



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

<b>School</b>	<b>Ortega, Jose Elementary School</b>
<b>Principal</b>	Benjamin Klaus

**SCHOOL VISION & CONTEXT**

Who We Are: Jose Ortega Elementary School, is a school community with a culturally diverse population, that provides a rich, stimulating educational experience that challenges all students to reach their fullest potential. Teachers use a variety of differentiated instructional strategies to fit the needs of all students, with an emphasis on integrating literacy across content areas. Our Mandarin Immersion Language Pathway program develops Mandarin language skills from kindergarten thru fifth grade. Our Full Inclusion, RSP, and Speech programs ensure that students receive Special Education services that help them meet their Individual Education Plan (IEP) goals. Our Special Day Pre-K Program provides a structured curriculum for 3, 4, and 5 year olds that qualify for the mild/moderate program. Our full-day General Education Pre-K program will provide students with kindergarten readiness skills. Our Science Program, with support from science consultants, provides students with weekly hands-on science experiments in accordance with New Generation Science Standards. Students receive 100 minutes of physical education weekly. Artists-in-Residence provide students with opportunities to build creativity in both visual and performing arts. The Stonestown Y coordinates an onsite after school program that provides a nurturing environment for our students. We implement restorative practices along side behavioral and academic responses to intervention to create a supportive, safe, and inclusive environment where students, parents and staff work cooperatively to sustain a positive school climate and a rigorous academic experience. Areas of Strengths: Our school's science program allows students to experience hands-on science experiments weekly, Pre-K-5th. We would like to build our STEM instruction. Our balanced literacy program incorporates Reader's and Writer's Workshop models in all classroom K-5th. Pre-K students are introduced to early literacy skills. Our Mandarin Immersion program allows students to become multilingual. The implementation of Restorative Practices and Response to Interventions has helped to create a safe and fair climate for students at our school. We focus on holistic teaching and the social emotional learning for every student. We will continue to have professional development around social emotional learning and we are providing workshops for our families. We are a diverse community that values all cultures. Areas of Challenge: We have been experiencing a large achievement/opportunity gap between our African American and English Language Learners in comparison to the achievement of our White and Asian students. One challenge this year has been the lack of support staff needed during the implementation of best practices for social emotional learning. There is also a need for more staff to organize games during lunch recess. Key Strategies: This year we will continue our focus on Culturally and Linguistically Responsive Pedagogy and practices basing our work in the research of Zaretta Hammond and Lisa Delpit and . We continue to learn more about pedagogy and practice to support all students in the classroom, regardless of their race, ethnicity, socio-economic status, gender, or family structure. We are implementing ways to make the curriculum more reflective of the students in our classrooms. We will engage in the Lesson Study approach to school-wide professional development, whereby teams will engage in cycles of inquiry, including peer observations during weekly Reflective Planning and Collaboration sessions. Our Theory of Action will drive our reflective work.

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

### NOTES:

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

## SECTION III: School-Wide Analysis and Plan

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

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

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

### Strategies in Action: Classrooms

#### School Plan

#### Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

#### Identify Focal Group(s):

Our focal students will include our African American and English Learner student populations. It is with these two student groups that we see the largest achievement gap. Individual Learning Plans (ILP) will be created and regularly reflected upon for each of the students in these two sub-groups who are not performing on grade level as per SBAC, Reading Inventory, F&P, or Math Milestone Tasks. Our SAP team, including social worker, RSPs, ARTIFs and administrator, will identify a case load to support regular reflection on student academic and social/emotional progress with classroom teacher. Teachers will design lessons and pedagogical approaches during their weekly Reflective Planning and Collaboration sessions to meet the needs of their focal students

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

<b>Analysis of Results Language Arts-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all student reach mastery?</b>	<b>What instructional shifts will be required to achieve these goals?</b> WASC Ch.5
Our 3-5 grade students performed 61% proficient on the SBAC, a 0% growth from the 17/18 school year. 69% of our 3-5 grade students performed proficient or above on the RI. 85% of our K-5 grade students performed proficient or advanced on F&P assessment window #2	Based on our 17/18 SBAC results, our target goal is to have 68% of our students reach proficiency on the 18/19 SBAC. Our target goal is for 70% of our 3-5 grade students perform proficient or above on the RI by June 2019 and 90% perform proficient on the F and P in K-5.		All students reading below the targeted level at their grade, will be in a Guided Reading Group/conferences/strategy groups at least 2X per week. Students will develop their agency during reading and writing workshop independent time through structured learning partnerships, group activities and games to build cognitive routines for sustained and enhanced learning opportunities. Access to content will be available through anchor charts, visual representations and posted learning objectives. Images and sentence frames will accommodate our EL students.

		<p>All Classrooms will provide multiple opportunities for students to engage in rich conversational discourse to support critical and creative thinking. Students will have access to many fiction and nonfiction books at their level, through leveled classroom libraries and the resource library. Culturally responsive pedagogy and practices when teaching ELA. Reader's Workshop: mini lesson, independent practice, conferring with students, reading notebooks, partner and group work. Writer's Workshop: mini lessons, independent practice with choice of topic, assessment rubric, conferring, self editing, writing notebooks, editing and reflecting, publishing. Word Study/ Chinese character study: systematic and consistent, NUA strategies, whole class and small group instruction, vocabulary (character stroke order) instruction, in word roots, affixes, and targeted phonics instruction. Interactive Read Alouds: Culturally and linguistically responsive books. Shared Reading with complex texts Shared Writing Interactive reading and writing Close reading: multiple reads of a text to with with a purpose and closely analyze text.</p>
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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 Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
<p>Teachers will continue to use Readers and Writers Workshop to deliver quality Language Arts lessons to all students. Our Tier II Interventions will come during workshop independent time where teachers can pull guiding groups, strategy groups and hold regular conferences. Teachers have developed Individual Learning Plans (ILPs) for all of their African American students. This is a means to identify specific areas for growth and name specific measurable goals to increase proficiency. The SAP Team process, SSTs, and Academic Response to Intervention teacher will support the ILPs and the SST notes by building in consistent opportunities to collaborate around student progress. 13% of African Americans performed proficient on the 17/18 SBAC ELA. 31% of English Learners performed proficient on the SBAC ELA. 82% of African Americans performed proficient on the F&amp;P, 59% of English Learners performed proficient on the F&amp;P. 50% of African Americans performed proficient or above on the RI and 20% of English Learners performed proficient or above on the RI.</p>	<p>Our goals for the students receiving Tier II intervention for Language Arts will be to monitor their performance on the RI and F&amp;P assessment for Window 1 and Window 2 to ensure reading growth. We'd like to see 50% of our Tier II students in 3rd-5th meeting/exceeding benchmark by the 2018-2019 SBAC. Additionally, we will strive for 60% of our K-2nd Tier II student meeting/exceeding benchmark with Fountas &amp; Pinnell by Cycle 3 of the 2018-2019 school year. Based on our 2017/18 SBAC results, our target goal is to have 40% of our African American students and 40% of our English Learners reach proficiency on the 2018/19 SBAC. Our target goal for F&amp;P is 80% of our African American students and 80% of our English Learners will read at proficiency or above. For RI, our target goal is 60% of our African Americans and 40% of our English Learners will perform proficient or above.</p>	<p>Individual Learning Plans will drive the support for identifying goals for student improvement. The ARTIFs, SW, IRF and Principal will case manage these ILPs and provide support as needed through the SAP and SST process. Teachers will engage in cycles of inquiry around problems of practice that support students to develop as agents of their learning. Teachers will structure and build cognitive routines for students to regularly process their learning as a means to develop rich patterns of higher order thinking. *Non EL students receive targeted instruction during designated ELD time. *Interventions occur with more frequency within the classroom independent time. *After school tutoring *Students will also be referred to work with the ARTIFs *IRF will frequently pull data to use for monitoring focal student progress SST Individual Learning Plan</p>

**MATHEMATICS CORE CURRICULUM**

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

**Identify Focal Group(s):**

Our focal students will include our African American and English Learner student populations. It is with these two student groups that we see the largest achievement gap. Individual Learning Plans (ILP) will be created and regularly reflected upon for each of the students in these two sub-groups who are not performing on grade level as per SBAC, Reading Inventory, F&P, or math IAB. Our SAP team, including social worker, RSPs, ARTIFs and administrator, will identify a case load to support regular reflection on student academic and social/emotional progress with classroom teacher.

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

<b>Analysis of Results Mathematics-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all students reach mastery?</b>	<b>What instructional shifts and supports will be required specifically for your focal students to achieve these goals?</b> WASC Ch.5
67% of our 3-5 grade students performed proficient on the SBAC. This is an increase of 6% from the 2017/2018 SBAC. 81% of our K-5 grade students performed proficient or advanced on the Math Performance Task for window #2.	Based on our 2017/18 SBAC results, our target goal is to have 73% of our students reach proficiency on the 2018/19 SBAC. 90% perform proficient on the Math Performance Task K-5.	The following Tier 1 strategies are implemented to ensure that all students reach mastery in math: Ongoing grade level planning meetings and professional development using the following: Everyday Counts Calendar Math SFUSD Math Common Core Professional Development SFUSD Math Curriculum Units Math Practices and Principles *Strategies from the SFUSD math departments toolkit *Culturally responsive pedagogy and practices when teaching math. *math talks *3 read protocols *math notebooks *partner work *math review centers *multi-sensory activities *showing thinking in multiple ways. *SFUSD provided materials *access to online math applications	All students performing below the targeted level at their grade, will engage in regular conferences and strategy groups at least 2X per week. Students will develop their agency during math workshop independent time through structured learning partnerships, group activities and games to build cognitive routines for sustained learning. Access to content will be available through anchor charts, visual representations and posted learning objectives. Images and sentence frames will accommodate our EL students.

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

<b>Analysis of Results for Mathematics-Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b>
Teachers will continue to use SFUSD Core Curriculum to deliver quality math lessons to all students. Our Tier II Interventions will come during workshop independent time where teachers can pull guiding groups, strategy groups and hold regular conferences. Teachers have developed Individual Learning Plans (ILPs) for all of their African American students. This is a means to identify specific areas for growth and name specific measurable goals to increase proficiency. The SAP Team process, SSTs, and Academic Response to Intervention teacher will support the ILPs and the SST notes by building in consistent opportunities to collaborate around student progress in math. 17% of African Americans performed proficient on the 17/18 SBAC Math. This is an increase of 6% from the 2016/2017 SBAC results. 56% of English Learners performed proficient on the SBAC Math and this is an increase of 7% from the 2016/17 SBAC. 38% of African Americans performed proficient or above on the Math Performance Task window 2 and 75% of English Learners performed proficient or above on the Math Performance Task window 2.	Based on our 2017 SBAC results, our target goal is to have 40% of our African American students and 65% of our English Learners reach proficiency on the 2017 SBAC. For Math Performance Task , our target goal is 600% of our African Americans and 80% of our English Learners will perform proficient or above.	Individual Learning Plans will drive the support for identifying goals for student improvement. The ARTIFs, SW and Principal will case manage these ILPs and provide support as needed through the SAP and SST process. Teachers will engage in cycles of inquiry around problems of practice that support students developing as agents of their learning. Teachers will structure and build cognitive routines for students to regularly process their learning as a means to develop rich patterns of higher order thinking. Interventions occur with more frequency within the classroom independent time. After school tutoring Students will also be referred to work with the ARTIFs SST Individual Learning Plan

## 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.)

<b>Analysis of Results Science-All Students</b>	<b>Based on the analysis of the results, what</b>	<b>What instructional shifts will be required to</b>
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<p>In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5</p>	<p><b>are your targets/performance goals?</b></p>	<p><b>achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?</b> WASC Ch.5</p>
<p>Ortega's PTA funds 2 science consultants to ensure that science education in being taught on a regular and consistent basis. Our 3-5 grade classes utilize science notebooks. Due to the rigorous demands of the Amplify curriculum, we will continue to fund our 2 science consultants as we roll out a second unit of Amplify during the 2019/2020 school year</p>	<p>This year we will take the 5th grade CAST. We will also be implementing Amplify K-5 for the Physical and Earth Science Units.</p>	<p>We will coordinate with the science department to organize for PD for our teachers to understand the NGSS and Amplify curriculum. We will also offer a full day of science unit planning prior to the beginning of the 2019/2020 school year. We will continue to fund our science consultants to support our classroom teachers in implementing science education.</p>

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

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

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

<p><b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> WASC Ch.5</p>
<p>31% of English Learners performed proficient on the SBAC ELA. 59% of English Learners performed proficient on the F&amp;P. 20% of English Learners performed proficient or above on the RI. 56% of English Learners performed proficient on the SBAC Math. 75% of English Learners performed proficient or above on the Math Performance Task window 2.</p>	<p>Our target goals include closing the achievement gap by 10% for each of our demographic subgroups. There is a need to focus on improving overall math performance for demographic subgroups.</p>	<p>We will continue to resource .5 FTE ARTIF to directly support our ELLs. The above Tier1 strategies and additional Tier 2 strategies: Short-term targeted instruction via small groups through re-engagement lessons, individual extensions, and math games. Use visual and digital resources to reinforce math concepts small group tutoring SST Individual Learning Plan</p>

**HEALTH EDUCATION CORE CURRICULUM**

<p><b>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data</b> In a narrative, describe what your analysis of the data says about your school.</p>	<p><b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p><b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b></p>
<p>Survey results continue to show that our students and families feel emotionally supported at Ortega, however, anecdotal data from teachers and staff show a need for more support nurturing healthy relationships during recess.</p>	<p>We will continue funding .5 of our Social Worker so that she is on-site full time. She supports full implementation of the 2nd Step Curriculum, Wellness Policy, Dynamic Mindfulness and Restorative Practices, along with small group intervention. We will also continue to fund YMCA for healthy activities during lunch recess.</p>	<p>Addressing conflicts and implementation of Restorative Practices is most challenging during recess.</p>

**VISUAL AND PERFORMING ARTS**

<p><b>Narrative describing site's vision for a balanced, comprehensive arts program.</b></p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b></p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
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Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	Refer to the VAPA section in the Central Services Supports Guide	
Ortega continues to value a holistic learning experience for all of our students. To that end, our PTA supports the following programming allowing students to participate in the following visual and performing arts programs: * SFUSD VAPA visual arts lessons 2 days/week * Art Consultant visual arts lessons 3 days/week * SFUSD VAPA Instrumental lessons - 4th/5th grades *SF Symphony AIMS lessons - K-5 *Various Field Trips across grade levels	Our goals are to continue raising funds from our PTA to offer these experiences for our students. The Ortega Leadership team has worked hard to find a balance to both preserve our academic minutes while also offering the most enriching arts experience possible.	We will continue to integrate our arts education into our curricula through field trips and other collaboration whenever possible.

**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.

<b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b>	<b>What are your targets/ goals? (Elementary, Middle, High)</b>	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
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.	Refer to the Physical Education section in the Central Services Supports Guide.  How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
Our current master schedule ensures all our students receive the required instructional minutes for physical education. Our master schedule is designed to ensure age-appropriate, developmentally appropriate, and sequential physical education lessons provided for all students.	Currently, we monitor progress of our 4th and 5th graders' physical fitness over the course of the year through the use of "Fitness Folders." Additionally, we monitor our students' progress in partnership with the CDE.	We currently are allocated .6 FTE PE Specialist. We will continue to create PE schedule that allows for all minutes to be met.

**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?

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

**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

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

**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?

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JOES will promote college and career readiness by continuing to have up to 20 fifth graders take on leadership roles as student council members. These students will help to sustain a positive school climate by teaching service learning to all students and facilitating classroom circles in primary classrooms. The student council members will also serve on our traffic safety patrol. Fourth and fifth graders also have the opportunity to participate on the kickball and pep squad teams. These students also take a yearly field trip to San Francisco State to learn more about daily college life. Being able to take risks in the classroom and through life experiences also helps to promote lifelong success in students. Our fifth graders take an annual field trip to Aptos and an four-day outdoor science trip to Exploring New Horizons. Pushing students out of their comfort zones, helps them to build character and decreases the fear of risk taking. We want our students to be able to set realistic goals to achieve academic excellence, while being socially aware of the world around them. Through service learning, all students will learn to stand up for causes that compel them to bring about change and help them thrive in the 21st century.

## 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?

Ortega will continue to engage in regular cycles of inquiry using the Improvement Science model for professional development. As a site we will be engaging in deep learning about ways in which we will enhance our students’ ability to be agents of their learning during structured independent times embedded in Reader’s and Writer’s Workshop and math, specifically focusing on how our ELLs and African American students are developing this skill. We will be anchoring our learning in the work of Zaretta Hammond, Geneva Gay, Lisa Delpit, and Gloria McKenzie. This will take place during scheduled Reflective Planning and Collaboration time and scheduled lesson observation days that will take place once every trimester. Classroom teachers will have time to unit plan on scheduled release days prior to beginning of following unit of study in both literacy and math. We will utilize staff meetings to maintain our professional learning around matters of equity that shift mindsets including, but not limited to, Discourse 1 & 2, microaggressions, and white supremacy culture.

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)
Ortega will continue to engage in regular cycles of inquiry using the Improvement Science model for professional development. As a site we will be engaging in deep learning about ways in which we will enhance our students’ ability to be agents of their learning during structured independent times embedded in Reader’s and Writer’s Workshop and math, specifically focusing on how our ELLs and African American students are developing this skill. We will be anchoring our learning in the work of Zaretta Hammond, Geneva Gay, Lisa Delpit, and Gloria McKenzie. This will take place during scheduled Reflective Planning and Collaboration time and scheduled lesson observation days that will take place once every trimester. Classroom teachers will have time to unit plan on scheduled release days prior to beginning of following unit of study in both literacy and math. We will utilize staff meetings to maintain our professional learning around matters of equity that shift mindsets including, but not limited to, Discourse 1 & 2, microaggressions, and white supremacy culture.	This learning will be resourced with Sub Release Days: (unit planning x32, F&P x20, MI x12, ILP x6, Peer Observations in RPaC Teams x20) The site will continue to fund 1.5 ARTIF who, in addition to providing direct services to students, will also co-develop learning opportunities for teachers and staff as a whole. With the support of supplemental funds through the PITCH initiative, we will employ a .5 IRF to support RPaC facilitation and ongoing data analysis.

## STUDENT-CENTERED LEARNING CLIMATE

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

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

Consider the following items as they relate to each category:

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

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

	Analysis of Data	Targets	Strategies & Interventions
<b>Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)</b>	All classrooms have a Second Step kit and teach lessons weekly. Office referrals have drastically declined since last year.		Ortega will continue to set high expectations for ALL students and promote growth mindset as a school wide culture. Ortega will continue to use the SST to analyze Tier 1 supports and implement Tier 2 supports with fidelity prior to considering Tier 3 supports. School Social Worker, RSP Teachers and ARTIFs are all active member of our SST. Ortega uses the push-in/ pull-out services program model and we promote our inclusion model. We aim to maximize our resources for optimum benefit through a master schedule that prioritizes collaboration and PD for all staff. We also use supplemental Tier II curriculum for academics as well as social emotional learning whenever possible. Promote the accessibility of the Wellness Center as a resource for social and emotional support.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	SST, 504 and IEP data, together with data collected by our Social Worker, Classroom Teachers and our RSP Teachers all support our most vulnerable student populations.	Have 1:1 mentors for students	Our Social Worker and our support school-wide Trauma Informed practices and professional learning for 2018-2019. Will identify and prioritizes students for Mentoring for Success Mentors.
<b>Student Engagement/ Attendance</b>	Our attendance has seen a decline in the percentage of chronically truant students this year across whole school, and all our sub groups. Our African American students decreased truancy rates by 3%.		Message to our community the importance of on-time, regular attendance at school. Add attendance expectations to kindergarten and new family letters. Continue to fund the .4 family coordinator position to make daily phone calls and track tardies at the front door of school. Meet regularly with our family coordinator to track attendance data. SFUSD's system of automatically calling families when they have an unexcused absence will help us ensure better attendance oversight and parent communications around tardies. We will continue to support this goal through in-person conversations about attendance and tardies at conferences, SST's and IEP's. Document chronic tardies/absences through the SST.
<b>School Culture/Climate</b>	Our school climate is inclusive and we proudly embrace diverse family and cultural backgrounds. There is a collective mindset that helps support our inclusive climate and we celebrate it with regularity.	We will embrace all members of our community and nurture our inclusive community.	Read alouds, Second Step, Community Circles, are all utilized to promote acceptance, inclusion and diversity. We will take advantage of opportunities to celebrate monthly, various cultures, backgrounds and identities. We will expand Inclusive Schools Week to Inclusive school Year with activities monthly.
<b>Social Culture/Climate</b>	We have seen a decline in the number of referrals being submitted into BASIS.	Whole school community	School-wide implementation of social emotional curricula including 2nd Step and dynamic mindfulness and community circles will continue to help build empathy and a positive social culture. We will work together with teachers & parents to integrate inclusive practices into everything we do.
<b>Wellness Policy</b>		Whole school community	

		<p>With support from the Social Worker and the AmeriCorps member we will continue to ensure that every classroom has a peace corner, the wellness center is available on a daily basis. We will build in regular opportunities for students and staff to engage in self care practices.</p>
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## PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

### Family Partnerships: *The child's first and most influential teacher is the family.*

Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> 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:

Parent/Teacher conferences, Back 2 School Night, PTA and AAPAC meetings, regular school sponsored evening/weekend events, involving parents in the Student Success Team, parent/principal chat on a monthly basis, weekly memos (email and paper copy), volunteer opportunities, organizing opportunities to bring affinity groups together

### 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?

<input type="checkbox"/> Academic Support <input type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" 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:
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### List 1-3 current or potential community partner(s) who are address these needs.

YMCA, IT Bookman, Safe and Sound, Hospice By The Bay, Josie's Place,

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

Provide a comprehensive after after school program for students. Provide social emotional support to students who have experienced loss. Provide safety awareness to students.

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

Continue collaboration and communication

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

Student attendance, evaluations, parent/student conferences, academic progress

## 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 = \$1,750

To provide instructional guidance in the form 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)

#### Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = \$66,094

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

This resources will be used to fund .5 FTE of our ARTIF in direct support of our ELs. The remainder will be allocated for teacher professional development through release days to engage in lesson study cycles.

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?

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?

This resource will be used to provide release days for grade level teams to plan for Units of Study in Literacy and Math. A Portion of the allocation will also be made available for professional development through attendance at conferences. The remainder will be used for extended hours for instructional aides to provide translation (Spanish and Chinese) for our greater community.

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

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

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

Allocation = \$58,992

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?

These resources will be used to fund .5 FTE of our ARTIF. The remainder will be allocated for teacher professional development through consultancy partnerships.

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?*

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.**

**Date** your school's **Parent Involvement Policy** was reviewed by your School Site Council: 4/4/2019

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

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

**Impact & Innovation Awards = \$0**

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

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

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

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

*How do you plan to use these funds?*

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

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

**Equity Grant = \$0**

*Identify Sub-group & specific actions*

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) = \$150,000**

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

These funds are used to provide additional instructional supplies for each classroom teacher, our art consultant, science consultants, field trips, recess support, family coordinator and supplemental computer based program licenses.

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:
0	.5	0	0
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
0	0	0	0
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
0	0	0	0
Other:	Other:	Other:	Other:

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

Maintain our wellness policy, coordinate SAP meetings and case manage our ILPs

## SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other ( <i>list</i> )
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> <li>1. One meeting to gather input from the school community including all advisory committees.</li> <li>2. One meeting to present plan upon its completion before <b>March 23, 2018</b>.</li> </ol>
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <b>2/12/2019</b>
<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: <b>4/4/2019</b>



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

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

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

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

Name	Role	Signature
Benjamin Klaus	Principal	Benjamin Klaus
Paul Choppi	Other Staff	Paul Choppi
Verna Washington	Classroom Teacher	Verna Washington
Mary Ann Forman	Classroom Teacher	Mary Ann Forman
Sarah Griffith	Classroom Teacher	Sarah Griffith
Laine Yien	Parent	Laine Yien
Dakota Brown	Parent	Dakota Brown
Sandie Yu	Parent	Sandie Yu
Fran Sharp	Parent	Fran Sharp
Joe Haller	Parent	Joe Haller