduce rate of chronically absent students to 17%	collect information from parents about barriers to daily / on-time attendance (develop and administer a survey) - based on the results of the survey, develop and implement a support plan (attendance liaison, social worker, family liaison) Focus work of community liaison on Tier II student interventions to focus on increased sense of belonging for both students and families.
School Culture/Climate	currently 40% of 4th and 5th graders surveyed (Spring 2017 data) report favorably on a sense of SAFETY at school.	increase sense of safety for students (from 40% to 50%) decrease total numbers of referrals to the office decrease loss of instructional minutes for students based on disciplinary referrals / facilitated problem solving increase measures of "knowledge and fairness of rules" from 70% to 75% for students	School-wide adoption of HOWL (with "fix it" supports for redirecting challenging behavior) Behavioral RTI implemented with fidelity with support of pre-referral / inclusion specialist (Tier II / Tier III supports) School-wide implementation of Second Step (weekly) co-taught by support staff Continued focus on MOSAIC values - peacemakers (trained at 5th grade MOSAIC camp) - "value of the month" reinforced and recognized at monthly awards assembly
Social Culture/Climate	currently 54% of 4th and 5th graders surveyed (Spring 2018 data) report favorably on measures related to GROWTH MINDSET	Growth mindset measures will increase from 54% to 65%	School-wide focus on growth mindset - recognized in monthly student awards assemblies Classroom level focus and attention to persistence to task / growth mindset
Wellness Policy	8% of our student population is actively treated for asthma anecdotal data / observation of lunch periods and our 25% of students "at-risk" based on BMI measures (5th graders) suggests a need for family and student education around health and nutrition	Compliance with SFUSD nutritional guidelines Reduction in overall rate of absenteeism	Health education lessons taught in every classroom related to nutrition (school nurse) Nutrition policy understood and supported by lunchtime supervision staff (with feedback to parents - notes) Family workshops related to seasonal allergies, cold season, asthma management and when to stay home / when to come in

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
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input 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:

Continued practice of an additional week of early release at the beginning of the school year (pending LEAD approval) for "getting to know you" meetings between teacher and families (Families and Teachers United) Develop (or find) a Family Needs Survey to deliver during Families and Teachers United to ensure we're tailoring supports for families (parent workshops, event scheduling, resources) appropriately and based on assessed needs. Invest in site resources to focus on engaging African-American families and families of students in the upper grades (proportionally under-represented in terms of participation).

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

Culture / Climate Surveys Attendance data (**priority**) Tracking participation rates

Community Partnerships

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

<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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List 1-3 current or potential community partner(s) who are address these needs.

College / Career Readiness / Expanded Learning/After-School Mission Graduates - EXCEL After School Provider / Beacon Partner Agency
 Behavioral Health & Wellness Resources: Access Institute SF Food Bank Instituto Familiar de la Raza Academic Support Reading Partners
 Springboard Collaborative Physical Activity/Recreation / Academic Support (Science) Education Outside Community School Resources / Family Support Mission Graduates Mission Promise Neighborhood / MEDA

What are your specific goals or objectives for these partnership?

*Support family and student physical and mental health *Support access to needed services for families *Support school-day aligned academic goals and offer targeted intervention *Support college and career readiness work

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

- Support funding of additional .5 of family liaison to support partnership with SF Food Bank - Collaborate closely with Mission Graduates to offer in-school day opportunities for collaboration between school-day and teaching staff, participation in RTI meetings, and professional development - Schedule regular communications between MTSS supported social worker and ACCESS Institute therapist to ensure communication between SAP team / classroom goals and therapist - Include Reading Partners and Springboard leadership in site-based RTI meetings and planning

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

Family survey Intervention data de-segregated to analyze impact of after-school oriented interventions Decreased referral data for at-risk students

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

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

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$3,400

Funds are allocated for instructional supplies to supplement core materials / supplies to increase accessibility for students with special needs including supplemental curriculum, and adapted writing utensils and technology supports.

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 = \$73,623

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

Our biliteracy pathway program provides important primary language support to students in a supportive environment that our site's data suggests is supportive of their development in English throughout the grades culminating with a higher level of reclassification from the biliteracy pathway program by 4th / 5th grades. Funding teachers in the primary grades to grow our program to serve more Spanish speaking ELs is the primary use of the SCF-EL Supplemental Concentration Grant for the coming year. The additional remaining 856\$ will be used for supplemental instructional supplies (prioritizing mentor texts for Readers' Workshop and high interest leveled texts for Guided Reading). .2 1st Grade Bilingual Teacher .5 2nd Grade Bilingual Teacher

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

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

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 = \$55,000

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

Class-size reduction in 4/5 supports teachers' ability to differentiate to meet the needs of all students, and to support rigorous standards-based instruction by eliminating the need for combination classrooms. - 4th Gr. GE teacher (.5)

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 = \$363,004

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?

Class-size reduction in 4/5 (available through funding a .5 5th Grade GE teacher) supports teachers' ability to differentiate to meet the needs of all students, and to support rigorous standards-based instruction by eliminating the need for combination classrooms. 1.0 STEM Resource teacher to support science integration with spiral instruction (in a co-teaching model), access to technology enrichment classes for all students, and Tier II / Tier III math intervention for focal students. Additional .6 (added to the .4 VAPA allocation) for a 1.0 visual arts teacher supports arts enrichment opportunities for students in a delivery model that supports co-teaching / spiral curriculum alignment and relationship development with students / staff critical to supporting our at-risk student population effectively. .7 of the funding for our Pre-Referral / Inclusion Specialist ensures that at-risk students have access to responsive classroom environments by supporting teachers in development and implementation of Tier I and II interventions for classroom use (academic / behavioral). Community Liaison work is centered on student wellness on the playground and in the classroom. Supports playground management and behavior and student wellness by staffing the wellness center and facilitating Tier II group interventions (social skills groups / affinity groups, etc...)

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 = \$75,122 (31500)

How do you plan to use these funds?

Funding the additional .5 of our Family Liaison supports facilitation of family supports and resources full time. The needs of our families (related to housing, community violence, food insecurity, etc...) are great and parent schedules are unpredictable and not served adequately through a .5 allocation. .3 of the funding for our Pre-Referral / Inclusion Specialist ensures that at-risk students have access to responsive classroom environments by supporting teachers in development and implementation of Tier I and II interventions for classroom use (academic / behavioral). Extended days for beginning of the year planning with the Instructional Leadership Team (7 staff members) to support the professional development critical to starting the year to support school-wide goals and orientation toward focal students to take place during the Before School Institute.

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 = \$751

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.**

Monthly Coffee with the Principal on the first Wednesday of the month allow predictable and protected access to principal for discussing relevant issues to the school community. Monthly workshops for families facilitated and organized by family liaison in collaboration with Mission Graduates (EXCEL After-School provider) address topics relevant to the school community. Title I Parent Set Aside to be used for improvement of the physical environment of the parent room and for supplies related to hosting these monthly opportunities for participation.

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:
	1.0	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.75	
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
1.0	1.0	1.0	
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.

Wellness Team (Social Worker / Nurse) - Case-manage Tier III students through the SST process - Proactive strategies to include classroom lessons / in-class support - Direct service to students individual / small group - Train, organize and staff wellness center Family Engagement Team (Family Liaison, Attendance Liaison) - Coordinate resources / services to respond to student and family needs - Organize parent learning opportunities (monthly workshops) - Volunteer organization (including staffing weekly Food Bank) - Support communication between school / families (including social media) Academic Support Team (Literacy Coach, Academic RTI Facilitator, IRF) - Support grade level collaboration, standards-aligned planning and ROCI cycle - Support PD for new teachers PD for response to data (school-wide), support facilitation of Lesson Study (whole-school PD) - Support for ILT around school-wide alignment of practices, rigor and assessment

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	stakeholder input through collaborative decision making from: parents, teachers/staff and <input checked="" type="checkbox"/> Other (list) students (4th and 5th graders)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 2/1/2018
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/27/2018

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

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

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

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

Name	Role	Signature
Anthony Lopez	parent	
Julio Cornejo	parent	
Fiona O'Shea	parent	
Karent Novelos	parent	
Susan Jassan	parent	
Melissa Lopez	parent	
James Kennedy	teacher	
Jennifer McCartin	other staff member	
Ann Marin	administrator	
Rayven Wray	teacher	
Eyad Abdel	teacher	
Logan Crawford	teacher	
Julia Schorr-Sherer	teacher (alternate)	