Phillip & Sala Burton Academic High School is a comprehensive high school located in the southeast sector of San Francisco, CA. The majority of our students hail from Bayview/Hunters' Point, Excelsior, Portola, and Visitacion Valley. Burton continues to roll out and refine programs that increase our appeal and ability to best serve San Francisco families, particularly the ones who live in the neighborhoods that adjoin the school’s campus. Our wall-to-wall academy structure lends our students to explore the options that industries of Engineering, Health Sciences, and Media Arts hold for our students’ potential career pathways. Our bands, choir, and NJROTC drum corps have received numerous awards and recognition as they perform for various dignitaries, special regional events, and competitions. Even though the city demographics are shifting rapidly, our student body of 1,050 students continues to be quite diverse: 30% Chinese, 29% Latinos, 17% Filipinos, 11% African-Americans, and 7% Samoans. 85% of our students qualify for free/reduced lunch. Approximately 12% of our students have individualized education plans, 16% of our students are classified as English language learners. Burton’s leadership recognizes that the crux of work that our faculty and staff will follow through on is training and collaboration around looking at student work protocols. The professional development goal is to strengthen teachers’ understanding on how to make the necessary, student-data driven modifications to instruction and curriculum so that our teaching teams can continue to adopt the new spirals and tenets of the common core state standards, and next generation of science and English language development standards. Burton’s leadership and faculty will continue to collaborate on the practices that maximize inclusive practices for our students with IEPs. Co-teaching is the primary focus for the school in this area. We realize in order for teaching teams to be successful, time and guidance must be provided during the professional day. Teaching teams and clusters will also work on participating in professional learning opportunities in the areas of implementing research-based instructional strategies and equity of participation in the classroom for all students. Graduating our students both college eligible and college ready is paramount to the Burton High School community. Feedback from our community has helped us to understand that the school must continue to expand the course offerings for our students, particularly ones that are directly designed to help students work to the level of rigor that is required to be successful in a variety of post secondary academic options for students, e.g. AP and honors courses. With an equity lens the school’s leadership will continue to explore various options that will ensure that underrepresented minorities will have access and success in such courses as well as in the regular, prescribed course of study. As observed by the WASC visiting team, the school lacks a specific, articulate strategy that hones in on African-American, Latino, and Samoan success. We are engaged in conversations with our constituency and various stakeholders to decide how we might veer from our targeted universalist approach to improving student outcomes. Matriculating our college eligible students into four-year universities and colleges is the primary focus for our college access team, particularly for our underrepresented minority students. Data indicates that our students experience far more success if they enroll immediately into a four-year institution rather than postponing and enrolling in a community college.

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:

- **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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budget Guide
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 2016-2018 school years is intended to draw all schools into conversations about this vision.

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 2015-2016 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 the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

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.

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.

BSC Development Checklist

To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
1. Balanced Score Card/ Single Plan for School Achievement

- All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

2. School Site Council Roster*, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

4. Title I Parent Involvement Policy*

- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.
SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and 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/aac/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)</td>
<td>• Instructional Core: ELA, ELD and Math</td>
<td>2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&amp;P English and Spanish, SRI, Math Task and Writing Task</td>
</tr>
<tr>
<td>CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)</td>
<td>• Instructional Core: ELD</td>
<td>Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels</td>
</tr>
<tr>
<td>SQII 2014-15 (SQII Performance, definitions, thresholds and targets)</td>
<td>• Instructional Core: ELA, ELD and Math</td>
<td>Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets</td>
</tr>
<tr>
<td>Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)</td>
<td>• Instructional Core: ELA, Math, Other Subject Areas</td>
<td>Overall and sub-group grades – % A’s and % D&amp;F’s for English Language Arts, Math, Science, Social Science and GPA Average</td>
</tr>
<tr>
<td>College Readiness School Profile** (Performance on college readiness indicators)</td>
<td>• College and Career Readiness</td>
<td>3-year trend data on SAT, ACT, AP and EAP with number tested and average scores</td>
</tr>
</tbody>
</table>

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 students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
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 2016-2018 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 (including Language Pathways)**

**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?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

1. Increase the percentage of African American students meeting or exceeding standards by 12%. 2. Increase the percentage of English Language Learners meeting or exceeding standards by 16%.
Over the past seven years, Burton High School's California English Language Development Test results have been upwards with more students progressing each year. This upward growth allowed more students to meet one of the criteria in re-designating EL students. 33% of our EL students where re-designated in 2014-2015 and 36% for this school year, both percentages are higher than the district average.

Looking at the Smarter Balanced Assessment Consortium (SBAC) baseline data for English Language Arts, 46% of last year's 11th grade students met or exceeded grade level standards. Our African American students have been identified as the lowest performing sub group, 18% of the AA 11th grade students last year met or exceeding standards.

Burton's Leadership Team is currently researching and testing different Protocols for Looking at Student Work. It is the goal of the Team to adapt and implement a school-wide protocol next school year to guide and support curriculum groups when examining students work especially our focal groups to provide more access to the curriculum. The English Department is adapting Workshop Model to allow curriculum accessibility, which teaches mini-lesson leading to a workshop for skill practice. Based on data gathered during the previous few lessons, teachers plan invitational groups where students are brought together according to a skill set that needs extra practice, guided by the teacher, and given immediate feedback. Part of the accessibility of challenging curriculum involves providing students with co-taught and English Learner support classes so that all students, regardless of learning differences, have access to rigorous content and the support and scaffolds necessary to engage in the material. This also makes the content more relevant because students are able to relate and understand it through these accommodations. Sheltered English classes are also offered for students transitioning from beginning EL courses to mainstream grade level courses. Expository Reading and Writing Course is also offered to give students an opportunity to make up English credits while focusing on strategies for reading non-fiction, finding and analyzing evidence, and synthesizing ideas in their writing. Such opportunity has better prepared them for college level work.

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.4% of Burton’s students are on track towards meeting graduation requirements as of Spring 2016. Burton’s on track data is a little bit higher than the district mean. 35.6% are still off track because they are missing at least one semester of English, math, or history.</td>
<td>Increase the percentage of on track students by 10% by the end of fall 2016.</td>
<td>Burton High School will continue to offer Expository Reading and Writing Course (ERWC) to provide additional English credits for students missing one or more semesters of English. The ERWC course will also develop/strengthen students’ writing, reading, and comprehension skills to prepare them for college entrance examinations, SAT/ACT, and their English core class.</td>
</tr>
</tbody>
</table>

**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase the percentage of African American students meeting or exceeding standards by 12%. 2. Increase the percentage of English Language Learners meeting or exceeding standards by 16%.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Looking at the Smarter Balanced Assessment Consortium (SBAC) baseline data for English Language Arts, 46% of last year’s 11th grade students met or exceeded grade level standards. Our African American students have been identified as the lowest performing sub group, 18% of the AA 11th grade students last year met or exceeding standards. Since we have increased the percentage of reclassified EL, only 15% of the students who have not been reclassified met or exceeded standards.

Beginning 2016-2017, Burton High School will be adapting a school-wide protocol for looking at student work. Curriculum Groups will be adjusting/revising lesson activities based on current data. 2. Train teachers how to analyze SBAC data to strategize how to best support students’ thesis writing and identify most appropriate primary source of document to use as evidence.

### Mathematics Core Curriculum

#### 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?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Increase the percentage of African American students meeting or exceeding standards by 6%.</td>
<td>Math Department will continue its commitment to implementing Complex Instruction in all math classes to help our students embrace the team approach of learning math concepts and procedures. Curriculum groups will utilize a school-wide protocol for student work to examine and reflect on the work of our focal students. Train teachers how to analyze IAB and SBAC data to strategize how to best support students’ in problem solving, communicating reasoning, and showing concepts and procedures.</td>
</tr>
</tbody>
</table>

Burton’s SBAC baseline data indicate that 48% of last year’s 11th grade students met or exceeded grade level standards, which is a 9 on the Performance Threshold for SQII. Our African American students have been identified as the lowest performing sub group, 6% of the AA 11th grade students last year met or exceeding standards.

#### 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?**

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.4% of Burton’s students are on track towards meeting graduation requirements as of Spring 2016. Burton’s on track data is a little bit higher than the district mean. 35.6% are still off track because they are missing at least one semester of English, math, or history.</td>
<td>Increase the percentage of on track students by 10% by the end of fall 2016.</td>
<td>Burton will continue to require all student to take 4 years of math to prepare them for college level mathematics, support them for their college entrance exams, and increase opportunities to meet a-g/graduation requirements.</td>
</tr>
</tbody>
</table>

#### Focal Group

*For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?*

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our African American students have been identified as the lowest performing sub group, 6% of the AA 11th grade students last year met or exceeding standards.</td>
<td>Increase the percentage of African American students meeting or exceeding standards by 6%.</td>
<td>Curriculum groups will utilize a school-wide protocol for student work to examine and reflect on the work of our focal students. Train teachers how to analyze IAB and SBAC data to strategize how to best support students’ in problem solving, communicating reasoning, and showing concepts and procedures.</td>
</tr>
</tbody>
</table>

### English Language Development (ELD)

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.
Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient (RFEP)**?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td>- Increase the percentage of EL students meeting or exceeding standards by 10%.</td>
<td>The counselor assigned to oversee the re-designation process will continue to work with the EL coordinator to inform teachers of EL students CELDT Level then identify appropriate support during CPT.</td>
</tr>
</tbody>
</table>

16% of Burton’s current population is identified as English Language Learners. We were able to re-designate 13% of our EL students. 15% of the students who have not been reclassified last year met or exceeded standards for SBAC ELA Test.

**Other Subject Areas (Secondary Schools, optional for Elementary)**

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>- Continue to implement recruitment strategies to maintain or increase enrollment to 1200. - Increase graduation rates as well as college/university matriculation or certificate program enrollment following high school. - Strengthen existing support programs and partner with Beacon and Wellness to prevent 9th grade students from failing their classes.</td>
<td>Burton High School will continue to strengthen the community school model and Academy structure to provide college and career experiences for students to support them in making post secondary plans. Teachers will continue to work in their curriculum group/s to create rigorous lesson activities that are aligned to Common Core Standards. Burton HS will continue to strengthen Grade Level supports, SAP/SART, SST, Beacon-Wellness-QT collaboration to implement early intervention strategies for 9th grade students.</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/ goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the work of the College and Career Center, the ninth grade team, called the Freshman Academy Team, starts early in a student’s high school career with a college awareness message. We clearly understand that upon graduation, students, with consult from their families, will take an academic or vocational path that makes sense for the graduate; yet we also understand that it remains our responsibility to provide each of our students with the opportunity to access higher education.</td>
<td>1. Decrease Chronic Absenteeism rate of AA, Latino, SPED, and EL by at least 5% each year. 2. Continue to improve graduate rate of 4-year cohort by at least 2% each year. 3. Increase the number of on track towards graduation students by 5%.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
The college awareness message takes place in monthly class meetings, weekly advisory sessions with grade level teachers, small group workshop presentations during the school day and evenings, twice a year college/career fairs during extended lunch periods, and one-on-one sessions with college and guidance counselors. Over the summers teacher leaders review the advisory curriculum to ensure that it meets advisors’ presentation needs and students’ learning needs. It is engaging and scaffolded by grade level to make certain that students understand the various types of colleges and universities, the application process, and important grade level milestones. Students, also in their advisory, develop their personalized learning plan that results in their understanding of how to read transcripts, university/college admission requirements, and high school graduation requirements. With tremendous support of the school district’s Career Technical Education office, Burton implements wall-to-wall academy model. Following the freshman year, Burton students self-select into one of three career-themed academies. Students who elect to continue playing for one of the Burton bands elect to postpone their academy selection until their junior year. Each academy is designed to provide students with a relevant experience that is grounded in academic content. Students have the choice between engineering, health science, and media arts and entertainment. Over the course of their study, students partake in a wide range of field trips and job shadowing experiences. Guest speakers from the industry come to Burton to present and discuss with students what skills are necessary to pursue jobs in a particular industry. Additionally, guest speakers speak to the assortment of jobs that each industry actively recruits. Students have the option to participate in summer internships—some of which are paid! Collectively, academy students work as a class or as a member of a small group on a final project leading up to their graduation. All students commemorate their participation as a member of the academy with a celebration and a sash that adorns their graduation gown. The primary objective of the Burton wall-to-wall academy structure is to utilize the rigor, relevance, and articulation of the curricular program to fully engage students, thus reducing the truancy and dropout rates, closing the achievement gap, improving test scores, and increasing the graduation and college entrance rates. Burton’s college and career center has a full staff of four grade level counselors. The grade level counselor welcomes a new class of students as freshmen and ushers them through high school to graduation. The grade counselor collaborates with the assistant principal of academic support services to track students’ graduation progress. Several systems have been introduced to aid in tracking progress towards graduation and the identification of on-track, off-track, and severely off-track students. Currently, the guidance office uses the shared spreadsheet created and populated by the school district’s pupil services department. Changes and updates to the spreadsheet are made and monitored by the counselor. The advisory program is designed to help students understand their transcripts, graduation requirements, and university/college admissions. Goal setting is a large component of the advisory program, as is constant monitoring of the individual student’s progress to their plan.

Burton High School will continue to strengthen partnership with Beacon, Quiet Time Program, Wellness Center, Parent-Teacher-Student Association to continue to implement programs that engage all students during and after-school to improve students’ over all attendance. Grade level teams will continue to collaborate with the College and Career Center and other Community Based partners to provide tiered support and intervention for high risk students. SAP/SART Team will continue to meet every Tuesday to provide extensive support for EWI students, create an individual plan for habitual/chronic truants starting the first three weeks of school. Grade Level Counselors will continue to evaluate scholarship records at the beginning of each semester to enroll students in credit recovery classes in a timely manner. Parent Liaison, weekly grade level meetings, Wellness Center and the Beacon partner with a variety of community based organizations to identify and provide ongoing mental health services, four Academic Counselors assigned by grade level, mentorships for students who are failing.

**Elementary Schools**

**What is your plan for promoting college and career readiness?**
### Strategies in Action: Schools

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

#### Leadership, Instructional Guidance & Professional Development

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

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

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Academic Rigor and Implement Common Core and New State Standards: Continue to shift all curriculum implementation so that what is taught and how it taught is aligned to the principles of the new state standards. Teachers will assess students that look for growth in critical thinking and analysis; Students will demonstrate proficiency in computerized testing formats, like in the Smarter Balanced Assessment; Teachers will work in interdisciplinary teams to maximize synergy of reinforcing the necessary skills for students to be successful. Improving Instructional Time: Continue to increase the instructional time for all students in all classes; students will improve their attendance to each class period and full school days; Students will reduce their absences and their tardies to class and school. Teacher and Staff Collaboration: Continue to provide time for teachers and staff members to hone their practice, align instruction, and improve curriculum. Establish norms and protocols for collaboration. Teachers and staff members reflect on their practice and interaction with students. School Culture, Climate, and Environment: Continue to follow through on the implementation of the Community School Model so that families and community members play a large part in the Burton program and design; students and parents are excited to be a part of the Burton community; students and parents advocate for Burton outside of the school; and students take ownership of their own learning.</td>
<td>Burton HS Admin and Leadership Team will identify key people/groups among the staff to lead the work in the following Action Steps: Increasing Academic Rigor - Principal, Assistant Principals, Department Chairs Improving Instructional Time - Principal, Assistant Principals, Grade Level Team Teacher and Staff Collaboration - Principal, Assistant Principals, Department Chairs, Grade Level Lead School Culture and Climate - Principal, Assistant Principals, Counseling Dept, Deans, Wellness, QT, Beacon. Burton HS will continue to work with CTE, Beacon, QT, Wellness Center to fund existing programs. Specific Categorical funds will also be utilized to compensate faculty and staff members who will be working on these action steps.</td>
</tr>
</tbody>
</table>

#### 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 schoolwide (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

---

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Students who have IEP’s and are on the general education/diploma track for graduation are fully included in the Burton High School Program. Based on last year’s Spring grades, 16% of the students tested with IEP are receiving As in ELA and 3% in Math.</td>
<td>- Increase the number of students with IEP’s passing their co-taught core classes. - Improve performance on IAB and SBAC by at least 5%. - Improve attendance of students with IEP’s by at least 5% each year.</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>18.5% of the school population has been identified as chronically absent. 32.8% are AA, 24.5% are Latino, and 28% are EL.</td>
<td>- Increase attendance rate by 2%. - Decrease chronic absenteeism rate for AA, Latino, EL by 5% each year.</td>
</tr>
<tr>
<td>School Climate</td>
<td>Burton’s suspension rate went down by another .8% for 2015 - 2016. The Social-Emotional and Culture Climate Survey administered last school year indicate that 80% of our students believe that Burton is supporting their academic learning, which is 10% higher than the district average. 65% thinks that their school has knowledge and fairness of discipline, rules, and norms which is 6% higher than the district average. 70% believes that their school is safe which is 1% lower than the district average. 65% feels they are connected to the school which is 4% higher than the district average.</td>
<td>-Reduce number of discipline referrals, suspension and expulsion of AA, L, and PI students. - Maintain a school climate and culture where all students feel safe, connected, and supported.</td>
</tr>
</tbody>
</table>

---

### Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD’s Family Engagement Standards.

**Family Engagement:** Your school’s family engagement strengths and challenges (And how you know…)

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.

---

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Narrative describing Parent-School-Community culture

<table>
<thead>
<tr>
<th>Who you are reaching/missing (And how you know...)</th>
<th>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</th>
</tr>
</thead>
</table>

The Social-Emotional and Culture Climate Survey administered last school year indicate that 86% of our families believe that Burton is supporting their students’ academic learning, which is 6% higher than the district average. 89% thinks that their school has knowledge and fairness of discipline, rules, and norms which is 18% higher than the district average. 84% believes that their school is safe which is 1% higher than the district average. 86% feels they are connected to the school which is 18% higher than the district average. Burton High School with support from its lead community partner, Bayview Beacon, has built several ongoing opportunities for parents and families to be involved in the life of the school. The principal hosts a monthly Principal’s Coffee Chat with interested parents on the first Friday of each month. The agenda is developed in consultation with the Parent/Family Liaison. Attendees in this meeting learn about upcoming school activities, hear about the various resources that the school and partners offer, and provide feedback directly to the principal on the school’s program and interactions with school staff and protocols. As required by the state of California, the school has parity and a functioning School Site Council that meets regularly. The parent representatives for the School Site Council are nominated by a body of parents to serve on the school’s governing board. The School Site Council meets on a monthly basis and is open to the public. Parent and family representatives of the EL school community work closely with the school’s EL coordinator to serve on the required English Language Advisory Council. This group meets on a quarterly basis. Simultaneous translation in Spanish and Cantonese is provided by the school district. Notices of these meetings are also communicated to the whole school community in Spanish and Cantonese. Over the course of the year, the Beacon hosts several family workshops on a range of topics that parents and family members have demonstrated interest. The “Know Your Rights!” workshops are held on a quarterly basis. Legal experts and lawyers come and present on topics such as understanding the immigration process. Additional workshops for parents and family members include presentations funded by a grant through the SF Department of Public Health. These presentations and workshops are designed to help family members learn where in the community they can go to find affordable or free health care. On a monthly basis, we host various affinity events for the ethnic groups represented on campus with the goal to bring family members and students together to celebrate our community. Examples of these include Cinco de Mayo Celebration, Dia de los Muertos Altars, and Soul Food Dinner. These events occur approximately on a monthly basis and contain student performances and demonstration of student leadership.

<table>
<thead>
<tr>
<th>What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
</table>

- Increase parental engagement with the support of the Beacon Program at Burton High.

- Provide more opportunities and events for parents to come to school and be active participants.

- Burton and Beacon Program will continue to work together to provide more opportunities for parents to come to school and participate in school activities. Engage parents in after school/Saturday school activities. Continue to work with the parent liaison to ensure that families receive the announcement of meetings where parents and family members’ participation is paramount. By building relationships with parents wanting to be active in the school community and reaching out to parents via telephone, autodialer, email, and School Loop, he has demonstrated success in making sure that parent meetings are attended.
### 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 = 9,900**

$9,900 funds other supplies, including paper, copy machine toner, printer toner, etc. to assist with the completion of the required paperwork to ensure that the school is in compliance with all state and federal requirements regarding the students’ learning plans. Material will also be used for student learning materials, such as consumable workbooks.

**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 = 55,792**

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

0.475 FTE funds a Cantonese speaking clerk to assist families with limited English speaking skills. 0.2 FTE funds a Cantonese speaking head counselor to provide supervision, counseling, and intervention support for Cantonese speaking students and families. $1398 funds other supplies, including paper, copy machine toner, printer toner, etc. to assist with the completion of the required paperwork to ensure that the school is in compliance with all state and federal requirements regarding the students’ learning plans. Material will also be used for student learning materials, such as consumable workbooks.

**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 = 223,209**

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

0.625 FTE will be used to fund a ELD1, 2 teacher to support the needs of the students who have moved to the SF, USA from other countries. Class sizes will be at appropriate size to accelerate their English language acquisition. 0.245 FTE will fund a teacher who will organize various community service projects during the day, vacation periods, and weekends. 1.0 FTE will fund a Spanish speaking counselor to ensure that all students, especially lower income students are aware of their graduation requirements and have a plan to graduate from high school with a post secondary plan. 0.275 FTE funds a Cantonese speaking head counselor to provide supervision, counseling, and intervention support for Cantonese speaking students and families. $2250 funds substitute teacher coverage and assistance for various testing programs, teacher professional development, conferences, assistance with supervision during high needs times, fill teacher vacancies, peer observations, collaborative 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)

#### LCFF Concentration Grant (SCG-C) 07092

**Allocation = 20,000**

**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?**

0.25 FTE will fund the Cantonese/Mandarin speaking registrar to support needs of the students who have migrated to the USA from other countries. $1702. funds other supplies, including paper, copy machine toner, printer toner, etc. to assist with the completion of the required paperwork to ensure that the school is in compliance with all state and federal requirements regarding the students’ learning plans. Material will also be used for student learning materials, such as consumable workbooks.

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

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

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

**Allocation = 754,725**

**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?**
0.5 FTE will fund a male PE teacher to support the supervision of the boys’ locker room and ensure that students get a quality physical education class that aims to increase the passage rate of the required for graduation course and the CA PFT. 0.3 FTE funds an additional Assistant Principal who will work with the faculty, staff, community partners to improve attendance of chronically absent students. .8 FTE funds a CTE/math teacher who will support 12th-grade students post secondary preparation. 1.0 FTE will fund a guidance counselor for the ninth grade to help ease the transition to high school from middle school, especially the EWI students. 0.2 FTE will fund a Cantonese speaking clerk to assist families with limited English speaking skills. 1.0 FTE will fund a VAPA teacher to expand the day and after school offerings for students. The courses taught are A-G aligned. 0.6 FTE will fund a teacher to teach credit recovery English courses to students during the regular day program. This course is aligned to CSU/UC for lower and upper level English classes. 0.2 FTE will fund teachers who will expand the Burton course offerings to offer more Advanced Placement courses. 1.0 FTE will fund a Spanish speaking teacher who assists with the organization of the parents/families of Latino students. 0.5 FTE will fund a transition to high school teacher who teaches 9th grade students good decision making habits and good study skills habits. 0.55 FTE funds a Cantonese speaking head counselor to provide supervision, counseling, and intervention support for Cantonese speaking students and families. 0.65 FTE funds a Spanish speaking head counselor to provide supervision, counseling, and intervention support for Spanish speaking students and families. 0.5 FTE funds a Peer Resources teacher with the goal of helping the school broaden its course offerings and train students on mediation strategies. $5000 will spent on supplies to support the implementation of PBIS.

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)
### Categorical Expenses

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

#### Title I = 31500

**How do you plan to use these funds?**

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

#### 1% Title I Parent Set Aside:

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

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 =

(as applicable 16-17)

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)

#### QEIA Carryover =

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)

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

How do you plan to use these funds to support your school-wide 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)
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"

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campos, Omar</td>
<td></td>
<td>Siggins, Cassandra</td>
<td>Esteva-Martinez, Jose</td>
</tr>
<tr>
<td><strong>Wellness Coordinator:</strong></td>
<td><strong>CHOW:</strong></td>
<td><strong>Elementary Advisor:</strong></td>
<td><strong>T10:</strong></td>
</tr>
<tr>
<td>Sanford, Vida</td>
<td>Zhang, Jimmy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IRF:</strong></td>
<td><strong>Literacy Coach:</strong></td>
<td><strong>Academic Rt Facilitator:</strong></td>
<td><strong>Hard To Staff:</strong></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

1. Ensure that students, families, and staff have voice and their feedback is considered in developing support and academic services and community enrichment opportunities.  
2. Implement positive behavior intervention and support strategies to expand access to all students.  
3. Reduce chronic absenteeism especially for African American, Latino, and EL students.
### 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:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td>✔️</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
</tr>
<tr>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td>✔️</td>
</tr>
<tr>
<td>- English Learner Advisory Committee (ELAC)</td>
<td>✔️</td>
</tr>
<tr>
<td>- Community Advisory Committee for Special Education Programs</td>
<td>✔️</td>
</tr>
<tr>
<td>- Other (list)</td>
<td>✔️</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
</tr>
<tr>
<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
<td>✔️</td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
<td>✔️</td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
<td>✔️</td>
</tr>
<tr>
<td>The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 2/20/2016</td>
<td>✔️</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
</tr>
<tr>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
<td>✔️</td>
</tr>
<tr>
<td>This school plan was adopted by the SSC on: 9/21/2016</td>
<td>✔️</td>
</tr>
</tbody>
</table>
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/AIternate”).

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel Bass</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Jodie Zhou</td>
<td>Student - President of SSC</td>
<td></td>
</tr>
<tr>
<td>David Knight</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Eric Chow</td>
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</tr>
<tr>
<td>Kevin Chui</td>
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</tr>
<tr>
<td>Laura Burciaga</td>
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<tr>
<td>Jack Ng</td>
<td>Student</td>
<td></td>
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<tr>
<td>Michelle Nguyen</td>
<td>Parent</td>
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<tr>
<td>Gaylene Wong</td>
<td>Parent</td>
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</tr>
<tr>
<td>Amy Ottinger</td>
<td>Parent - Alternate</td>
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<tr>
<td>Sarah Ballard-Hanson</td>
<td>Community Member</td>
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</tr>
<tr>
<td>Lauren Stupek</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jordan Chu</td>
<td>Student</td>
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</tr>
</tbody>
</table>