



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Webster, Daniel Elementary School
Principal	Carrie Betti

SCHOOL VISION & CONTEXT

Daniel Webster's mission is to foster a multi-cultural environment by challenging existing inequities, to engage our community in every aspect of learning, and to promote the well-being of all. Daniel Webster is a small, intimate school with both General Education and Spanish Dual-Immersion strands. We are a diverse cultural community that welcomes all families, different perspectives, new ideas, and creative solutions to strengthen the learning environment for our students. We work tirelessly to provide all our students with the resources they need to succeed. We have a strong link to, and support from, the Potrero Hill community. Daniel Webster has been both physically and symbolically at the heart of Potrero Hill since it was opened in 1936. We have a history of strong parent involvement and parent-led initiatives to improve the school. However, we hope to increase equitable parent involvement across our diverse community, especially among our English-language learners, Latina/o, African American and low-income families. We firmly believe that students achieve more when the larger community is involved in their education. "Learning Together" is our school motto. Our teachers and support staff work together across grade levels to devote resources to meet individual students' specific needs. We are expanding shared leadership and decision-making by including each teacher and support staff member in one of three leadership committees (Instructional Leadership Team, Culture and Climate Committee, and School Operations). We believe that all staff, students, and families bring knowledge and valuable experience to our school. One of Daniel Webster's key strengths is our balanced literacy approach, which fosters high-order critical thinking, authentic literacy experiences, and differentiated learning. We use a comprehensive approach to literacy, including Teachers College Reader's and Writer's Workshop. Through teacher generated and facilitated professional development and lesson study, teachers promote meaningful interactions among students. As a school, we have proactively embraced the intellectual rigor of the common core standards. We are challenging ourselves to move our math curriculum toward authentic learning, such as number talks and project-based learning. Daniel Webster is committed to integrating the arts across curriculum and exposing all children to multiple forms of art. Students K-5 engage in visual arts, music, dance, and theatre. Our commitment to our students' emotional and social development is supported by our intensive school-wide investment in Response-To-Intervention (RTI) and Positive Behavioral Intervention and Support (PBIS), our partnership with Seneca, our Wellness Center, our continuing expansion of Restorative Practices, and our active creation of a mindfulness program.

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):

English Language Learners (25%) Latino (47%) Socio Economic Disadvantaged (48% to 53%) African American (7%) Two or more races (9%)

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
SBAC 2017-18 Overall ELA SBAC 36% of the students met or exceeded standard. 2016-17 Overall ELA SBAC 39% of the students met or exceeded standard. (14% growth) 2015-16 overall ELA SBAC 25% of students met or exceeded standard	Goal is a 10% Growth this year Latino 24% at or above Proficient ELL: 11% at or above Proficient SES: 15% at or above Proficient AA students: 20% Multiple Races: 57% White: 80% 3rd grade: 21% At or Above Proficient 4th grade: 47% At or Above Proficient 5th grade: 36% At or Above Proficient	Implement Balanced Literacy Approach in Language Arts. Full implementation of Reader's and Writer's Workshop with a focus on small group instruction and individualized conferencing. During grade level meetings we will continue to regularly look at students' work, reflect on data gathered during reader's workshop, conferences, guided reading groups and use data to inform instruction. Vertical alignment of focal student writing K-5 to ensure that our students are progressing.	SFUSD Comprehensive Approach to Literacy Tier 1 Instructional practices should include 1:1 conferring, small group strategy work, guided reading, and differentiated print rich instruction during whole group mini lesson. Continual use of learning progressions to assist students in meeting grade level benchmarks. Teachers will continue to use rubrics to guide students towards mastery of skills. School-wide focus on K-5 consistent use of ELD supports and instructional tools. (Designated and Integrated)

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?
	Continued growth of 2-3 level per F&P assessment cycles.	

Continued analysis of data to identify students who will receive small group intervention with Literacy Specialist. MOY Data 2018 will determine next cycle of students served Literacy Specialist Services to targeted focal students. Growth Data 2016-17 to 2017-18 Latino F&P Spanish growth 36% to 66% English growth 50% to 61% English Learner: Spanish growth 45% to 64% English growth 57% to 47% SES Spanish growth 30% to 67% English growth 41% to 55% African American English F&P 57% to 50% Multi Racial Spanish growth 26% to 57% English growth 50% to 100% Special Education: Spanish growth 0% to 0% English growth 33% to 26%	Classroom teachers will use differentiated instruction, interactive read aloud and guided reading and small group strategy work in the general education setting to support students' reading growth. Reading Specialist and RSP staff (teachers and paras) will use the Fountas and Pinnell Leveled Literacy Intervention or the Wilson Reading System to provide targeted support for students reading below grade level. Reading Intervention with literacy Specialist will be for students needing Intervention Cycles Reading Intervention Cycle 1. Sep-Dec Reading Intervention Cycle 2 Jan-March Reading InterventionCycle 3: April-May Continued School wide CARE/SAP team, class SSTs will be scheduled for Fall and as needed to help identify student needs. School wide implementation of ROCI cycles (Result Oriented Cycle of Inquiry) during GLC time supported by Instructional Reform Facilitator. Teachers plan lessons with intentionality, using data to inform teach moves and small group instruction during the Reading Workshop (Guided reading, Strategy Groups) with focal students in mind. F&P Reading comprehension data analysis during collaboration time to identify students that are not proficient so they can establish / revise groups for small group reading instruction (guided reading or strategy groups) . Strengthen implementation of guided reading and/or strategy group work in K-5 through daily ELA/SLA schedules and teachers consistently meet with students. Improve how we engage all students in meeting their reading goals by having goal setting conferences with them and monitoring students' reading learning during paired, small group and whole group instruction. Myon Reading Program \$8,984.00 (General Funds)
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MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

African American growth from 18% to 22% on Math Tasks Latino growth from 43% to 57% on Math Tasks English Learners growth from 33% to 45% on Math Tasks Special Education Participation growth from 30% to 33% on Math Tasks SBAC Math African American 0% to 0% Latino growth from 95 to 24% English Learners growth from 6% to 12% Special Education Participation growth from 0% to 0%

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
SBAC 2018 Scores: 31% At or Above Proficiency Latino 21% at or above Proficient ELL: 11% at or above Proficient SES: 14% at or above Proficient AA students: 10% Multiple Races: 25% White: 75% 3rd grade: 28% At or Above Proficient 4th grade: 38% At or Above Proficient 5th grade: 26% At or Above Proficient According to the Midyear Data Report for 2017-2018, our results indicate the following: 60% of ALL of our students met or exceeded standard on the Math Tasks. (growth from 54% last year) SBAC 2017 scores 33% of our students met or exceed standard on SBAC. (Growth of 12% from 2016)	Continue annual 10% growth in SBAC results,		In order to achieve these results we will be targeting teachers capacity to implement math talks, integrate technology throughout the day, and differentiate instruction with supplemental math programs to reinforce core curriculum.

		Staff will continue to implement SFUSD's Math Core Curriculum. School-wide grade level collaboration implementation using ROCI cycles (Result Oriented Cycle of Inquiry) so we inform our instruction by consistently looking at student work. Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. Planning will include opportunities for vertical alignment/planning. Classroom teachers will use SFUSD's signature strategies such as Math Talks, collaborative grouping and partner work, Three Read Protocol, use of visual supports (sentence frames, anchor charts), use of manipulatives, and constructive conversations to support students in their math comprehension. Students will use math journals school wide to support written expression in mathematics. Students work on solving problems and investigations in groups. Students explain their mathematical understandings and respond to and critique the reasoning of others. Staff will continue to participate in Lesson Study, in at least 2 school wide lesson studies focused on math practices.	
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Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Our tier 2 students (students not meeting benchmarks) need extra differentiated support to build fluency, mathematical reasoning, and efficient problem solving strategies to accelerate their growth. Teachers need to continue to provide differentiated instruction while providing whole group instruction using visuals, graphic organizers. Dream Box Math Morning program offering to students Tuesdays and Thursdays at 8:00am. After school math tutoring for target students	Continue annual 10% growth in SBAC results	Support teachers daily use of student work (written and oral) to inform planning and instruction. IRF supported ROCI cycles and planning the alignment of instructional units aligned to the Core Math Curriculum. We have a math leadership team and central office coach that will continue to provide PD with Math Labs and examination of Math Standards. Dream Box Math Intervention Kinder-5th grades After School math tutoring program supported by PTA. Teachers and community members serve as tutors in the program using Do the Math intervention program.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
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		

Currently our students have access to engaging science instruction through the Foss kits. Currently our teachers are in the beginning stages of piloting the new Amplify Curriculum based on the new Next Generation Science Standards.	Science SBAC data is still in pilot stage. We hope to receive data from the SBAC science test this year, to be able to set target goals for SBAC.	Amplify Science kits phased into instruction for the next 3 years. Start off with implementation of Amplify Physical Science, and continue using FOSS science until transition
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ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
	10% growth in students reclassifying as Fluent English Proficient English language learners will move at least 1 level up in their language proficiency level each year as measured by their ELPAC scores.	Designated ELD- Students grouped by proficiency levels and instruct using the SFUSD ELD Framework. Teachers will include strategies for supporting ELLs during integrated English instruction on lesson plans and will Myon Reading Program \$8,984.00

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?
Daniel Webster has school wide Positive Behavioral Interventions and Supports (PBIS practices) to support child development. Teachers use Second Step curriculum to support Social Emotional Learning, Restorative Practices, and Trauma Informed practices to support students. Every classroom at Daniel Webster is set up to positively reward students for expected behaviors. School wide programs include Owl Hoots and Owl Hoot Clubs. Teachers use supportive strategies such as community circles, peace tables, brain breaks, and collaborates with our wellness team in the wellness center. Our school only allows healthy food and drinks on campus, students are currently receiving nutrition lessons, 4th and 5th grade students receive puberty classes taught by our social worker and school nurse.	Our school has an identified teacher as the Health Advocate. Regular development is scheduled into our professional development plan. School Social worker and Culture and Climate teacher leadership team lead staff Professional Development in the area of Social Emotional Learning.	Maintain designated a staff member for the health advocate position. Maintain time at staff meetings for the health advocate to provide updates and check in regarding the lessons that have been taught. Share and align instructional practices for lessons. Continue to commit to second step curriculum instruction weekly. Continue to Implement Owl Hoots inside each classrooms, Owl Hoot Clubs via Wellness center contracts. Continue to Teach Health education lessons from Health Smart curriculum. San Francisco Unified School District (SFUSD) requires that all elementary school students receive a minimum of 20 lessons of health education.

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?
All students are fully included and have equal access to high quality visual arts, music and dance programs.	All teachers will incorporate arts based teaching methods integrated across subject areas. All teachers will collaborate with VAPA, EAP, and PTA funded artists. All VAPA artists will align curriculum to the VAPA standards and CCSS.	PTA funded artists include: visual arts, Stage Write Drama. VAPA and EAP funded artists include: instrumental music for 4/5 1 day per week, Visual Arts teacher 2 days per week, and dance. Teachers will continue to take students on a variety of field trips that include art museums.

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>Required minutes are provided to students by Physical Education teachers and Classroom teachers. After school programs commit to Physical Education through organized sports, dance, and recreational play. Girls on the Run is an after school club offered to students 2nd -5th grades, led by teacher volunteers. Daniel Webster participates in Walk and Roll to school week events, Jump rope for Heart.</p>	<p>Fifth grade students will meet physical fitness assessment standards. 10%-15% growth each year.</p>	<p>Central office .6 FTE Physical Education teachers on site help support required PE minutes Teachers continue to fulfill PE required instructional minutes throughout the week. Teachers incorporate the use of Go Noodle and movement breaks into their daily lessons</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	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?
<p>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</p> <p>WASC Ch.2</p>		<p>WASC Ch.5</p>

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)	What are your targets/ goals?	What shifts will be required to achieve these goals?
		<p>WASC Ch.5</p>

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?

Daniel Webster students participate in a comprehensive computer, art, dance, and library classes. Teachers at Daniel Webster integrate the use of technology into daily common core standards driven instruction with the regular use of document cameras, promethean boards (in upper grades) and mobil computer lab carts for weekly technology lessons with technology teacher. Teachers and staff take an integrated approach to the arts and technology which prepares students for college and career readiness

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

Schools with coherent instructional guidance can articulate the what and how their site's instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders

create the appropriate conditions to ensure all students reach mastery. As you reflect on your site's current context, what steps, from a leadership perspective, do you need to take to deepen your site's coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

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

Grade Level Planning Time (GLC's)Meetings held weekly during specials rotation time. During these meetings you will work with grade level team members, instructional leaders (PRIN & IRF) to plan and align instructional practices in Reading and Writing. Our equity lens will be to develop a units of study with intentional planning of Integrated ELD in the reading and Writing workshop model. Sheltered English & SDAIE strategies articulated and implemented to prevent Long term ELL status. Site Based Professional Development: Two times a month: One meeting dedicated to professional development on PBIS/Culture & Climate. The 2nd meeting will be Early Release day dedicated to Academics based on Comprehensive Approach to Literacy & SFUSD Core Math Curriculum. Distributive Leadership/ Professional Learning Communities Opportunities: (Instructional Leadership Team, Culture and Climate Team, School Site Council, Lesson Study) Each staff member participates in a PLC to help support the school vision & mission. Lesson Study: Teams of teachers participating in Lesson Study with an emphasis in Math instruction. Three master teachers have been identified on staff to lead teams of cross grade level teachers.

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)
The Academic lead team (Instructional Reform Facilitator, Literacy specialist, and principal meet monthly to create the school wide strategies that will best serve the school. A complete coaching plan, intervention plan is created by this team The Instructional Leadership Team (ILT) and the Academic lead team co-create the professional development plan and co design and co-facilitate professional development at staff meetings. Culture and Climate team meets monthly to co-create the professional development around PBIS systems at the school. They co design and co-facilitate professional development at staff meetings.	1.0 FTE Instructional Reform Facilitator (MTSS Centrally Funded) 1.0 FTE Literacy Specialist (Site Budget Multi-funded. .21 fte \$21,829.99 General Fund, .33 fte \$34,304.27 SCGEL .20 fte \$20,790.46 LCFF .25 fte \$27,027.60 TIBG Union contract provides time for two staff meetings per month. Union contract provides time for up to 6 additional hours of site based meetings.

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.)	9% of our student population participates in Special Education programming services. We have a Resource Specialist, Speech Therapist, Occupational Therapist, and School Psychologist on site. We provide inclusive practices with a push in/pull out model for providing services.	Continue to use CARE/SAP team processes, RTI support though reading intervention to support and identify students for additional tier 2 & 3 services. We would like to see a continued increase in attendance and for the absenteeism rate for Students with disabilities to go from 16% to less than 10%.	Continued services provided in RSP learning center or push in services provided by SPED teachers and Paraprofessionals. Continued parent education and support to provide positive incentives for improved attendances. Partnership with SFHOPE to provide outreach for families.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	41 of our families are living in public housing (Potrero Terrace, Potrero Annex, or other Bayview locations) 21 students are considered FYIT families (Families & Youth In Transition)	Continue to provide targeted support via Social Worker, Parent Liaison, SF Hope partnership, and Black to the Future	Continue to use CARE/SAP team processes, Student Support Team meetings, RTI support though reading intervention to support and identify students for additional tier 2 & 3 services. On site School Nurse and Social worker are available to provide support and services.
Student Engagement/Attendance		10% chronically absent	

	17% of students school wide are identified as chronically absent Latino Students: 23% African American Students: 19% Pacific Islander: 50% English Learner: 24% Special Ed: 26% SocioEconomic: 30% White: 3%		Strategy: Provide a multi-tiered system to support our students and families to improve their attendance. Elementary Advisor, Parent Liaison, and SFHope parent liaisons continue to work closely with chronically absent families. Tier 1 Interventions/ Support Monthly attendance rewards for all students who show good, improved and perfect attendance. Tier 2 Interventions/ Support Monthly individualized plans with families and students who need support to improve their attendance to set goals and review progress. Tier 3 Interventions/ Support Home visits and one to one parent support from YMCA . SART and SARB meeting are implemented when needed.
School Culture/Climate	We coach our teachers on a variety of classroom management interventions, (PBIS framework/ Trauma Informed Practices) This year we have Mentoring for Success, Owl Hoot Club, and Owl Honors to celebrate and recognize students who demonstrate school values and expectations. BE SAFE BE RESPECTFUL BE RESPONSIBLE BE READY TO LEARN	Maintain percentages within or below the RTI Behavioral Framework Wellness Center Data: 15% of students receiving Tier 2 supports 5% of students receiving Tier 3 supports.	Maintain designated a staff member for the health advocate position. Maintain time at staff meetings for the health advocate to provide updates and check in regarding the lessons that have been taught. Share and align instructional practices for lessons. Continue to commit to second step curriculum instruction weekly. Continue to Implement Owl Hoots inside each classrooms, Owl Hoot Clubs via Wellness center contracts. Continue to Teach Health education lessons from Health Smart curriculum. San Francisco Unified School District (SFUSD) requires that all elementary school students receive a minimum of 20 lessons of health education.
Social Culture/Climate	see above		
Wellness Policy	Teachers follow the SFUSD Wellness policy and we're building in our healthy snacks & party policy school wide. We encourage healthy eating and behaviors, however it is not always enforced or followed by parents.	All classrooms will eliminate sugary foods at class celebrations.	Regular distribution of policy information to school community

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 checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input checked="" 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:	
Authentic African American Parent Engagement Events ELAC School Site Council Parent Workshops Continue Community Engagement Events: Family Literacy Night, Math & Science Night, International Food Night Parent Teacher Conferences: Parents and teachers setting goals plans for reaching benchmarks in ELA & Math and Reclassification status for ELL's. Weekly School Folders: Regular communication of school events and community offerings. Parent Volunteer Program: Identify Daniel Webster staff to train and support parent volunteers. (IRF, Literacy Specialist, Principal) Continue SF Ed Fund Volunteer Program (They train volunteers and place in our school, we are currently an Anchor School) Parent Teacher Association	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Culture & Climate Surveys, Academic Data, Attendance	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<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 checked="" type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
SENECA SF HOPE - YMCA BLACK TO THE FUTURE	
What are your specific goals or objectives for these partnership?	
Support student academics and behavior Support parent engagement across cultures Support families with community resources	
What actions will you take to deepen your school's partnership with community organizations?	
Engage diverse families in school governance bodies (SSC,ELAC, PTA) Engage community to develop AAPAC Continue to engage and host community engagement activities. (Family Literacy Night, Math and Science Night, Student Performances, Parent Teacher conference) Continue to inform families of importance of regular attendance at school. Identify and support the elimination of barriers to families who are truant.	
How will you measure the impact? (Quantitative and/or qualitative data)	
Increased student attendance Increase family participation in all aspects of school culture	

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

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

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$1,450

Instructional Materials to support Tier 3 interventions in Resource Specialist Position, Speech & Language, Occupational Therapy

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 = \$35,673

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

The Literacy Specialist teacher uses the LLI (Leveled Literacy Intervention) system to provide sequential Common Core driven intervention lessons. (.33) FTE \$34,304.27 Remaining balance for Instructional Supplies. \$1,368.73

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 = \$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?

Literacy Specialist (.20 FTE) \$20,790.46 Dream Box Math \$7,210.00

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 = \$161,722

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?

Funds allocated towards classroom teacher salary to reduce class size in general education pathway & dual immersion pathway \$ Literacy Specialist (.26 FTE) \$27,027.60

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 =

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 = (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 =

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:
	1.0 FTE	.5 FTE	.5 FTE
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.75 FTE	
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
1.0 FTE			
Other:	Other:	Other:	Other:
.6 FTE Physical Education	.6 FTE Library	.4 FTE VAPA Arts	AmeriCorps .565 FTE

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.

School Climate teams meets monthly to examine Tier I strategies for the school and their effectiveness. This team monitor the implementation of specific actions to improve a positive school climate at our school. Instructional Reform Facilitator will continue to support program cohesion in grade levels and planning across pathways. The CARE/SAP team meets weekly. This team identifies Tier 2 and 3 students and families based on data, and creates a plan for how to support each on a case by case basis. The social worker and the Culture and Climate Specialist also run the behavior RTI universal screener and support the school climate team- teacher leaders to implement professional development in this area.

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 checked="" 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: 9/24/2018
<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: 9/24/2018

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
Carrie Betti	Principal	Carrie Betti
Kopal Goonetileke	Parent	
Amber Levinson	Parent Co-Chair	
Cory Barringtonhaus	Parent	
Ana Avilez	Parent	
Autumn Rolfsen	Teacher	
Arielle Garcia	Teacher	
Tessa Artale	Teacher	
Joanna Sacks	Other Staff	
Matt Nessier	Parent	