The District's County School Programs are structured as professional learning communities which provide education for students who are truant, homeless, pregnant, suspended, expelled, court ordered, or incarcerated. Civic Center Secondary School is one of several county community programs for SFUSD. We provide educational services to families and students. We provide support to develop each student's social emotional lens. We help them build self-awareness, self-management, social awareness, relationship skills and responsible decision-making. The core principles of our instructional model is to promote equity, peace, justice, mindfulness and restorative practices. Our instructional goal is to each day provide each and every student the quality instruction and equitable support required to thrive in the 21st Century. In addition, students are assigned to Civic Center for a variety of reasons including discipline/behavior issues and credit recovery. Students are also referred via formal request from Juvenile Probation or parents/guardians through a counseling conference with Pupil Services. In order to improve the performance of Civic Center students in the areas of academics, attendance, and behavior, we provide an alternative educational setting whose cornerstones are: student voice, parent/family partnerships, standards-driven learning experiences, credit recovery options, and small class size. Our inclusive learning environment supports students to earn a diploma or transition to a traditional school, or alternative/continuation high school in SFUSD. Our small class sizes support academic and behavioral progress and helps to build students' resilience and increase their self-esteem. Our health resources providers and community partners work with students and families to provide support around the following, which include, but are not limited to: substance use, academic support, group and individual counseling, and job readiness skills. Our staff utilizes the Social Emotional Learning Framework Standards by the Collaborative for Academic Social and Emotional Learning's integrated framework that promotes intrapersonal, interpersonal and cognitive competence. We teach these skills across all school settings with direct instruction and integrated within the academic curriculum. To better address student needs, we have restructured the school so we can better serve our unique population. Given the fact that our students come to us with many factors that directly impact their ability to access education in a more traditional environment, we have transformed our classrooms into self contained cohorts which provide academic, behavioral, and social emotional support and skill building. Our cohorts have 3 educational professionals (a general education teacher, a special education teacher, and a counselor), thereby creating a counseling enriched classroom environment where students will be able to gain relevant academic skills as well as build their personal skill sets (eg social emotional learning and executive functions) to strengthen their abilities to be job ready and prepare for further education in a college setting.
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2. **Strategies in Schools:**
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### Supplemental Reference Documents

- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budgeting and Central Services 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. 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 2016-2017 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).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, 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 24, 2017.

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 2017 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

- All 2017-2018 Title I funds should be 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
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 [link](https://district.sfusd.edu/dep/roa/ao/ao/Default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “#Mid-year_Summary_2016-17”
2. “#EnglishLearnerReport2016-17”
3. “#Core_SQLI_Report for_15-16”

### Mid-Year Summary
(School-wide and sub-group performance in comparison to the district)

**Contents**

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 15-16 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D & F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NC College Data (high school only)** provides college attendance trends for high school graduates

## English Learner Report 2016-17
(AMAO Trends and performance school-wide and pathway)

**Contents**

- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

### CORE SQLI Reports for 15-16
(SQLI Performance, definitions and thresholds)

**Contents**

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions,
- SQLI thresholds for each metric
- Powerpoint related to the new “growth” measure

**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 to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- 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.
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 2016-2018 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>All students will improve their writing skills, especially in writing resumes and job/college application essays. All students will improve their executive function and SEL skills. All students will improve their communication skills.</td>
<td>We have implemented instructional practices that include social emotional skill building, co-teaching, integrated units/projects, menu options, and structured choice. *Social emotional skill building and integrated curriculum approach is necessary. To be successful in the new model we will need ongoing PD, curriculum development support, release time materials budget, field trip budget, and consultant (preferably with previous consultant: Ken Yale). *additional funds will be necessary</td>
</tr>
</tbody>
</table>

**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**

| When students need additional support, we use the document camera to model/practice, use graphic organizers, and/or use the whiteboard to model or illustrate, and re-teach mini-lessons to small groups of students based on assessment of targeted skill. If student shows significant delays, will support with smaller group or individual teaching. Refer to SAP or SST as needed. | In addition to the above: (All students will improve their writing skills, especially in writing resumes and job/college application essays. All students will improve their executive function and SEL skills. All students will improve their communication skills.) Students will learn to self-advocate appropriately, be self-reflective, and practice life and job skills to get internships/jobs—including interview skills and resume writing. | Small group work together, plus new model allows for in class support with co-taught model. *Social emotional skill building and integrated curriculum approach will be necessary. To be successful in the new model we will need ongoing PD, curriculum development support, release time materials budget, field trip budget, and consultant (preferably with previous consultant: Ken Yale). *additional funds will be necessary |

**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>focal groups likely to be: any/all sub-groups, expelled, truant, probation, and foster youth: meet with students in smaller groups or individually Student, staff &amp; stakeholder feedback reports that student have many non-academic needs, (currently addressed in advisory model) (eg, social emotional skill building, substance abuse/use education, job readiness, occupational therapy, self exploration, truancy, anger, suspensions) . Next year, to address these needs, the 3 teacher cohort model/counseling enriched classroom is being created and replacing the advisory model.</td>
<td>In addition to the above, focal students will have more individualized time with staff, working on their areas of need, including, but not limited to: more self exploration, more personal skill building, and more vocational skills training.</td>
<td>small group work together, plus new model allows for in class support with co-taught model, plus pull out will be an option as needed. &quot;Social emotional skill building and integrated curriculum approach will be necessary. To be successful in the new model we will need ongoing PD, curriculum development support, release time materials budget, field trip budget, and consultant (preferably with previous consultant: Ken Yale).*additional funds will be necessary</td>
</tr>
</tbody>
</table>

---

**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?

**Analysis of Results Mathematics-All Students**

<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. <strong>WASC Ch.2</strong></td>
<td>- improve student engagement - improve math skills - increase credits earned - learn math through thematic units</td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>

Majority of our students are far below grade level.

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

**Analysis of Results for Mathematics-Intervention**

<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>If student shows significant delays, will support with smaller group or individual teaching. Refer to SAP or SST as needed.</td>
<td>- improve student engagement - improve math skills - increase credits earned - learn math through thematic units</td>
<td>using the 3 person cohort model (sped, gen ed, &amp; counselor): cohorts will be: small group and individualized instruction - integrating/addressing all subject areas - offer student menu of options to demonstrate knowledge offer integrated units/projects - offer structured choice within units and lessons and projects - have SEL &amp; executive functions embedded in the daily classes *as stated in above boxes, these shifts will require additional funds and time for PD, collaborate release time, curriculum development, continued consultancy and PD with outside provider, preferably Ken Yale, additional funds for projects &amp; materials</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?

**Analysis of results for Mathematics-Focal**

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal</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>Group</td>
<td>are your targets/performance goals?</td>
<td>students reach mastery?</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>WASC Ch.2</td>
<td>- increase attendance - increase credits earned - increase job/life/personal skills</td>
<td>using the 3 person cohort model (sped, gen ed, &amp; counselor); cohorts will be: - small group and individualized instruction - integrating/addressing all subject areas - offer student menu of options to demonstrate knowledge offer integrated units/projects - offer structured choice within units and lessons and projects - have SEL &amp; executive functions embedded in the daily classes as stated in above boxes, these shifts will require additional funds and time for PD, collaborate release time, curriculum development, continued consultancy and PD with outside provider, preferably Ken Yale, additional funds for projects &amp; materials.</td>
</tr>
<tr>
<td>WASC Ch.5</td>
<td></td>
<td></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)?**

| Analysis of results (including CELDT, F&P or SRI and SBAC for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) |
| In a narrative, describe what your analysis of the data says about your school. |
| WASC Ch.2 |
| Based on the analysis of the results, what are your targets/performance goals? |
| CELDT data determines student need. 2016-17 EL data: 1- Beginning 1- Early Intermediate 2- Intermediate 1- Early Advanced 1- Advanced |
| Goal for students to be reclassified or progress a CELDT level. |
| Ensure any student that needs ELD will get their 30 min/day within their cohort time. Additional EL materials, PD, or tech supplies like doc cams will be necessary to ensure all cohorts are equipped/prepared for any CELDT level or long term EL. |
| WASC Ch.5 |

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

| Analysis of Results - All Students |
| For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. |
| WASC Ch.2 |
| Based on the analysis of the results, what are your targets/performance goals? |
| Advisory/SEL: Student, staff & stakeholder feedback reports that student have many non-academic needs, (currently addressed in advisory model) (eg, social emotional skill building, substance abuse/use education, job readiness, occupational therapy, self exploration, truancy, anger, suspensions). Next year, to address these needs, the 3 teacher cohort model/counseling enriched classroom is being created and replacing the advisory model. |
| We would like all students to: improve attendance (80%), increase credits, attain life skills (like executive functioning, SEL), job readiness skills |
| To address these needs, the 3 teacher cohort model/counseling enriched classroom is being created and replacing the advisory model. - Paid time for staff for: collaboration, release, curriculum planning and field trip exploration, internship partnerships & explorations, and retreat time -PDs in PBL -consultant money to work with consultant; possibly K. Yale - need concrete curricula and training -Materials budget -sub funds as needed for PD release |
| WASC Ch.5 |

### College and Career Readiness

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

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

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

| Narrative describing college going culture (using indicators suggested above) |
| WASC Ch.2 |
| What are your targets/goals? |
| Expose all students to options for employment and higher education. Students will each have a post secondary plan via their IEP |
| What shifts will be required to achieve these goals? |
| individual learning plans, and funds to support student college tours, maintain google docs for advisor meetings | WASC Ch.5 |
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?

Current structure allows flexibility for meetings and professional developments daily (1:45-2:30, 2:30-3:30) – must maintain a schedule to allow for ongoing professional development and collaboration time. PD funds to continue work with consultant, plus PDs with Buck Institute for PBL, co-teaching, continue SEL training, etc. Ensure release time/funds for staff to continue peer observations. Continue equity conversations through staff meetings, with support from outside provider. PD calendar link: https://docs.google.com/document/d/1sUqH4GHNgD2BnDM-tKEqNs0imNyY9WoVZi/as/edit

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review current bell/PD/mtg schedule and determine next year’s schedule.</td>
<td>Prop A, staff facilitation, district departments facilitation, site funded (perhaps Title 1 funds) release days - plus site allocated funding for work with consultant, retreat time/extended calendar, summer work curriculum planning and development time, funds for materials and projects, and internships</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 (RTI) 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

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**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>-on average about 1/3 student body has IEP</td>
<td>-increase credits earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-increase attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-progress on students’ IEP goals</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>We average about 50% daily attendance. Currently we do the following to help improve &amp; track attendance: daily phone calls, daily raffle incentive plan, and attendance letters.</td>
<td>To increase individual student attendance to at least 80% or 4 out of 5 days.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>School Climate</td>
<td>Positive Learning Environment/RTI: Create classrooms and school-wide learning environments that support students’ social-emotional needs and promote safety, mutual respect, accountability and self-discipline.</td>
<td>-increase positive behaviors through incentive program -increase attendance -improve circles/community building/relationships -increase social emotional learning opportunities</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>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>-To increase parent/family numbers by an additional 5 families at any event. (EG if 3 families attend a monthly celebration, then next month we aim for 8).</td>
<td>-In the past we have tried to offer things at different times, but never found that changing the timing increased attendance. However, it seems appropriate to try that approach again. As well, perhaps we will partner with community orgs and offer some things in the neighborhoods of the majority of our students. If attendance increases we will feel successful. -It would be helpful to have a community relations person (position to help with all things related to compliance like Title 1, SSC, ELAC etc).</td>
</tr>
<tr>
<td>We have very little parent participation on school wide events. We invite parents/families to weekly breakfasts, monthly celebrations, and other yearly celebrations. We work with the following CBOs and hope to utilize these partnerships to increase parent involvement: OTTP CARC CHALK AARS Carecen Huckleberry Institute</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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 improve and increase services to specific student groups.

**Special Education Weighted Student Formula (WSF-SpEd)**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$0</th>
</tr>
</thead>
</table>

*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**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$0</th>
</tr>
</thead>
</table>

*How will your site use SCG-EL resources to increase and improve services for English Learners? 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)

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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$0</th>
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</thead>
</table>

*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**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$0</th>
</tr>
</thead>
</table>

*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?*

*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**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$489,775</th>
</tr>
</thead>
</table>

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

These funds are used to pay for staff and ensure small class size. Our student population needs a small student to teacher ratio.

*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 = $227,449 (31,500)**

*How do you plan to use these funds?*

Resource 30101 Title 1 Neglected - Implement wall to wall counseling enriched classrooms. Fund a supplemental counselor in classroom. Funds for extensive PD (consultants and release time for all staff in co-teaching, project based learning, and embedding Trauma informed Practices. ($162,237) -travel, transportation, conferences, field trips Resource 30250 Title 1 D - .5 certificated ($45,211)

*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 = $2,281**

*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:** 3/9/2017

*Select the Bryk Essential that most aligns to the use of these funds:*
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Impact & Innovation Awards = $2,500**

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

Plan innovative school structures and spaces.

*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 (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)

**Other (PTA, external sources, School Quality Pairing/CoP work) = $0**

*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)
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></th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>1.5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
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</tr>
<tr>
<td>IRF:</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

1. Implement counseling enriched counselor model and 2. Increase student attendance 3. Increase student safety
**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:

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - [ ] English Learner Advisory Committee (ELAC)
  - [ ] Community Advisory Committee for Special Education Programs
  - [ ] Other (list)
- 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.
- 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.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- [ ] 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: 10/6/2017
- [ ] 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.
- [ ] 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.
- [ ] Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- [ ] This school plan was adopted by the SSC on: 10/6/2017
## School Site Council Roster and BSC/SPSA 2017-2018 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")

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maurice Harper, Jr.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Natalie Crittendon</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Nathan Kirk</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Chris Albert</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Fernando Portugal</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Emest Brown</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Jerome Brown</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Javier Martinez</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Paulet Haines</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Will Dunford</td>
<td>AP - Other Staff</td>
<td></td>
</tr>
<tr>
<td>Emily Shannon</td>
<td>Community Member - Alternate</td>
<td></td>
</tr>
<tr>
<td>Amy DeLeon</td>
<td>Other Staff Head Counselor - Alternate</td>
<td></td>
</tr>
<tr>
<td>Nakida Lemon</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Kim Kasner</td>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>