



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Glen Park Elementary School
Principal	Elizabeth Zarr

SCHOOL VISION & CONTEXT

Glen Park is a close-knit school community consisting of families and staff from all over San Francisco and the Bay Area. One-third of our students are in our Spanish Bilingual Pathway Program where they are maintaining their native Spanish while learning English. Our families identify with a variety of ethnic heritages: Latino-49%, White-21%, African American-8%, Multi-racial-6%, Filipino-4%, Asian American-2%, and other, and we have a broad range of income levels and ability levels among our students. We are an inclusive school and strive to build community within and across categories that are traditionally seen as dividing lines. We have low turnover among our highly trained and dedicated staff (though we will have a new principal starting in the 18/19 school year). In fact, a top strength of Glen Park is our highly skilled educators who are flexible and step in and out of leadership roles as needed - from curriculum leadership to special program leadership. Because of this, we are always poised to be able to take advantage of new opportunities that may arise and can maintain a quality educational program that has led to double-digit growth in most subgroups over the last two years. Another strength is our parent community which has become adept at raising funds for enrichment programs and does an excellent job reaching out to new parents and historically disenfranchised groups. Our challenge lies in accelerating academic outcomes for our EL and AA populations while maintaining a strong focus on social/emotional development and support for our Tier 2 and 3 students. Key strategies in place that we will continue are a commitment to the Balanced Approach to Literacy delivered through the Teachers College Reading and Writing Workshop model, strong ELA and SLA remediation for our underperforming students through on-level guided reading, LLI, Fundations, and a pilot of the Wilson Reading program, and a continued focus on Positive Behavior Interventions through Restorative Practices, PAX Good Behavior Game, and our Wellness Center staff and programming.

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):

African American and English Learner students

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

Analysis of Results 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
17/18 SBAC ELA results show an overall 3-year trend up and 40% of students met/exceeded standards. For EL Students in the same timeframe, the trend has been mixed, but some up and some down. In 17/18, 16% of EL students met/exceeded standards. Our 3-year trend for AA students is down 5% from 16/17, with 12.5% met/exceeded. 43% of SPED students met/exceeded standards, a growth of 5% from 16/17. Our achievement gap between EL and non-EL students has grown from 15 percentage points in 16/17 to 28 percentage points in 17/18, due largely to increased proficiency from non-EL students.	Our performance is still well below the district average on SBAC, so we will continue our goal of at least double digit gains on SBAC and Benchmark assessments. We will look for .5 gains on the IWA.	Guided reading/strategy groups in every classroom, explicit instruction in grammar, sentence structure, and spelling, and consistent delivery of reading and writing workshop mini lessons. For students below level or far below, we use Fundations and explicit instruction in phonics, sight words, and reading comprehension to support reading achievement. Develop an organized collection of leveled student books for easy access by staff.	Strengthened delivery of the Balanced Approach to Literacy with an emphasis on guided reading/strategy groups and writing workshop as evidenced by GLC agendas and meeting notes, peer observations, and ILT walk-throughs.

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?
16/17 - 17/18 SBAC: 5% decline for AA and 1% decline for EL. Other groups showed single digit gains: Low SES (+7.15%), Spanish Bilingual (+1.74%), Hispanic/Latino (+7.6%);		

	We still are showing achievement gaps for our African American and English Learner students, so we will continue our goal of at least double-digit gains on the SBAC and .5 gains on the IWA. In addition, we will seek to accelerate growth for these students by providing targeted academic intervention, supporting positive behavior, student engagement, and positive classroom climates through our Wellness Center program and staff. Our school social worker and Community Relations Specialist are tasked with delivering and tracking interventions for students in need of additional support.	Consistent delivery of daily guided reading for students below benchmark, along with reading and writing strategy groups as needed. Other interventions include targeted tutoring after school, LLI with our full-time ARTIF and half-time Spanish language intervention teacher, F & P Phonics, Word Study & Spelling in K - 2, Wilson Reading Program, and Fundations. We will also continue to work with Multilingual to support our biliteracy pathway teachers to ensure that the educational program in the pathway is aligned to Common Core grade level standards.
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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 and English Learner students.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
17/18 gains on SBAC for 3rd (+7.5) and 5th (+2.2); decline for 4th (-2.2) 17/18 Math Milestone: K - 75% standards mastered; 1 - 82% standards mastered; 2 - 76% standards mastered; 3 - 61% standards mastered; 4 - 73% standards mastered; 5 - no data 17/18 Math Benchmark: 3 - 36% standards mastered; 4 - 35% standards mastered; 5 - no data	Although our SBAC results are trending upward overall, our students are not performing as well as we'd like on the Benchmark assessments, and we are still far below the district average for SBAC proficient & above. Our goal is to make at least 10% gains on SBAC and have 50% of our students proficient or above on the Math Benchmark assessment.	Consistent, daily delivery of SFUSD Math Units, including math talks, in every classroom. Support 5th grade to complete all assessments. Parent education on Common Core Math Practices and shifts, small group instruction in class for students who need additional support with new concepts and procedures. Review student data and work samples 3 times a year with structured protocols in grade level groups.	Integrated ELD during math instruction when taught in English, supporting instructional materials in Spanish for our Biliteracy Pathway teachers and students, small group instruction and practice for students struggling to master content.

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?
17/18 SBAC: AA (-4), EL (+11), Biliteracy Pathway (+27); Low SES (-2). We saw huge gains for our biliteracy pathway 3 - 5 students on SBAC and feel this is due to better support for biliteracy pathway teachers in math via district published translations and greater fidelity to SFUSD Core Curriculum. White and non-economically disadvantaged students are outperforming other students by 40 - 50 points, which highlights continued predictive effects of these demographics.	We are still showing large gaps for our African American, English Learner, and economically disadvantaged students - so we will maintain our goal of at least double digit gains on SBAC for these subgroups.	After school tutoring will be provided to targeted students based on achievement needs. We need to strengthen our use of integrated ELD during math instruction to ELs in English. We will examine student work and assessment data 3 times this year with structure protocols in grade level groups with a focus on changing instructional practices to increase achievement of AA, EL and low-SES students.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are	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
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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		
Students receive hands-on science instruction weekly along with other science instruction via video and text. We use a variety of instructional materials to meet our students' needs as we await the newly adopted Science materials that are aligned with the NGSS. Teachers use FOSS with new correlations to NGSS, Mystery Science, TCRWP Units of Study in non-fiction with science content, and teacher created engineering projects. We will continue this approach and add to it the newly adopted materials when they arrive. Update: one unit of Amplify (new adoption) has arrived and teachers are implementing that with support from our site Science teacher leaders.	Our target is to increase hands-on science learning in all classes to 2 hours per week, doubling our current time. Based on our 5th grade Science test results - 23% proficient in 2016, our target is to double our percentage to 50% proficient by the 19/20 school year.	Instructional shifts required are: scheduling more time for hands-on science during the week, fully integrating engineering standards/practices into other content areas, and full implementation of Amplify when it is provided to our site. We provide one grade level planning time per semester for teacher collaboration at a staff meeting and will need to provide additional time via release time and a portion of our pre-service PD.

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)	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
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	On the Spring 2018 ELPAC test, our results were as follows: Overall: 58% level 3 or 4, 42% 1 or 2 Oral: 59% level 3 or 4, 41% 1 or 2 Written: 42% 3 or 4, 58% 1 or 2 Students were strongest in Listening at 55% well developed, then Speaking at 22% well developed, Writing at 18% well developed, and Reading at 12% well developed. These results indicate that our EL students are not proficient with reading, writing, and speaking. Paired with our 17/18 SBAC ELA results of 16% meeting or exceeding standards down from 17% the previous year show that our EL students are in need of targeted intervention in English Language Arts. In the first F & P window of 18/19, 27% of EL students were meeting or exceeding benchmark compared with 73% of non-EL students. In the previous school year, this gap closed significantly by the 3rd F & P assessment window.	Based on analysis of the results, we have set a goal of at least double digit growth for our ELs on the ELA SBAC. In addition, we have a goal of being able to redesignate our EL students by the end of 5th grade. The goal for ELPAC is that at least 50% of students score "well developed" in speaking, listening, and writing, which will increase the number of students who are at Levels 3 & 4 on overall performance for this assessment.

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	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?

<p>On our Social-Emotional and Culture Climate Report for 17/18, our student measures are slightly below the district average at elementary schools for growth mindset, self-management, and social awareness. Students report a sense of belonging on par with other elementary schools. On the Fitnessgram assessment given to 5th grade students, 76% achieved at least 4 out of 6 fitness standards. 78% of students were in the Healthy Fitness Zone (HFZ) for Aerobic Capacity, 80% in HFZ for Flexibility, and 100% in HFZ for Trunk Extensor Strength. Areas of need are Upper Body Strength (48%) and Body Composition (42%).</p>	<p>Our goals are to continue delivering the required Health Education lessons each year through consistent use of Second Step curriculum in all classrooms supplemented by resources in the Health bins, Caring School Community class meeting protocols, PAX program kernels, and outside speakers. We review delivery of health lessons twice yearly through the CPM and have time at staff meetings each semester to revisit available resources and plan collaboratively to meet the requirements and receive training as needed.</p>	<p>One required shift is to revisit the Health Education lesson requirements twice each semester instead of just once and to support use of PAX and class meeting protocols through on-site training for all staff at the beginning of the school year. In addition, we will research growth mindset materials and have a school-wide focus on growth mindset in the first months of the new school year. Our school social worker and Americorp mentor program coordinator are key to achieving our goals and shifts in this area, and our PBIS Coach will work with our site Climate Team to develop an action plan for full implementation of Tier 1 interventions.</p>
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VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
<p>Our vision has been to create an arts program that both challenges our students and motivates them to be engaged learners. Our aim is to have our arts program be equitable, fun, accessible, exciting, inclusive, and enriching. We strive to tie our arts education to academic standards and to our school's core values. Our arts programs are a powerful and meaningful way to build our school community and our students' 21st Century skills. We partner with Green Arts Workshop for one school wide project per year.</p>	<p>All of our students receive arts education from their classroom teachers - primarily in the visual arts - and from our VAPA teachers - who teach dance and music. In addition, our PTO funds a third art teacher who rotates through all the classes as well. Our goal is to have at least one class perform each year at the Youth Arts Festival and to select art to display, as well. We celebrate the various cultures of our students through art projects, song, dance, and spoken word performance. We also celebrate student-led art performance with an annual talent show. It is our goal to strengthen the connections between our academic programs and our arts program.</p>	<p>We will need planning time for teachers and VAPA teachers to coordinate art projects and sequences that more fully support content learning, SEL, creative expression and aesthetic valuing. We will need to shift some of our focus during classroom teacher-led art lessons to artistic perception and cultural/historical context.</p>

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide.	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
<p>On the Fitnessgram assessment given to 5th grade students, 76% achieved at least 4 out of 6 fitness standards. 78% of students were in the Healthy Fitness Zone (HFZ) for Aerobic Capacity, 80% in HFZ for Flexibility, and 100% in HFZ for Trunk Extensor Strength. Areas of need are Upper Body Strength (48%) and Body Composition (42%). Our students participate in weekly classes with our centrally allocated PE instructor other sessions with their classroom teacher to meet the required 100 minutes a week of PE instruction. We participate school wide in inclusive PE and our students attend and participate in the Special Olympics each year. Our Community Relations Specialist organizes recess activities and equipment. All students participate in our annual Rainbow Run-a-Thon which focuses on cardiovascular fitness, gross motor skills, and the fun of a group fitness challenge.</p>	<p>Our goal is to have at least 70% of 5th graders in the HFZ for Upper Body Strength and Body Composition by the 19/20 school year, and to maintain our above 75% rate on the other measures. Students participate in goal setting around fitness, academics, nutrition, and SEL during Red Ribbon Week and again at the new year. 4th and 5th grade students assess their cardiovascular fitness during PE classes. Our goal is to continue a school-wide focus on well-rounded health practices and personal goals through PE classes, health curriculum, and SEL curriculum, as well as special events such as Red Ribbon Week, New Year's Resolutions, and our annual Rainbow Run-a-Thon.</p>	<p>We will need to continue our focus on PE compliance with all teachers, and revisit our recess plans at the beginning of each year to improve our recess climate and student engagement levels. We also reorganize our recess practices and programming as needed throughout the year to support student interest and positive participation. Our centrally funded PE teacher and Community Relations Specialist are key in supporting these goals.</p>

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

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

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

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

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

What is your plan for promoting college and career readiness?

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

Teachers speak frequently about their own college and university experience and include college in discussions with students about their future. We have guests from a variety of careers come to speak to students during our PAX assemblies, during Read Across America week, and through the Junior Achievement program. Some of our 3rd - 5th grade classrooms take field trips to visit San Francisco State once a year, and we have high school and college aged interns volunteering in many of our classrooms. In addition, some of our staff are currently pursuing advanced degrees and National Board Certification, and students in those classes are aware of their teachers' ongoing educational pursuits. Also, we participate in the K to College program and some classes take field trips to Citibank to make deposits into their college accounts. Our librarian is presenting computer science curriculum to all students during their weekly library class period.

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 continue to use time at the end of the school year to meet with the Instructional Leadership Team. This team articulates the professional development priorities and goals for the following year based on student data, teacher and principal observations, social/emotional needs of incoming and returning students, and teacher support needs (new teachers, grade level changes, etc.). Professional development is delivered at our weekly grade level collaboration meetings, through Prop. A training hours, and through district offered PD. We have established site-level teams for different areas (eg. ELA, Science, SEL, etc.) and these teams meet periodically to assess current status and facilitate next steps.

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)
Build teacher capacity to provide guided reading daily and targeted strategy groups during reading and writing workshop, and add to teachers' expertise in differentiating the math core curriculum to better support all students in the classroom setting. These goals will be pursued through site based instructional rounds and coaching. All teachers and appropriate staff will attend district PD on autism spectrum, restorative practices, PAX Good Behavior Game, and/or safety care/deescalation.	Site teams will present training on identified areas of need (based on data analysis) at weekly collaboration meetings; we will provide site funded sub release for site based instructional rounds once each semester. Our .5 centrally funded social worker will be supplemented by a .5 site funded social worker who will provide orientation and training to restorative practices and PAX. Site teams will call on district departments (e.g. math department) for support and resources as needed.

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.)	17.6% of our student population has an IEP, with 3% in an SDC setting. We have held 7 SSTs so far this year, an average of 1 per week.	We want to maintain our current practice of mainstreaming students from our SDC classes into their age peer general education classes. We have started some reverse mainstreaming and want to increase our mainstreaming and reverse mainstreaming moving forward - always keeping in mind specific needs and goals of each student with an IEP.	We fully implement the SAP and SST processes to insure that staff and parent concerns are addressed early and with appropriate interventions in the general education classroom. Our School Social Worker coordinates these meetings and follows up on all action items to ensure that pre-referral interventions and in place and data is collected. Staff are Safety Care trained and restorative practices are implemented across settings to support students to remain in classrooms with grade level peers. 100% of IEPs are in compliance with State and Federal guidelines, and IEP teams meet according to timelines and participation requirements. Para absenteeism and vacancies are an ongoing challenge.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	As of 6/1/18, our Wellness Center had 1,832 unduplicated visits from students looking for a sensory break- 805, a lunch bunch - 432, an alternate working space-55, a check-in - 186, or a restorative circle - 67. Other visits were for bully solution meetings, special projects, and facilitated groups. Students in crisis have also been evaluated for suicide risk in the Wellness Center by our School Social Worker.	Groups: Increase the number of groups from 4 to 8. Increase the focus of groups to include Loss, Divorce/Separation, Incarcerated Family, & Domestic Violence. FYIT: The Social Worker will identify the students who are homeless, meet with them to provide wellness checks periodically, give them a backpack with supplies, assure that they have a free MUNI pass, and check that their parent/caregiver is accessing the Coordinated Entry Access Points. Foster Youth: The Social Worker will identify the students who are Foster Youth, do an intake form with them, and meet with them to provide wellness checks periodically.	Our vulnerable student populations include loss and trauma-affected students, undocumented youth, foster youth, and homeless youth. Our Wellness Center houses our Social Worker, Community Relations Specialist, and Healthy Choices AmeriCorp Member. Through the Wellness Center, these staff and others provide coordinated tracking for Tier 2 & 3 students (academic, behavior, & health), Mentoring for Success, restorative conversations and circles (including when families are involved), social skills groups, bully solution meetings, individual behavior contracts, PBIS, and weekly therapeutic check-ins (by our Social Worker) and on-site therapy (provided by therapists from Community Based Organizations and coordinated by our Social Worker).
Student Engagement/Attendance	Our overall absenteeism rate is 12.2% which is the same as the district elementary schools overall. EL & AA students are our focal students, and their absenteeism rate is at 14% and 22.6%. These are each approximately 4% higher than the 16/17 year.	Our goal is to bring our AA students to less than 18% absenteeism and to bring our EL rate at 11% or less.	

			<p>Hold SART team meetings monthly to establish and review interventions as needed. Interventions include: incentives, home visits, positive feedback, partnering with SROs, and proactive communication with families. In addition, we will revitalize our African American Leadership and Achievement Village to engage this segment of our community in more meaningful ways that will support positive engagement with school and better attendance. In addition, we are continuing our partnership with Mission Graduates to provide parent education to our Spanish speaking families. One of the topics they address is the importance of regular attendance at school.</p>
School Culture/Climate	<p>On our own family survey from Spring 2018 about what is going well at GP, we found that most families are happy with many things about our school, but that they often are not the same things staff or EL families are happy with. For example, 74% of English Language survey respondents see the reading and writing workshop as successful, compared with 35% of Spanish Language survey respondents. It appears that our EO and EL families are experiencing Glen Park very differently in some measures. We have a .8% suspension rate. On the responses to the Culture Climate Survey from 4th and 5th grade students, rates for Sense of Belonging, Growth Mindset, Self-Efficacy, and Social Awareness are similar to district-wide rates.</p>	<p>Of concern is the student report on the Culture Climate survey about feeling safe at school. On the 16/17 survey, only 54% reported feeling safe at school and 17/18 survey results were 51%. Our goal is to improve this to 70% by the 19/20 school year.</p>	<p>More consistent communication with all families about school programs, policies, and objectives. This includes providing Spanish language translation for all print, verbal, and online communication. We will continue our work with Mission Graduates to better inform and include our EL families in all aspects of our school community. We will reach out to our AA families through the African American Leadership and Achievement Village to amplify this voice in our school. To improve students' sense of safety at school, we will continue to concentrate on full implementation of Second Step, PAX, and restorative practices, including restorative conferences with families when needed. We will also recommit to class meetings to discuss student concerns and assess recess supervision frequently to insure adequate and active supervision is in place.</p>
Social Culture/Climate	<p>Social Emotional Learning: On our Social-Emotional and Culture Climate Report for 17/18, our student measures are slightly below the district average at elementary schools for growth mindset, self-management, and social awareness. Students report a sense of belonging on par with other elementary schools.</p>	<p>Our goals are to continue delivering the required Health Education lessons each year through consistent use of Second Step curriculum in all classrooms supplemented by resources in the Health bins, Caring School Community class meeting protocols, PAX program kernels, and outside speakers. We review delivery of health lessons twice yearly through the CPM and have time at staff meetings each semester to revisit available resources and plan collaboratively to meet the requirements and receive training as needed.</p>	<p>One required shift is to revisit the Health Education lesson requirements twice each semester instead of just once and to support use of PAX and class meeting protocols through on-site training for all staff at the beginning of the school year. In addition, we will research growth mindset materials and have a school-wide focus on growth mindset in the first months of the new school year. Our school Social Worker and Healthy Choices AmeriCorp Member mentor program coordinator are key to achieving our goals and shifts in this area. Also, we are working with our PBIS Coach to strengthen our Tier 1 fidelity.</p>
Wellness Policy	<p>Our school community has shifted over the last few years to be fully invested in the SFUSD Wellness Policy. We are in our 5th year of our PTO sponsored Fresh Snack Program which provides every student with an organic fruit or vegetable snack each day. Teachers communicate with parents at the beginning of each year about our nutritious snacks and foods policies.</p>	<p>Our goal is to continue communicating the benefits of healthy foods and drinking water instead of sodas, etc. by choosing healthy foods to serve at school events, delivering classroom lessons on nutrition, and communicating with parents in home languages about the educational benefits of healthy food choices, exercise, and sleep.</p>	<p>Our strategies are to deliver the required nutrition lessons in all classrooms and to communicate with families in home languages about the science behind the mind/body connection. We will need to continue to inform parents of our healthy food policies for snacks and treats at school.</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.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
<p>For school staff: A team of teachers and the principal is registered to attend the Culturally Responsive Teaching PD in June, 2018, and we will bring our learning back to the full staff during our pre-service days. We will continue to work with our staff liaison with our ExCEL After School Program to strengthen the connections between classroom learning and After School Program structures and activities. For families: In the 17/18 school year, we began partnering with Mission Graduates to do outreach and empowerment for our Families of English Learners. We will continue this partnership in the 18/19 school year in order to deepen our families' capacity to be involved in SSC, PTO, and ELAC bodies as well as to be more able to support their children's full participation in the school community. In the 16/17 school year, we started an African American Leadership & Achievement Village group to examine the needs of our African American students and families. This group will be revitalized in the 18/19 school year through at least 4 meetings - 2 per semester.</p>	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
<p>We will measure our impact by collecting sign in sheets and agendas from ELAC and African American Leadership & Achievement Village meetings. We will also look at the academic achievement of our EL and African American students to see that they are continuing to show growth in all areas assessed. Another measure will be our Culture & Climate survey results on "knowledge and fairness of discipline, rules, and norms" and "sense of belonging" to see if families are feeling an increased level of connection and clear communication with our school community. We will also examine the results of our ExCEL After School Program family surveys to see how that data can inform our communication with parents.</p>	
<h3>Community Partnerships</h3>	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<input type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input 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.	
ExCEL After School Program Mission Graduates Homeless Children's Network	
What are your specific goals or objectives for these partnership?	
<p>ExCEL After School Program: Our goal for this partnership is to support students and families who require after school care while building an even stronger sense of community and connection. Mission Graduates: Our goal for this partnership is to increase the capacity of our EL families to be involved in school governance and to gain a better understanding of all aspects of our educational program. Homeless Children's Network: Our goal for this partnership is to provide therapeutic services for those students who need individual therapy with a clinician during the school day.</p>	
What actions will you take to deepen your school's partnership with community organizations?	
<p>We will continue our strong relationships with the ExCEL After School Program and Homeless Children's Network. Our PTO plans to continue funding our work with Mission Graduates and is considering making an even greater financial commitment to this program in the 18/19 school year to further strengthen our work with this community partner. In addition, we will look for a community partner who can strengthen our work with restorative practices and violence prevention.</p>	
How will you measure the impact? (Quantitative and/or qualitative data)	
<p>We will measure the impact of these partnerships through surveys with parents, student SEL data, BASIS data, EL student data, and sign in sheets and agendas for ELAC, SSC, and PTO meetings.</p>	

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 = \$4,250

We plan to use these funds to provide instructional materials tailored to the needs of our SDC and RSP students. We will also provide 1 - 2 sub days for each of our 4 SPED teachers during the year to manage their extra paperwork.

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 = \$47,817

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

We will use this resource to pay for part of a Literacy Specialist who will serve students reading below level and therefore at risk of not being redesignated as Fully English Proficient by 5th grade. Our data shows that our ELs who do not pass the CELDT are held back by their reading and writing abilities, and this position will address this need for our EL and non-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 =

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$28,000

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

These funds will be used to pay for our Americorp intern and for .18 of a Social Worker. This is the best use for these funds because our EL and LI students often require the social & emotional support and referrals managed by our Social Worker and Americorp intern - who manages our Mentoring for Success program and provides in-class support to students in need of encouragement and guidance.

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 (TIIIG) 07940

Allocation = \$131,250

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

These funds will be used to increase services for our EL & LI students through our Community Relations Specialist, Librarian, and Literacy Specialist. We will use part of these funds to pay for a .4 librarian to supplement our centrally funded .6 library position, so we will have a 1.0 serving our students through weekly library classes, including computer programming, grade level lunch bunches, and tech services. Our .75 Community Relations Specialist coordinates full implementation of PAX, recess activities, and supports positive school climate. We are hoping to complement this with a .25 Community Relations Specialist from PTO funds. Finally, TIG funds will be used to pay for .5 of our Literacy Specialist.

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

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

CATEGORIAL EXPENSES

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

Title I = \$75,892 (31500)

How do you plan to use these funds?

We will use these funds to provide .2 of our full-time Social Worker and .45 of our Bilingual Literacy Specialist. The .45 BCLAD teacher will support our 5th grade Biliteracy Pathway students along with EL students in other grades who are yet to meet grade level expectations in Spanish Language Arts. This .45 will be paired with .55 unrestricted funds to provide a 1.0 position. Remaining funds will provide instructional supplies.

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

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

1% Title I Parent Set Aside = \$686

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.**

Our school involves parents through the SSC, ELAC, and PTO bodies at their monthly meetings. We will revitalize our African American Leadership and Achievement Village in the coming school year and use these funds to support those efforts.

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

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

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

Impact & Innovation Awards =

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

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

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

Principal's Innovation Fund =

(For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

Other (PTA, external sources, School Quality Pairing/CoP work) = \$71,920

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

These funds will be used to pay .25 of our Community Relations Specialist, \$17,500 for our Education Outside staff person, and \$20,000 for an additional art teacher for our VAPA rotations/teacher planning time.

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
.5			
Other:	Other:	Other:	Other:
.8 PE teacher	.6 librarian	.4 VAPA	1.0 Multilingual Pathways
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.			
.5 Social Worker will continue to manage the SAP, SST & SART process and lead the programming in our Wellness Center. We are using site funds to pay for .5 of this position to maintain our 1.0 Social Worker position. .5 IRF - we have appealed this position and have asked for a .5 literacy specialist instead. 1.0 Multilingual Pathways teacher will teach a self-contained 4th grade class in the Biliteracy Pathway and be our liaison and site lead with Multilingual concerning our Pathway and ELD structures.			

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 checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/24/2018

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
Elizabeth Zarr	Principal	
David Coffman	Parent/Co-Chair	
Michelle Ferraz	Teacher/Co-Chair	
Nicole Majors	Teacher	
Kimberly Wong	Teacher	
Kristy Wang	Parent	
Amy DiLaura	Parent	
Yvette Michaud	Parent	
Wendy McSpadden	Paraprofessional	
Rebecca Sandford-Smith	Teacher	
Susan Tramontana	Community Member	
Amy Freer	Parent	