



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

<b>School</b>	<b>Sheridan Elementary School</b>
<b>Principal</b>	Dina Edwards

**SCHOOL VISION & CONTEXT**

Sheridan Elementary strives to keep equity at the center and meet the needs of every child academically and emotionally. We value our community of students, educators, and families, and honor all individuals from diverse walks of life. We are empathetic and compassionate citizens who contribute to our school and world. As a team, we work on providing culturally-relevant, student-centered, and standards-based instruction. We also equip our resilient students with a passion for learning, critical thinking, and technological skills to meet the demands of the 21st century. Our Strengths \* Our behavioral RTI is strong at Sheridan. We provide a calm, safe environment that feels like home. A lot of our students come from trauma and having an environment where students can relax and learn is a priority. We are a PAX school so we focus on the positive. We give tootle notes to students and staff who are following the Sheridan Code of Conduct. Our students want to be Sheridan Stars. \*We have a strong, dedicated staff that believes that all students can achieve. We have 30% national board certified teachers \*We are also proud of our work with writers workshop. We saw a need and made the necessary changes to make writing a priority at Sheridan. \*We also have a strong relationship with parents. We have a low turn over rate so we are able to build long lasting relationships with families. Challenges we would like to have more parent participation. This is hard because most of our parents work two jobs.

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

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

## SECTION I: Overview and Key Components

### Overview

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

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

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

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

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

### Key Requirements

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

#### These requirements include:

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

## SECTION II: School Data Profile

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

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

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

### NOTES:

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

## SECTION III: School-Wide Analysis and Plan

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

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

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

### Strategies in Action: Classrooms

#### School Plan

#### Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

#### Identify Focal Group(s):

At Sheridan we have been working hard to provide for the needs of all our students. However we have not been as successful when serving our African American and Latino students.

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

<b>Analysis of Results Language Arts-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all student reach mastery?</b>	<b>What instructional shifts will be required to achieve these goals?</b> WASC Ch.5
As a school, our ELA scores have improved our English Learners and African' American students have seen growth but not as much as the school as a whole. Please see scores below: SBAC School Wide 28.4% African American 16.7% Latino 21.1%	We would like to see a 10% growth of our current performance for our English Learners and African American Students. Be believe that this is a reasonable and attainable goal	Focus on implementing Reader's and Writer's Workshop, weekly PDSA/ROCI cycles. Goal is targeting 60% of students receiving Tier 2 LLI intervention to have accelerated growth in 2018-2019.	We will increase the use of conferencing with a intentional focus on our African American and English Learners. The use of conferencing notes will be used to keep track.

**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 Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<b>Analysis of Results for Language Arts- Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required specifically for your focal students to achieve these goals?</b>
	Daily small-group reading intervention by ARTIF for all students reading more than one year below grade level. Given that 50% of students receiving Tier 2 reading intervention demonstrated accelerated growth for the first half of the year, we are targeting 60% of students receiving Tier 2 LLI intervention will have accelerated growth in 2018-2019.	

Based on the mid-year F&P data, our reading intervention results indicate the following:  
 ARTIF supported students in grades 1-5: 40 students received Leveled Literacy Intervention (LLI) small-group reading intervention for the first half of the year 43% are ELs (17 out of 40) 23% are AAs (8 out of 40) Accelerated growth students: 50% of all LLI students have accelerated growth (20 out of 40) 50% of accelerated growth students are ELs (10 out of 20); 59% of ELs receiving intervention had accelerated growth (10 out of 17) 15% of accelerated growth students are AAs (3 out of 20); 38% of AAs receiving intervention had accelerated growth (3 out of 8) Average growth students: 23% of all LLI students have average growth (9 out of 40) 11% of average growth students are ELs (1 out of 9); 6% of ELs receiving intervention had average growth (1 out of 17) 33% of average growth students are AAs (3 out of 9); 38% of AAs receiving intervention had accelerated growth (3 out of 9) Below Average growth students: 27% of all LLI students have below average growth (11 out of 40) 55% of below average progress students are ELs (6 out of 11); 35% of ELs receiving intervention had below average growth (6 out of 17) 18% of below average progress students are AAs (2 out of 11); 25% of AAs receiving intervention had below average growth (2 out of 8)

The ARTIF (i.e. Reading Interventionist) will use LLI kits to provide targeted support for students reading more than .5 years below grade level. Focal students will be prioritized to receive small-group reading intervention. The ARTIF will use additional Foundational Skills resources to support students that are not yet reading at instructional A level. LLI daily intervention for grades 3-5 will start immediately at the beginning of the school year to provide additional support to any students more than .5 years below grade level proficiency in order to develop reading stamina and strategies for reading. LLI daily intervention for grades 1-2 in early October (as soon as F&P data becomes available) for students more than .5-1 year behind grade level proficiency. Kindergarten intervention for students not yet meeting grade level expectations will begin in February.

## 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):

While our math scores as a whole school continues to improve, there continues to be a gap between African American and Latino students. As a result, these two groups of students are our focal groups

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

<b>Analysis of Results Mathematics-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all students reach mastery?</b>	<b>What instructional shifts and supports will be required specifically for your focal students to achieve these goals?</b> <i>WASC Ch.5</i>
As a school our math scores are going up. our 16-17 school score was 47.9% and rose to 50.5% in the 17-18 school year. However our African American and Latino students, while they did also improve, there is still a gap. Please see data below. AA 16-17 32.4% 17-18 35.5 % Latino 16-17 41.3% 17-18 43.1% New scores SBAC whole school Math 33.3% African American 11.1% Latino 28.9%	We would like to see a 10% growth of our current performance for our English Learners and African American Students. Be believe that this is a reasonable and attainable goal	We need to continue to provide students with robust math instruction. We will continue to use the PDSA cycle giving focused attention to our English Learners and African American students. will be important as we strive to meet the needs of all our students. The use of integrated ELD strategies will be also implemented.	We will increase the use of differentiation to meet the needs of all students

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

<b>Analysis of Results for Mathematics-Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b>
Teachers will continue to use SFUSD Core Curriculum to deliver quality math lessons to all students. Our Tier II Interventions will come during independent time where teachers can pull small groups and reteach where needed. Teacher will continue to monitor task scores and pull groups based on performance. AA 16-17 32.4% 17-18 35.5 % Latino 16-17 41.3% 17-18 43.1%	Based on previous scores, we would like to see an increase of 10% for our African American and Latino students. We believe that this is a realistic and attainable goal. We will continue to facilitate weekly PDSA/ROCI cycles and plan math centers. Goal is to increase by 10% for our African American and Latino students on SBA.	We will use the math Math Core Curriculum and promote teacher collaboration with emphasis on best practices, which include signature strategies such as the Three Read Protocol, Math Talks, showing thinking in multiple ways, etc. as guidance for addressing focal group needs and academic acceleration;

## SCIENCE CORE CURRICULUM

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

<p><b>Analysis of Results Science-All Students</b> In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?</b> WASC Ch.5</p>
<p>Science curriculum is taught k-5 at Sheridan. Classroom teachers teach at least one science unit and are encouraged to use the the K-5 Next Generation Science Standards Practices. We have had PD around these practices and have teachers who are piloting the new science curriculum. We also have education outside. This program helps teachers implement the NGSS to students.</p>	<p>We would like to see the results of the science SBAC for 5th grade and then we can determine what our goals will be.</p>	<p>We have a science team of three teachers who have been giving professional development and will continue to do so. We are preparing for the new science curriculum and are excited to start. We will continue to have education outside next year and concentrate on the new Science curriculum units provided by C&amp;I, and incorporate 21st century skills with a focus on the 4Cs (i.e., collaboration, communication, critical thinking, and creativity).</p>

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

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

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

<p><b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> WASC Ch.5</p>
<p>53 EL students in 2017-18 Cohort 9 Longterm 28 Developing 16 Newcomer F&amp;P Cycle 2 Data 25% (13 out of 53) EL students Exceeding Expectations 15% (8 out of 53) are Developing 9% (5 out of 53) are Newcomer 13% (7 out of 53) EL students Meeting Expectations 2% (1 out of 53) are Longterm 8% (4 out of 53) are Developing 4% (2 out of 53) are Newcomer 21% (11 out of 53) EL students Approaching Expectations 4% (2 out of 53) are Longterm 6% (3 out of 53) are Developing 11% (6 out of 53) are Newcomer 41% (22 out of 53) EL students Not Yet Meeting Expectations 13% (7 out of 53) are Longterm 23% (12 out of 53) are Developing 6% (3 out of 53) are Newcomer SBAC ELA Data 2015-16 -- 27.9% EL students Met or Exceeded SBAC ELA Standards 2016-17 -- 29.5% EL students Met or Exceeded SBAC ELA Standards SBAC Math Data 2015-16 -- 25.6% EL students Met or Exceeded SBAC ELA Standards 2016-17 -- 43.2% EL students Met or Exceeded SBAC ELA Standards</p>	<p>Performance Goals: Increase ELs meeting standards in SBAC ELA from 2.8% 7.8% Increase ELs meeting standards in SBAC math from 7.1% to 12.1% - Continue to increase Reclassification rate to 17.3% (from current 12.3%) - Reduce EL chronic absenteeism to &gt;10</p>	

Our ELD coordinator and provides needed guidance on curriculum options, MPD ELD frameworks, reclassification information and ELD standards. In Special Education department meetings we have been trained in alternate reclassification processes. Students who are identified as EL students will receive 30 minutes of Designated ELD while being grouped by their typology. Designated ELD will be designed according to MPD's ELD frameworks. Teachers will support EL students throughout the day using Integrated ELD using the CA ELD Standards in conjunction with science-based informational texts. The ILT will coordinate the implementation of Integrated ELD and will focus on the implementation of student accountable talk (with academic language), different levels of instructional scaffolding based on students background knowledge, the deconstructing of texts. EL students not reading at benchmark levels will receive reading intervention from ARTIF using Fountas and Pinnell LLI. Conduct an EL Reclassification Celebration to acknowledge the EL students that have made excellent progress on a variety of measures.

### HEALTH EDUCATION CORE CURRICULUM

<p><b>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data</b> In a narrative, describe what your analysis of the data says about your school.</p>	<p><b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p><b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b></p>
<p>Sheridan has done a lot of work around social emotional learning. The results of our SEL survey were not what we wanted them to be, For the last two years we have put in a large effort around growth mindset. As a result our SEL survey scores went up. There was a 12% increase in growth mindset and an 8% increase in meeting learning goals. However interpersonal skills have decreased and the ability to self regulate has decreased.</p>	<p>This year we have implemented mindfulness to Sheridan. We have had PD for teachers, and someone to come and teach lesson to students. We also have a health advocate that regularly speaks at staff meetings giving teachers resources and keeping teachers on track for completing required health lessons. Our nurse also does PD around health ( teacher, student) to ensure that all lessons are completed</p>	<p>We will continue to implement mindfulness education and add an interpersonal component. Our health advocate and nurse will also continue to implement PD around health and give resources to teachers</p>

### VISUAL AND PERFORMING ARTS

<p><b>Narrative describing site's vision for a balanced, comprehensive arts program.</b> Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
<p>At Sheridan we have a robust VAPA program where all students participate. the students participate half the year in visual arts and then switch to performance arts. This gives students a chance to experience a wide variety of modalities. Classroom teachers meet with VAPA teachers to make sure that there is alignment and standards are being met. This year we also have drumming for our artist in residence. Teachers were given a survey that asked what their students' interests. 4th and 5th graders participate in instrumental music program</p>	<p>Elementary students will be assessed using the rubrics that accompany the standards on the Standards Based Report Card in the arts. VAPA Itinerant Teachers and Classroom teachers will collaborate, and classroom teachers will enter the appropriate SBRC Mark.</p>	<p>The arts have always been important to Sheridan and will continue to be. We will need the help of VAPA to make our arts program happen. the money we get from VAPA helps with our arts program and also helps to get art supplies to teachers for they can expand on what artists do.</p>

### PHYSICAL EDUCATION

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

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

<p><b>Narrative describing site's vision for a balanced, comprehensive Physical</b></p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b></p>	<p><b>What shifts will be required to achieve these goals? What resources or support</b></p>
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<p><b>Education program.</b></p> <p>Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.</p>	<p>Refer to the Physical Education section in the Central Services Supports Guide.</p> <p>How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p>	<p><b>will be required to achieve these goals?</b></p>
<p>200 minutes of high quality and vigorous PE provided to all students every 10 days utilizing the support of the PE specialist, VAPA dance teacher, and a passing score on the CA physical fitness exam for all 5th graders</p>	<p>Increase in passing scores on the CA physical fitness exam for all 5th graders toward 100% passing on calisthenics and increases in better body mass indices and other indicators of a decrease in childhood obesity; full participation (continued) in the CA requirements for physical education</p>	<p>Amp up the rigor of our physical education program. A full time physical education teacher would help a lot because while our teachers are very capable, teaching PE is very different then teaching in the classroom</p>

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

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

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

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

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

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

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

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

We are promoting college and career readiness at Sheridan by focusing in the following ways: Building student leadership skills through our student council and Jr. Coach program. Focusing on growth mindset, self-efficacy, and self-regulation through our SEL curriculum and RP Promoting achievement and excellence through showcasing students talents across multiple intelligences Provided students with a rigorous learning environment where they can engage in academic conversations, have access to learning experiences integrated with technology, and participating in enrichment activities like the Read Aloud Day and we are looking into a career day.

**Strategies in Action: Schools**

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

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

**LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT**

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

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

We have weekly grade level collaboration where we use the ROCI cycle to increase student learning. In Language arts we will focus on Readers Workshop with an emphasis on conferencing. In math we will focus on differentiation.

<p><b>School-Wide Action Step(s)</b></p>	<p><b>How will you resource this?</b> (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</p>
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We will continue to use the ROCI cycle to improve student achievement. We will implement mindfulness school wide as well as second step Math will continue to be a focus and strategic PD will be implemented. Our Literacy Focus will be Readers Workshop with a focus on conferencing. The new NGSS will also be a focus as we prepare to implement the new

We rely on a mixture of Prop A, Sub release days, and Early dismissal days to maximize planning support for our teachers in both ELA and mathematics. Our Literacy Coach will provide planning and Coaching opportunities. In addition our teachers meet with our Academic RTI facilitator, Literacy Specialist, and RSP teacher for 1:1 to discuss the academic progress and needs of our IEP and Tier 2 and 3 students. On a weekly basis our teachers engage in GLC that is facilitated by the chort IRF and Literacy Coach and supported. During that time they engage in ROCI. Our RSP, and literacy Coach and mindfulness coach provide coaching support for classrooms teachers. Our Professional Development opportunities are lead by various leadership team members (ILT, Technology Team and RT Ito ensure that we are providing our staff with an intentional and well-balanced model of Professional Development.

## STUDENT-CENTERED LEARNING CLIMATE

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

## Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
<b>Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)</b>	75% of students with IEPs on track to meeting annual IEP goals in areas of mathematics, reading, writing, and behavior as measured by informal assessments, student work samples, observation, and interviews. 85% of Specialized Academic Instruction and para-educator minutes are delivered within the General Education classroom. 90% of students with IEPs receive targeted intervention in English Language Arts, showing progress demonstrable by regular assessment of reading level growth. 100% of students with IEPs receive instruction that combines interventions at all tiers - 1, 2, and 3: restorative practices, access to the wellness center, mentor program, individual counseling, in addition to the Special Education supports and services outlined in their IEPs. 90% of students with IEPs receive targeted intervention in English Language Arts, showing progress demonstrable by regular assessment of reading level growth. 100% of students with IEPs receive instruction that combines interventions at all tiers - 1, 2, and 3: restorative practices, access to the wellness center, mentor program, individual counseling, in addition to the Special Education supports and services outlined in their IEPs.	100% of our students on track to meet IEP goals	Continue emphasizing a collaborative model where we maximize services provided for students with IEP's by collaborating between classroom teachers, RSP team, and our intervention teachers. Our RSP teacher works with students in multiple formats: pull out 1:1 services, small intervention groups, and push-in support depending upon their IEP goals Provide more support from RSP teacher, but continue emphasizing delivering services within the classroom whenever possible. We will continue to pilot Foundations and Wilsons in order to better serve our students learning needs.

<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	We don't have any students in these populations, but we do have a plan if you receive students.		Our nurse provides PD around working with vulnerable populations and what to do to make sure they are included in all aspects of school life.
<b>Student Engagement/ Attendance</b>	21% absent rate. This is a 1% reduction	reduce by 5%	SART weekly; CARE weekly; Family Liaison position enforcing truancy protocol
<b>School Culture/Climate</b>	Referrals are down and 90% of parents say that Sheridan is a positive, safe environment	Referral rate decrease by 10%	Star dollar incentive program Student of the week SAP team meetings Mindfulness education
<b>Social Culture/Climate</b>	increase in the percentage who have a growth mindset.	We would like a ten percent increase in growth mindset on the students survey	Mindfulness educations. Growth mindset education
<b>Wellness Policy</b>	We have a wellness policy for students and teachers. We were one of the first schools to have a wellness policy	We would like a decrease of inappropriate snacks at school	Wellness policy for students that has to be signed by parents. Healthy Snacks for teachers at meetings

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

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

<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b>	<b>Choose at least one of the following focal populations</b>
<input 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:**

We will deepen the capacity of the APAC and commit to have more meetings. We will also reach out to our English Learner families so that they feel welcome in the school and they know that they can communicate with someone when they need to.

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

Increase of positive inputs on the family survey

**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 type="checkbox"/> Expanded Learning/After-School <input 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 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.**

San Francisco School Volunteers, Circle the Schools, Seeds of awareness

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

San Francisco School Volunteers: Increase reading levels of students K-2 Circle the Schools: Provide: Volunteers for family nights, Career day for 5th grade, Seeds of Awareness: Provide: Mindfulness training for teachers and children

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

We will continue to work with these partners because they are new relationships, we will meet regularly to make sure everyone's needs are being met.

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

Increase in F&P reading scores increased attendance at family nights. Fewer referrals and reports of students being able to self regulate.

## 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 = \$1,550

We will use this money for teacher Professional 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-English Learner (SCG-EL) 07091

Allocation = \$22,700

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

2,979.30 will be used for the R40 to work with EL families to do workshops to help EL students at home 10,166.00 will be used for a para. 2,500.00 will be used for stipends for teachers to learn integrated ELD strategies. 1,330.00 will be used 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)

#### 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 = \$28,000

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?

10,500.00 supplies 17,500.00 consultant for education outside

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

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

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

Allocation = \$79,560

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?

23,263.84 for a part of a teacher 12,500.00 for supplies 10,561.00 for instructional supplies 5,500 on substitutes 1,000.00 for printing in house 5,000.00 for rental of second copy machine 500.00 for postage in house

#### 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 = \$40,065 (31500)**

*How do you plan to use these funds?*

20,000.00 for consultant fees for Mindfulness education for students 12,000.00 for increase of R40 so she can work with families to increase achievement for students. 4,605.00 for supplies \$1000.00 for stipend for teachers who translate \$1000.00 for stipend for secretary who does translation after hours

**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 = \$3,621**

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.**

We involve parents by making sure they are aware of the process. We recruit parents to be on the SCC and have meetings to review and improve on the parent involvement policy

**Date** your school's **Parent Involvement Policy** was reviewed by your School Site Council: 3/15/2018

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

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

**Impact & Innovation Awards = \$4,881**

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

\$1,072.67 mindfulness supplies \$2,507.86 Teacher technology PD \$616.61 Parent around technology

**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:
	.5	.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
	1.0	.5	
Other:	Other:	Other:	Other:

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

Our Support Staff is essential for the success of Sheridan. They not only do their jobs but they all go above and beyond to make sure that the needs of students are met We use the nurse to run SART and SSTs. She also gathers medical information for students. She gets housing information for families. She also runs the foster youth program in addition to the mentoring for success. This is all while tending to students during the day. The social working runs SAP and runs SSTs. He also directly sees students for counseling services. The family liaison runs the PTC meetings, has parent workshops and is an advocate for parents to make sure they get what they need.

## SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other ( <i>list</i> )
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> <li>1. One meeting to gather input from the school community including all advisory committees.</li> <li>2. One meeting to present plan upon its completion before <b>March 23, 2018</b>.</li> </ol>
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <b>9/20/2018</b>
<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: <b>9/25/2018</b>

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

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

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

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

Name	Role	Signature
Kelly Anis	Parent	
Sylvia Smith	Parent	
Linda Alverado	Parent	
Lisa Wiley	Parent	
Luis Monzon	Parent	
Sarah Hudson	Teacher	
Leanne Chapman	Teacher-chair	
Sheila Scerretario	other staff	
Dina Edwards	Principal	
David Scott	Teacher	