

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Wallenberg, Raoul High School
Principal	Dimitric Roseboro

SCHOOL VISION & CONTEXT

Who are you: Located in the heart of San Francisco, Raoul Wallenberg High School offers a rigorous and personalized educational program that prepares our diverse students for college success and career achievement. We are committed to ensuring that our students have equitable educational outcomes and to enhancing each student's creativity, self-discipline, and ability to act as responsible citizens. Founded in 1981 in honor of the renowned Swedish diplomat Raoul Wallenberg, the school motto, "The individual can make a difference" guides our school culture and community service requirement. We provide students with a supportive, safe and caring small school environment that emphasizes academics, athletics, the arts and student involvement in clubs and extracurricular activities. We offer Advanced Placement courses in all core subjects. Our Bio-Technology Pathway offers students a health services curriculum and Computer Science Pathway offers students an insight to careers in technology. Students are challenged, encouraged and inspired by a dedicated and talented faculty and staff who provide intensive support for students during the college application process. Parents and caregivers are welcomed and encouraged to participate in their children's education. For the past three years, we have been one of the highest achieving public high schools with open enrollment. Last year, 96% of our graduates matriculated to college. **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? Wallenberg is a high achieving high school with a majority of the students demonstrating mastery across many subjects and various assessments. In addition, we are successfully able to support students in their quest to graduate on time and with a plan for post secondary success including, but not limited to, attending a four-year college. **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? Culture Climate scores indicate not all students feel a part of the community Chronic Absenteeism for Latino students negatively impacts the achievement of those students An achievement gap persists between Caucasian, Asian students and Latino, African American, English Learner and SPED students **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?) **Culturally Responsive Pedagogy Academic Conversations Service Learning**

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 groups are our African American students, our Second Language learners and our students with IEPs.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
Overall the majority of our students experience success in the area of ELA as demonstrated by the following data: 2018 SBAC ELA: · 71.4% proficient overall; · 30% 2017 ELA SBAC: 72% proficient 2016 ELA SBAC: 72.1% proficient, +11.58% Spring 2017 Grades: · ELA D/F's down to 10% Schoolwide 2017-2018 IWA proficiency scores 9th: 40% 10th: 33% Fall 2017 Grades: · ELA D/F's down to 8% Schoolwide Spring 2018 RI Scores · Nearly 60% of all 9th and 10th graders scored proficient or above.	Increase students scoring proficient or above on the 2018-19 SBAC by 5% Increase percentage of students meeting standard on the 2018-19 IWA by 10% Increase by 10% of 9th and 10th grade students scoring proficient or above on the 2018-19 Reading Inventory	Implementing SFUSD Humanities design for Workshop Approach for both reading and writing. Guided annotations using Notice and Note annotation strategies; ILT is an the process of developing school wide literacy strategies. School-wide grading policy that allows for opportunities for test retakes and revisions.	Plan, Do, Study, Act cycles at the department level to determine who is achieving mastery of the material and who is not. Professional Development: Common Assessment meetings once a month to engage in the practice of looking at student work samples to inform instruction. Professional development from the Humanities Department to support launching the workshop model at Wallenberg.

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?
	Increase SpEd proficiency rates by 25% on the 11th grade SBAC. Increase 9th grade scores of EL students on the 2018-2019 IWA by 10% Increase 10th grade scores of AA students on the 2018-2019 IWA by 20% Increase scores of target students (African American, Latino, English learners and students with special needs) by at least 10% proficient on Reading Inventory.	

Wallenberg has a significant achievement gap as demonstrated by the following data: 11th grade 2017 SBAC ELA: · AA 25% · EL 27% · Sped 0% Spring 2017 Grades: · AA & EL D/F's rates are higher than the school average and on the rise Spring 2018 RI: · For our target groups of AA, EL and Sped students, between 50-75% scored below basic, the lowest category. In particular, AA students scored at 12% proficient, Latino students scored 44% proficient, English learner students 20% proficient and students with special needs scored 30% proficient. 2017-2018 IWA proficiency scores 9th: - AA: 28.6% - Latino: 12% - EL: 15.4% - SpEd: 18.8% 10th: - AA: 0% - Latino: 17.4% - EL: 12.5% - SpEd: 0%

Train select ELA teacher to offer the SFUSD Accelerated Literacy course to provide select students a more targeted reading course that supports their specific reading and writing needs. Successful use of culturally responsive teaching practices to more effectively engage and support our less successful student focal groups. Use the Language! Live intervention program to support struggling Sped and EL students

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

Our focal groups are our African American students, our Second Language learners and our students with IEPs.

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	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
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 At Wallenberg a large percentage of the student body demonstrates mastery of the math content and successfully completes a rigorous sequence of course offerings: 11th Grade 2017 SBAC Math: · 58% Proficient overall Spring 2017 Grades: · Math D/F's roughly steady at 17% Schoolwide Fall 2017 Grades: · Math D/F's down to 14% Schoolwide	Increase proficient rates on the 2019 Math SBAC by at least 10% Reduce the % of students receiving D/F grades to 10% or lower during the 2018-2019 school year.	Enhance student outreach for the "Tuesday tutoring" program. Fully implement complex instruction strategies including addressing status issues in groups and scaffolding group work participation Incorporate culturally relevant instructional strategies that support greater overall student engagement and language development in the classroom.	Use strategies described in the Core Curriculum units and Mathematics Teaching Toolkit that promote the Standards for Mathematical Practice. Increase the percentage of department members who have participated in the complex instruction course offered by the district over the summer. Professional development around culturally relevant pedagogy.

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?
As is the case in ELA, Wallenberg experiences a significant achievement gap in math as demonstrated by the following data: 11th Grade 2017 SBAC Math: · AA 8% · EL 36% · Sped 7% Spring 2017 % D/F Grades: · AA 42%, Latino 40%, EL 44%, Sped 32% Fall 2017 Grades: · AA 34%, Latino 42%, EL 27%, Sped 26%	Reduce the rate of students receiving D/F grades by 5% in each of the critical subgroups Increase SpEd proficiency rates by 20% on 11th grade Math SBAC. Increase the number of target group students taking and successfully passing the highest level math courses.	Include a "safety net" system for students who fall below a C into the fall 2018 syllabi. All students whose grades fall below a C will be required to attend Tuesday Tutoring until grade is improved above this level. Utilize the site based "IEP at a Glance" documents to implement modifications to support students with IEPs. Promote collaborative discussion around formative assessment using student work from the Core Curriculum math tasks and Interim District Assessments (IDAs). Formative assessment focuses on re-engagement versus reteaching.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to
In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving		

<p>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?</p> <p>WASC Ch.5</p>		<p>work collaboratively on the implementation of the science curriculum?</p> <p>WASC Ch.5</p>
<p>At Wallenberg the majority of our students complete their 2 year science requirement at the end of their 10th grade year. A significant percentage go on to take additional science courses including, but not limited to, our CTE Pathway courses in Biotech and Computer Science. Our data in Science matches our that in our other content areas with a majority of students succeeding in these classes while our target groups are experiencing far less success. Spring 2017 Grades: · Science D/F's 12% Schoolwide · AA 40%, Latino 33%, EL 39%, Sped 34% Fall 2017 Grades: · Science D/F's down to 9% schoolwide · AA 28%, Latino 19%, EL 14%, Sped 16%</p>	<p>Reduce D/Fs to 6%, distributed equitably Increase by 10% the number of focal students passing the AP tests in science</p>	<p>Continue to offer at least one lab experience per week on average in order to help connect textbook learning to real life applications. Continue to encourage revision and retakes in order to support a growth mindset. Revisit science notebook format to make it uniform across science classes. Science teachers engage in PD around math strategies such as CI, 3-read protocol etc.</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>Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</p> <p>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)?</p> <p>WASC Ch.2</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery?</p> <p>WASC Ch.5</p>
<p>Our English Learner population is underperforming the school wide averages on most assessments. In each of the content areas previously discussed, EL students underperform the school by large margins. In addition: Spring 2017 CELDT Data shows that only 35% made annual progress (a three year low) and only 8% were reclassified (also a three year low). In addition, the 11th grade SBAC scores in ELA show that only 27% of EL students were proficient, compared to the school overall which had a 71% proficiency rate.</p>	<p>Increase AMO to meet federal guidelines as measured by the new ELPAC; Increase reclassification rate to meet federal guidelines; Increase percent proficient on the SBAC by 10% to close the gap between this subgroup and the school overall.</p>	<p>In all pathways, teachers will use the tools and resources of SFUSD's Core Curriculum that reflect CCSS shifts that provide ELs access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports. Provide continued professional development to all teachers in the areas of academic language supports and effective use of language objectives. Use new National Geographic Supplemental Text to further engage and support students in the ELD classes; Establish a Master Schedule that offers the most appropriate ELD courses to support LTEL students as well as all other EL students. Train ELD teachers in the use of the new alternate assessment, the WIDDA, to help reclassify students who have attained mastery but did not show it on the State assessment.</p>

HEALTH EDUCATION CORE CURRICULUM

<p>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</p> <p>In a narrative, describe what your analysis of the data says about your school.</p>	<p>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</p> <p>What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</p>

All ninth graders are enrolled in Health class second semester. They receive a comprehensive health education program in addition to the Health component of Physical Education. Students use heart rate monitors to ensure that their heart rate is at an optimal rate while exercising. Students are taught the skills to lead active healthy lives and to make healthy choices.	Our goal is to have every student at Wallenberg take and pass the required Health class.	Our counselors will schedule all students to take the health class and will review the student transcripts to ensure any student receiving a D/F makes up the course to receive credit for graduation.
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VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
At Wallenberg we are committed to providing access and equity to all of our visual and performing arts classes. Students are able to choose their electives and their A-G requirement. We are able offer students the opportunity to explore the arts and express their creativity through our band classes as well as our fine art and computer art courses. We provide opportunities for our students to be creative and at the center of solutions.	Our goal is to create a balanced, comprehensive arts program in which the arts are studied as discrete disciplines related to each other and, when appropriate, to other subject areas in the Core Curriculum. Our arts program is designed to help develop and encourage the artist in each student while teaching the fundamentals of art. Projects meet the VAPA California State Standards. We will also work to develop e-portfolios for students in order to better showcase their achievements.	Continued support from the VAPA office to provide professional development and collaboration opportunities for our VAPA teachers. Counselors presenting course selection guidelines to students and informing them of their options to fulfill the A-G requirement.

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Students will participate in a coordinated physical education plan that helps them continue to develop a healthy and sustainable lifestyle. Students will engage in not only the required PE courses but also will participate in a variety of clubs and athletic teams to further their own physical well being.	We will increase the % of students passing the mile run test by 10%.	We will provide increased opportunities for interdisciplinary collaboration among our staff. Physical Education teachers will continue to participate in district sponsored professional development.

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
Based on our D/F reports, students in our social studies classrooms are experiencing the same overall trends as in other content areas at Wallenberg. The majority of students are passing these courses, while the largest percentages of students needing to retake them due to F/D marks are from our target groups: AA, EI and Sped students.	Our goal is to decrease the percentage of students receiving D/F marks in our three major target groups (AA, EL and SPED) by 10% respectively.	Use culturally responsive pedagogy in all Social Studies classrooms to more effectively engage all students. Use the IEP at a Glance to help modify instruction and provide appropriate accommodations for students with IEPs.

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) <small>WASC Ch.2</small>	What are your targets/ goals?	What shifts will be required to achieve these goals? <small>WASC Ch.5</small>
Wallenberg offers an academic program that meets A-G requirements and supports a college and career going culture where the overwhelming percentage of students graduate and have a plan for post-secondary success. The AP courses offered are: Environmental Science, Calculus AB, Computer Science, Economics, Government, Chemistry, English, US History, Statistics. Career Pathways: We have biotechnology and computer science as our pathways. Our Early College students also have a pathway. We have 8 students in the program. The pathways are all at CCSF. Child Development and Family Studies, Broadcast and Media Arts, Biotechnology, Computer Networking and Information Technology. Fafsa: so far we have 105/133 students matched for FAFSA. This is a 78.9% rate.	We will decrease the number of students on the 9th and 10th grade Off Track/On Track report by 10%. We also hope to have 100% of all our AVID students graduate with the necessary requirements to enter a four year college.	We will achieve our goals by increasing teacher capacity to provide Culturally Relevant Curriculum in a culturally responsive way through a series of on site professional development opportunities, Professional Learning Communities and a school wide book reading of Culturally Responsive Teaching and the Brain by Zaretta Hammond. In addition, the counseling department and administration team will regularly review the D/F list to identify students who are in danger of getting off track. Counselors will then follow up with classroom teachers or refer students to the SAP as needed.

Elementary Schools

What is your plan for promoting college and career readiness?

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

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

We will use our early release Wednesdays for both all staff meetings as well as for department time. In addition we will use Prop A hours and the funds from our Innovation Grant to schedule professional learning time for the staff.

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)
Identify 3 focal areas based on data analysis: Culturally Responsive Pedagogy Support for EL students Support for Students with IEPs Our Professional Development plan will include structures for both school wide training and also more targeted learning in the form of professional learning communities. Establish regular ROCI cycles to help teachers and the overall school make data driven decisions	Our regularly scheduled common planning time allows us to both provide whole school professional development time as well as more targeted department time to address more specific professional learning needs. In addition, we have received an Innovation Grant that is paying for a pilot group of teachers to meet and plan culturally responsive lessons based on the work of Zaretta Hammond. Finally, we use Prop A hours to pay teachers for more individualized professional development work that is aligned with the schools' broad priorities and key initiatives.

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.)	In general, our students with IEPs are experiencing a lower level of academic success than their general education peers. In Math, 24.6% scored below average on Algebra 2 Milestone Task; 27.1% below average score on Algebra 1 Milestone Task; SBAC 7.1% proficient, (decrease from previous year of 11.04%). Reading: 17.8% below average scores on RI Window 2; SBAC 0% proficient, 100% not proficient, decrease in 54.55% from previous year.	As stated in previous sections our goals are to lower the achievement gap among students with IEPs by setting higher academic targets in each content area. In addition, in seeking to have students in the least restrictive environment based on their needs, we hope to reduce the number of students placed in SDC classes and increase the co-taught and less restrictive setting.	We propose launching a Reading intervention program with pull-out supports. In addition, the SPED department will provide professional development on the effective use of the IEP at a Glance document to help Gen Ed teachers provide meaningful and effective modifications in their daily lessons.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Based on the 2016-2017 Wellness report provided by DCYF, just over 300 students (duplicated) accessed the Wellness Behavioral or General Counseling services. Of those students accessing services, a disproportionate percentage were AA or Latino compared to their percentage as part of the whole population.	We will increase attendance and support of: Homeless Families, Foster Youth, Queer students, African American students, Arab students, EWI students, Refugee and Immigrant Students, Young Women of Color. Track and use data to determine effective practices and wellness services that are having the biggest positive impact on student outcomes.	We would benefit from having a TARC case manager on site to mentor and support our chronically absent students. Provide additional professional development for the staff engaged with supporting our EWI students. Develop a seamless BRTI model that includes wellness as a Tier 2/3 intervention designed to help students access the core curriculum in all their classes by learning the necessary skills to increase their emotional stability and well being.
Student Engagement/Attendance	Our attendance data from 2015/16 to 2016/17 shows increases in chronic absenteeism for EL and Pacific Islander populations. On the other hand, there were decreases in all other populations excluding those who "declined to state". Overall we experienced a decrease of 0.9% school wide. Among our target groups 21.1% of our Latino and 19.2% of EL populations were considered chronically truant.	We will decrease chronic absenteeism by our Latino students by 10% in the 2018-2019 school year.	Our attendance clerk will continue calling home early and often to stay in communication with families. In addition we will enhance engagement strategies for the classroom to make the classroom an inviting environment. Teachers will be in the second year of implementing Service Learning which will increase student engagement by making the content more relevant to their lives. Finally we will implement an attendance incentive program that targets our most chronically truant students.
School Culture/Climate	2016-17 Data shows 28 students suspended 37 times. In particular, 22% of African American students were suspended during that same year.	We propose to reduce the number of students suspended by 25%, and to reduce the percentage of African American students being suspended by 50%.	We will use the TFI to assess our current practices and then begin implementation of a school wide BRTI plan to support all tiers of student behavioral needs. All staff will be trained in Tier 1 behavior strategies. We will implement our Innovation Award and establish a Mentoring for Success program for our African American female students to more positively engage them in our school.
Social Culture/Climate			

	<p>Our SEL survey from 2016-17 indicated that only 50% of students responded favorably overall, with only 43% of African American students responding favorably. As a school we scored above the all high school average in our approach to growth mindset and African American, Filipino, and white students scored the highest amongst our school demographic groups. However, we scored significantly lower than other high schools in Climate of support for Academic learning, Knowledge of fairness of rules, Safety, and Sense of Belonging.</p>	<p>We propose to see a 10% increase in students responding positively to the SEL survey questions regarding a sense of belonging at Wallenberg. We also want to see an increase in the rate of all student groups being represented in our student activity clubs.</p>	<p>To address these shortfalls, we will continue to build community through changes in our assembly formats to foster inclusion of more school groups, applying more broad policies across disciplines for grading and missing work, having Equity Officers, Service Learning to empower more community involvement, authentic learning, and cross-discipline collaboration. Offer training and professional development for the club sponsors and the student club leaders. We will continue to refine our retake policy to encourage students and teachers to adopt a growth mindset when it comes to mastery of the content.</p>
Wellness Policy	<p>All students in the school participate in the Wellness Policy. Total athletes about 213 (multi-sport athletes counted multiple times) 74/133 (56%) freshman met PFT</p>	<p>We will increase the number of students who participate in the athletic teams by 5%, particularly in our target groups.</p>	<p>We will do this by increasing YOW presentations in the classroom. We will continue to follow the nutrition policy, continue serving Revolution lunch and breakfast. We will continue to have offer PE for all 9th and 10th graders and Health class for all 9th graders. We will continue to offer 22 sports teams plus adding a spirit squad + dragonboat. We will begin outreach for sports before the start of the school-year.</p>

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> 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. <ul style="list-style-type: none"> <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 	Choose at least one of the following focal populations <ul style="list-style-type: none"> <input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
We will use the Family Partnership Toolkit #3 "Supporting Family and Parent Leadership" to establish a plan for increasing the diversity of our elected parent groups, in particular our ELAC and SSC.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
We will measure our impact by tracking the number of AA and EL families who serve on our two representative bodies, the SSC and ELAC.	
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?	
<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
SF Achievers--African American Male students After School Program--RDNC is our current provider who serves all students	
What are your specific goals or objectives for these partnership?	
To support our African American Male students to both succeed at high rates academically and to feel a greater sense of belonging to the overall school community. To support all students, and in particular our targeted student groups, to feel a deeper sense of belonging as well as achieve higher academic outcomes.	
What actions will you take to deepen your school's partnership with community organizations?	
We need to develop a way to more intentionally connect the work being done with SF Achievers to the overall school. Involving the adult(s) leading the group in our leadership committees, connecting this work with the work being done around CPT and also the work being done with our BSU will also help to support our students by connecting the adults who are engaged in different aspects of the work to support them.	
How will you measure the impact? (Quantitative and/or qualitative data)	
A reduction of D/F marks in core academic courses by our African American male students. A reduction of Chronic absenteeism by our African American male students. An increase in AP enrollment and successful course completion by our African American male students,	

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

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

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$4,750

\$2,750 for supplies and \$2,000 for technology to benefit students with special needs

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 = \$28,842

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

\$20,791 for .2 FTE for Long Term EL class; \$8,051 for instructional supplies to benefit EL students

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

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

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

Allocation = \$95,333

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

\$51,976 for .5 FTE for additional counseling for EWI, transition and other struggling students; \$41,582 for .4 FTE for 2 sections of AVID to support students to go to college; \$1,775 in supplies to benefit target students

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

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

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?

\$3,898 for .0375 FTE for additional counseling services for our EWI, transition and other struggling students; \$23,787 for .30 FTE for attendance clerk to make personal contact with families of students who have attendance issues; \$315 to benefit target students

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation =

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

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

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

CATEGORIAL EXPENSES

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

Title I = (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside =

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

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

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

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

Impact & Innovation Awards = \$16,513

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

\$9,704 for certificated extended hours to develop culturally relevant lesson plans; \$6,809 for supplies for mentors, student and family focus groups

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

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

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

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

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

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
1		.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1	1		4
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
BioTech Teacher .8 ROP	CS Teacher .2 STEM; .2 CTEIG	VAPA 2	Americorp .565

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.

A second counselor allows us to better serve all students especially struggling students as it decreases the case load for counselors to 325. This particular counselor also provides additional supports for AVID. .5 Nurse helps track students with medical needs and makes sure that school staff are aware of and address the medical needs of our students. The Wellness Coordinator will concentrate on increasing the number of students who access wellness services. The CHOW will expand the presentations that our YOWs do in classrooms throughout the year. Our 4 T10s will receive additional training to better ensure the safety of our students. Our BioTech Teacher will continue to expand internships and shadowing opportunities for our biotech students. Our computer science teacher will offer 2 sections of AP CS as well as introductory courses. Our art and music teachers will continue to teach students the skills and mindsets to be artists and musicians. Our Americorp staff will continue to work with our EWI students with Project Mentor and support our Wellness Center. In addition, our 1 FTE librarian will continue to enroll more students in SF's public libraries, expand the book clubs and work collaboratively with teachers and students on research projects.

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 type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 2/26/2018
<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: 3/23/2018

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
Cheryl Foster	Principal	
Helen Archer-Duste	Parent and SSC Chair	
Doris Flaherty	Parent	
Bobby Kaff	Parent	
Nina Didkovsky	Student	
Tianlang Ouyang	Student	
Zenaida Trejo Morales	Student	
Jacob Barkemeyer	Teacher	
Karen Segal	Teacher	
Judith Mahnke	Teacher	
Maya Hovey	Teacher	
Molly Kiss	Other Staff	