



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Sunnyside Elementary School
Principal	Renee Marcy

SCHOOL VISION & CONTEXT

Sunnyside Elementary School is a warm, close K-5 community of close to 400 students that values diversity and strives to educate the whole child through rich, engaging experiences in the science, math, engineering and technology, and the arts. With critical thinking, citizenship, creativity, and well being, we support each child toward her or his greatest potential. Sunnyside welcomes a range of diverse families and students. The Sunnyside community includes sixteen general education classrooms and 2 classrooms for students with Moderate/Severe learning needs. Sunnyside fosters inclusive environments and true partnerships between its diverse students, families, and classrooms so that every child succeeds. The supportive and involved parent community enhances the dedicated work of teachers and staff. The Sunnyside teachers are dedicated. Sunnyside students' strong growth in reading and success in creating a welcoming culture is attributed to our work toward differentiating instruction, building authentic and enriching opportunities for teacher collaboration, and nurturing strong student relationships based in respect, safety and responsibility within an inclusive learning climate. As a team we embrace the shifts to the Common Core State Standards and working to implement the comprehensive approach to literacy with reading and writing workshop, guided reading, and word study. Teachers collaborate regularly to plan ELA spirals and engage students in the SFUSD mathematical curriculum's rich and cognitively engaging tasks. The school-wide instructional emphasis is to build on students' love of reading to elicit a deep love of writing and to support every student to become a proficient, expressive writer and thinker across content areas. Finally, Sunnyside teachers participate in continuous cycles of improvement toward improving instructional practices and ensuring access to quality instruction for each child. Sunnyside is a happy place that encourages artistic, musical, creative learners with an integration of the arts and promotion of digital literacy and coding experiences.

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

NOTES:

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

Our focal students are those students who are in subgroups of socio-economic disadvantage, and in addition our Latino students, our African American students, and our English Learners. Out of a group of 14 students in grades 3 through 5 not one met proficiency on the ELA SBAC for spring 2017. There is some improvement Our goal is to deepen student comprehension in reading as evidenced by increased scores in third grade on the Reading Inventory, increases by 10% in proficiency scores on the SBAC for each subgroup each year.

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
Our students overall are reading well, as evidenced by 79% of our K-2nd grade students meeting or exceeding standard in reading on F&P and 65% at or above proficiency in RI assessments in 2018. We have a need to deepen student comprehension and support greater expression of ideas in ELA as our school's SBAC scores reflect only slightly elevated scores from previous years, SBAC 2018 for 3rd through 5th grade shows that overall our scores have increased in ELA by 4.33%. Our students need support to increase performance on these assessments. Our third performance shows the most growth. 72.3% of 3rd grade students scored proficient. However, in our 4th and 5th grade, students' proficiency scores are only 56% proficient in both grades. We need to deepen students reading comprehension across all grades.	Our goals are to increase reading comprehension for students and increase performance on SBAC ELA assessments in reading comprehension and written expression. The goal is to increase the number of students who score proficient or above by 10% each year.	We will continue to improve our close interaction with students in writing and reading conferences, targeted guided reading support, and differentiated word study. In addition, our teachers will utilize the Shared Inquiry methodology with Socratic seminar style close reading sessions with Junior Great Books at least 3 times a year to facilitate student dialogue and engagement with inquiry about text.	Teachers were trained to understand how to facilitate shared inquiry discussion and Socratic discussion seminars with students in summer of 2018. The shift needed also requires teachers to deepen their understanding of close reading and how to support students to engage with text-based discussions and support for planning and release time to implement guided reading effectively.

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 ARTIF facilitates our intervention program and this past year we were able to exit 37% of 57 students who received intervention. These student remained at grade level. 15% of the students in intervention had learning disabilities and were qualified for services with Special Education. The challenge we are finding is with our students in upper grades who enter intervention late and do not see as much success. In addition, our hispanic and latino students in kindergarten are not making progress in reading readiness skills at the rate of their peers.</p>	<p>This school year, our ARTIF will target our kinder students after KRI results are available in the first semester in order to provide strategic support to our subgroup of Hispanic/latino students so to ensure they are at grade level by the end of kindergarten - by knowing all of their alphabet sounds and letters by December, as well. The goal as well is to increase the rate of exit for students in intervention by providing guided instruction in the classroom during the same period in order to double the reading "dosage." In addition, our goal is to continue to exit students as quickly as possible from intervention with LLI and we will use Spire as well for students in upper grades as needed.</p>	<p>The ARTIF will need to understand the Kindergarten readiness data in a deeper way and this analysis will be required by the kinder teachers as well. We will work together to unearth the skills and strategies that students will need to gain these fundamental skills. In addition, our teachers in upper grades will need shifts in how they implement guided reading groups for all students so that focal students are served twice daily with reading and writing support. In addition, our SAP Teacher Leader team will assist to support kinder teachers to identify strategies to accelerate early literacy skills for kinder students not at benchmark after KRI results are available.</p>

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

Our English Learners in 3rd through 5th grade are our focal group for mathematics in order to increase the number of students who meet proficiency on the SBAC. Currently, 14.3% of these 14 students performed at proficient and this is not enough. Until 100% of our EL students are proficient in mathematics this group remains our target. A larger subgroup of students who are low socio-economic status are also among the students that we select for our focal students. In mathematics, 38 students are not proficient in mathematics on the SBAC assessment. We are going to use the The Global Strategy Stage (GloSS) forms to determine gaps and strategies for intervention for these students.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/ performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
<p>Teachers and students have worked hard to learn more about mathematics and a slight increase in proficiency is evidence of that work, however our subgroups of students are woefully underserved as evidenced by the fact that only 39% of our Latino students in 3rd-5th grade perform proficient on SBAC and in lower grades only 43% of students meet standard on the Math Task given in 2018. In addition, our 3rd grade students are 75% proficient in SBAC in 2018, but as students are in 4th and 5th grade that proficiency declines to 54% and 40%. Although a small subgroup (9), our African American students are not all proficient in math as evidenced by SBAC scores and math task. Further, this dip in scores from 3rd to 4th grade and 5th shows that students and teachers need support in that transition.</p>	<p>As a school, our increase in proficiency overall by 1% is a positive change, however we need to address how we support our students as they transition from 3rd to 4th grade and 5th in mathematics and support our Hispanic/Latino students. Our goal is for the school to increase by 10% more, and for our Hispanic/Latino subgroup to jump up 25% in two years. In addition, our goal is to increase our students' scores on the Math Task so that 25% more students are proficient at the end of the year among our African American students.</p>	<p>We need to expand our use as a school of collaborative group work, academic discourse and the rich tasks of complex instruction. Teachers are still developing and understanding of this and inquiry-based mathematical frameworks. Our goal is to support teachers to facilitate student dialogue and discourse in mathematics, while also ensuring that teachers are aware of how to provide the right question at the right time for students to develop their understanding of mathematics. Teachers also need support in using data to drive their day to day math instruction.</p>	<p>Our teachers have been trained this past year in complex instruction and designing tasks to provide access and entry points for all students through collaborative group work and academic discourse structures. We will continue to deepen this understanding among our teachers with the support of our Math/Science Coach who we will increase from .5 FTE to .7 FTE.</p>

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic 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?

Our school has a Math(and Science) Coach who is supporting teachers to improve their intervention work with our focal students. Due to the fact that our district does not have an adequate benchmark assessment system for progress monitoring, it has been difficult to determine groups for intervention. Our results on SBAC indicate that our subgroups still need support.	We are going to implement the The Global Strategy Stage (GloSS) forms for math assessment in 5th and 4th grade in order to determine gaps across grades for our intervention strategy. This tool will support our Math Coach to develop intervention programming to support individualized and small group math instruction in the classroom.	As a school we are deepening our teachers' understanding of collaborative group work protocols and academic discourse in mathematics. We will continue our training in complex instruction, but expand the application of the EL supports for mathematics in order to ensure access and greater math success for our EL students.
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SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
Our teacher leaders and Science(Math) Coach are supporting our school's teachers to expand their understanding of the NGSS. This past year 5 of our 16 teachers piloted the new curriculum, and these teachers co-taught or collaborated with our math coach to deliver science pilot lessons to all students in the grade level. Our Science(Math) Coach was able to support all grade levels in adapting FOSS to the NGSS, and every grade delivered hands-on lessons at least twice a week for 12 weeks. Teacher need support to deepen their understanding of what the NGSS and engineering practices are, and how to support instruction of these with FOSS - until the full launch of Amplify. In 2018, fall, teachers will launch the new Physical Science and support that with FOSS transition units that were developed by our Science/Math Coach. Our coach is being expanded to .7 FTE for the 2018 year in support of the expansion NGSS. In addition, our Library/Technology teacher is implementing our Maker Space. The maker space is where students engage with design-learning to create products and work with materials that apply the NGSS and engineering practices. This work will continue in 2018 and we are expanding the tools for the Maker Space. Our report card data shows that some teachers are not teaching the standards throughout the school year.	Our goal is to ensure that every child has access to the Physical Science curriculum, our outdoor science garden space, and our maker space next year and that our report cards demonstrate that students are tackling these standards and achieving mastery. Further, we aim to incorporate our Science Fair into the research spiral so that every child presents an authentic, quality research project at the culminating event.	Teachers will be provided with grade level collaboration release days 3 times a year to plan together with our Science (Math) Coach and their colleagues. In addition, our teachers will need to understand the elements of a lesson: do science, read science, speak, and write about science. In addition, teachers need support in setting up the cognitive dissonance presented in the discrepant event at the start of a quality science lesson. This is the engagement strategy that we will focus on learning throughout our school year in professional development with teachers. Setting up an opportunity for students to explore, defend their ideas, while teachers supporting student's concept and vocabulary development will be challenging. For that reason, we are supporting teachers with a coach.

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	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
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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		
Sunnyside currently has 29 English Learners of 381 total students. In the past year our rate of reclassification is 17% compared with the district's rate of 12%. Our SBAC data from the spring of 2017 shows that 14 English Learners were with us since 2nd grade, however less than half of those students performed at or above proficiency. We have more work to do to ensure that our English Learners are proficient by the end of 5th grade. Our ELPAC data also shows that many of our English Learners scored at the highest level in the first year of this assessment, spring 2018. We are working with teachers to be aware of the information from ELPAC to increase reading and writing scores to match the high speaking and listening scores and with identifying EL focal students.	Our goals are to continue to maintain a higher rates of redesignation than SFUSD on average. In math, our goal is to increase English Learner performance on the SBAC by 10% in math and ELA.	We will continue to expand our understanding of language outcomes for supporting our English Learners in ELD. In addition, we need to continue to deepen our use of academic conversations in mathematics and support for writing across content areas for our English Learners to have more success. In addition to the classroom strategies, we also are providing a stipend to a teacher for 2 days a week to work with our English Learners in the classroom.

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 have a robust Health Program at Sunnyside with 2 parent presentations this year in the evening for parents by our Health Liaison and School Social Worker. Our SEL survey results indicate that students' Growth Mindset scores are higher than SFUSD by 8%. In addition, our school provides instruction in puberty for all students in 3rd through 5th grade and yearly health lessons.	Our goal is to continue to meet the expectations for health lessons in puberty, growth mindset, and health. Our Health Liaison will continue to present monthly at faculty meetings about upcoming health notifications, resources for teachers for teaching health lessons, and providing models and handouts for teachers to use the resources.	Our Health Liaison will continue to have time at faculty meetings and PTA to present to teachers and parents. In addition, PTA will provide funding for puberty lessons for 4th and 5th grade students.

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?
Our site provides access to the arts in performing arts, visual art, dance, and music. In K-2, students perform vocal concerts yearly and receive weekly music instruction. Students in K-5 also receive weekly dance and musical theater instruction. We have an art coordinator who supports our arts initiatives and attends the central art meetings. In addition, 4 artist in residence teachers support our school and collaborate with our general education teachers to plan projects and ensure that arts programming is integrated into students' ongoing work and connects to the ELA, Math, Science, and Social Studies learning as well. Two of our general education teachers have arts backgrounds and bring their expertise forward in collaboration with their grade level teams on arts projects. We want our students to experience the expansive resources and arts across the city. Students participate in field trips to multiple museums in all grade levels.	We aim to continue teacher collaboration around the arts. Our goal is to continue to ensure that students provide 1 hour of visual art, and 1 hour of dance, and 1 hour of musical theater to each student all year.	We fund our visual art program with our PEEF funding through a collaboration with our PTA to provide for a artist in residency. In addition, our PTA supports contracts for a music teacher for our k-2 students. Teachers collaborate with grade level teams three times a year and part of this planning time is to integrate the arts. Funds are set aside for this release time. Further, funds for field trips are provided for students to experience the art across the city. In addition, teachers facilitate student art work to present at our annual art show in the spring at our school-wide festival.

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.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
<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>Our students receive at least 200 minutes a week of PE. Our fitness results show students are within the Healthy Fitness Zone for 4 of 6 tests 82%, and need to work on improving Trunk Strength, Body Composition, and Aerobic Capacity.</p>	<p>We are aiming to improve our student scores in the 5th grade fitness test for Aerobic Capacity to 85% meeting the fitness goal, from 75% in 2017-18. In addition, we are aiming for improved Body Composition through our work to improve our health and wellness lessons and connect with our after school program to support these goals as well. See the Health area for more detail.</p>	<p>We have a teacher who is a Health Liaison and a health and wellness coordinator who supports teachers and students daily with structured games at recess, PE instruction in collaboration with teachers, and leadership at recess through Junior Coach opportunities for our 4th and 5th grade students.</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?

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
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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?

Sunnyside Elementary is working to promote independent, self-aware learners who think critically and analyze information and information sources in order to prepare for college or career and for the next level of schooling – middle school. We support students with leadership opportunities as Junior Coaches, Safety Patrol, or Student Council, authentic research experiences in fourth and fifth grade, and cross-grade mentoring opportunities with buddy classes and reverse mainstreaming. Further, Sunnyside is utilizing the SFUSD technology curriculum framework and digital citizenship curriculum as a guide to foster students' 21st Century skills and access for all to media with our technology center and Library/Media teacher. In addition, we utilize collaboration structures to support the skills needed for success in today's world, and are working to improve these social-learning skills and academic discourse so that students embrace scholarly identities. Our ARTIF will work with our kindergarten students prior to November to analyze the results of kindergarten readiness assessment and ensure that all students know letters and sounds and numbers by December so that in January each child is on track to read by the end of Kindergarten and solve basic addition/subtraction problems. In addition, our upper grade teachers will continue to provide opportunities to research and present their work in authentic ways on project such as the Science Fair and Writing Publishing Parties. Further, upper grade students will mentor younger students to model the academic leadership and continue to promote a the scholarly culture in the school k-5.

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?

Teachers will continue to meet in collaborative grade level teams weekly and monthly as a school for PD around student work in writing, reading, and mathematics. Our Instructional Leadership Teams - Math, ELA, and Positive School Climate - will plan and facilitate professional development on site for our grade level meetings and 2 faculty meetings that involve student data analysis and lesson planning around student needs. In addition, the ILTs will plan and facilitate these meetings and our 3 Teacher Release days for ELA Professional Development, math and science. Science and how science is integrated across the language arts and math curriculum will be discuss in each of these team meetings. Teachers will meet together four times/year in release days. One of these days is a 'Math Planning Retreat' to be planned and facilitated by the Math Teacher Leaders Team and co-facilitated by the principal and Math Coaches (site and from the central Math Department). In addition to an ELA Leadership Team, we have a Math Leader Team, Positive School Climate Teacher Leader Team, SAP Team, SpEd Team, and each team meets monthly to plan strategies school-wide and communicate with grade level colleagues.

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)
Our ARTIF and Math/Science Coach support each disciplinary team in planning and delivering professional development for deepening comprehension in reading, continuously improving our conferences with students in reading/writing workshop, expanding strategies for complex instruction in mathematics with group work feedback, and to roll out the new physical science curriculum.	We support two TSA's for 1.7 FTE to support teachers. In addition, we provide 4 release day for planning across content. In addition, 2 extended days are provided a start of the school year for all teachers to participate in professional development for Shared Inquiry - Socratic discussions with the Great Books Foundation. All of this is funded with the WSF.

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.)	Of our 34 Sunnyside students with disabilities, K-5, are included in the general education program and we have 2 classes for students with severe disabilities. On the 2017-18 SBAC only 15% of our 13 students in these grade levels in Special Education had proficient scores. Our RTI and Student Assistance Process encouraged teachers to identify 2 weeks of specific interventions in support of students prior to recommending to SAP. As such, our referrals to assessment for SpEd were restricted to students who did met criteria very close to 100%.	We aim to support our students with special needs to increase proficiency on the SBAC by 10% in the coming year. We aim to accelerate growth for students with special needs so that proficiency is increased on average across grades within this population. Finally, our goal is to continue to facilitate a culture of Response to Intervention with data-driven decisions for student referrals to SAP and SSTs.	

			We are going to provide collaborative planning time for classroom teachers with the resource specialist, who will be a new teacher, to support students with IEP's and their teachers with reaching their goals and achieving mastery of content. Our School Social Worker and ARTIF will continue to work closely together with school leader and Special Education team and General Education teachers to coordinate a clear benchmark -assessment and data tracking system to identify students at risk of not achieving grade level and support teachers to implement outcome oriented Tier II strategies. In addition, we will continue to move toward a school wide use of the BASIS system to track interventions and progress monitor. Organizing the school calendar around dedicated grade level SAP meetings supports teachers so that student needs are discussed for each grade level at least monthly.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	We have two families in transition and we are supporting them. Because it is two families we are closely monitoring the students' data and our SSW is working with each child. We also have a SSW Intern who provides counseling to one of the children.	We will secure a SSW intern again to support our goal to ensure access to mental health services to families in transition as needed.	Our full time SSW provides clinical supervision to our SSW intern and will continue to do so. In addition, this intern participates on our SAP team.
Student Engagement/Attendance	Our chronic attendance rate is 7% which is 2% lower than SFUSD, however our subgroup data is higher among our African American and Latino students.	Our target for 2018-20 is to continue to reduce this rate even more to close to 5% chronic absences especially targeting our African American and Latino students to provide incentives for attendance and support for families as we deepen our understanding of attendance barriers.	Our SSW will continue to coordinate our SART process to support families, monthly. In addition, we will implement school wide incentives with PBIS at our monthly assemblies.
School Culture/Climate	A close look at our student survey data on Culture and Climate demonstrates while families and teachers feel students are safe, students are not reporting a high feeling of knowing the rules or feeling safe as high. This is consistent with SFUSD scores, but lower feelings of safety among 4th and 5th graders are especially true for subgroups of students who do not perform as well on our standardized assessments. We noticed a trend in low scores on Self-Efficacy among our subgroups of students in our low SES and our Hispanic/Latino population. We are building on the positive school climate assemblies started last year, to incorporate strategies for teaching and fostering self-efficacy among all students. Our low suspension rate remains at less than 1%. Through our anecdotal evidence provided in our restorative practices reflection sheets, it is clear that some students do feel isolated within the school. This is something we aim to improve.	Teachers are participating in a year-long training in Cultural Humility with Dr. Aaminah Norris, Professor at Sacramento State, to develop goals in culturally responsive stances in the classroom. We will expand our leadership opportunities beyond student council, Junior Coaches, Safety Patrol, to include recess mentors for academic and behavioral modeling. We also will introduce peer conflict resolution coaches in k-2 (2nd grade) and 3-5 (5th grade) recesses.	All teachers are learning Cultural Humility in a year-long PD with Dr. Aaminah Norris, Sacramento State Professor. We will continue teacher understanding of restorative practices and maintaining consistency in language across the school with the Pyramid of Success and our First Six Weeks of School- from Northeast Foundation for Children, and Morning Meetings daily.
Social Culture/Climate	See above.	See above.	See above.
Wellness Policy	Please see details in the section on Health.	Please see details in the section on Health.	Please see details in the section on Health.

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

This year we introduced to teachers the Learning-Partnership Bridge presented by the Equity Project. This tool is supporting our teachers' work to identifying relational goals for each child who are within our focal populations. Our teachers are building intentionality around the relational steps that they can take to deepen their understanding of how to support students. This includes their work with families. Further, our professional development for teachers has included materials for expanding perspectives and for challenging some of our hegemonic views, perpetuations, and status quo actions in our classrooms. Teachers participated in the Perspectives Education Program offered by UC Berkeley in Spring of 2017. In addition, our school initiated an African American Affinity Group this year in partnership with teachers and parents and with guidance from SFUSD AAPAC leadership. We aim to also expand our Affinity group work to include our single-parent/guardian families. We are supporting the expansion of student-led conferences across the school during conference time and providing sessions with parents to prepare them to engage with students before, during, and after the conference in support of student-designed goals.

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

Our attendance data will determine if we are reaching our goals with the affinity groups to support increased attendance. In addition, we will our school survey and SEL/ Culture climate survey to look for the qualitative responses to questions regarding feelings of inclusiveness among community members. Also our PTA, SSC, and other meeting participation sign in sheets will help us measure impact of diversity in participation across events.

Community Partnerships

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

<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input 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.

Homeless Children's Network is a provider of school-based mental health counseling for students and families when needed. Mission YMCA provides support for after school programs. VAPA and LEAP provides artists in residencies.

What are your specific goals or objectives for these partnership?

For our students that receive mental health services our goal is increased academic performance on district and state assessments. For Mission YMCA our Quality Action Plan goal is academic support and quality after care for students in our ExCEL program. In addition, VAPA provides access to all to quality experiences in theater, dance, visual art and music for Kindergarten through 5th grade every week at Sunnyside.

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

Mission YMCA is developing a more robust Parent Advisory Council that meets monthly. In addition, Mission YMCA has provided a Parent Engagement Coordinator, bilingual in Spanish to support our family engagement goals. Also, we are providing Cultural Humility training for parents with Dr. Aaminah Norris and at the PTA meetings. We also are continuing our African American Parent Affinity Group that was started last year in partnership with SFUSD AAPAC. We have scheduled several sessions with our Mission YMCA after school program and parents to understand the role of the program in supporting extended day opportunities. In addition, members of this agency participate on our Student Assistance Process team. In addition, our VAPA teachers will attend 2 collaborative meetings in each semester to collaborate with the grade level they are teaching that session for more project-based applications in the arts and general education environments.

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

We will measure our success with our partnerships with Homeless Children's Network and Mission YMCA with performance on the district assessments and the state tests. We also aim to increase parent participation among our subgroups on the culture and climate survey from last year to this year.

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 = \$2,300

Funds are used for substitute teachers to release teachers for collaborative planning and the remainder is allocated for instructional supplies.
\$2099.20 subs \$201 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-English Learner (SCG-EL) 07091

Allocation = \$15,180

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

This funding will be used to supply a stipend for teacher to support English Learners students 2 days a week with math problem solving and deepening reading comprehension. 1:1 and small group time with the teacher is the best use of these funds because this teacher is experienced in working with a range of students, and the small group setting allows the teacher to adapt to student needs and closely monitor growth and adjust instructional strategies for maximum learning.

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

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

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

Allocation = \$0

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

n/a

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$0

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

n/a

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

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

Targeted Instruction Improvement Grant (TII BG) 07940

Allocation = \$55,872

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

This grant supports our .5 FTE match to our School Social Worker position. Our SSW targets groups for social-emotional learning and coordinates our Positive School Climate team and our Positive Behavioral Interventions and Supports. This funding provides for increased adult-student contact and increased services for social-emotional support so that learning is unobstructed and students are more likely engaged in academics while at school. The remaining \$1,738 goes toward supplies to support PBIS and other positive climate initiatives.

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 = \$0 (31500)

How do you plan to use these funds?

n/a

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

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

1% Title I Parent Set Aside = \$0

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.**

n/a

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 = \$0

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

n/a

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

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

Principal's Innovation Fund = \$0 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

n/a

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

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

Equity Grant = \$0

Identify Sub-group & specific actions

n/a

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

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

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		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

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

Our School Social Worker coordinates our Student Success Team process so that teacher, parents, other experts can come together using data to support individual students who are not meeting benchmark. This work supports our focal students because the data-driven progress monitoring and tracking on BASIS and with our academic portfolios for these students ensures that every student receives quality instruction, intervention when needed, and is identified as needing assessment for Special Education services only after two cycles (at least) of inquiry with clear evidence of a 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 checked="" type="checkbox"/> Other (<i>list</i>) Parent Teacher Association
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/20/2018
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/20/2018

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
William Neil	SSC Co-Chair - Parent	
Michael Miller	SSC Co-Chair -Parent	
Renee Marcy	Principal	
Amie Latterman	Parent	
Lila Nelson	Parent	
Cherlyne Rogers	Parent	
Jennifer Caulfield	Social Worker	
Kevin Mullins	Teacher	
Athena Lafferty	SSC Secretary - Teacher	
Georgie Gibbs	Teacher	