## 2017-2018 Balanced Score Card: 
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Clarendon Elementary School</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Peter M. Van Court</td>
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</tbody>
</table>

### SCHOOL VISION & CONTEXT

Clarendon is committed to providing a quality educational program for every learner, with language programs, enrichment programs, and parent participation. We promote respect and responsibility throughout the school, and reinforce it frequently. Our Care Team interacts with individual staff members weekly, as we attempt to address the many needs of our students. Each of our students studies a language (Japanese or Italian), exposing them to a different culture on a daily or weekly basis. Due to the hard work and generosity of our parents, our students enjoy additional classes in fine arts, music, computer, and physical education. The Japanese Bilingual BiCultural Program celebrates Japanese language and culture instruction delivered by teachers who are Japanese proficient. Our Second Community program embraces art and project based learning through a rigorous English only core curriculum with Italian being offered as a second language. Clarendon has strong ties to the Italian and Japanese consulates. We believe that high achieving and joyful learners are students who command a strong foundation in the core curriculum, while exhibiting a high degree of engagement in challenging, relevant, integrated, and thematic lessons—which promote critical thinking and interaction among classmates. Our teachers teach the core curriculum using a greater variety of instructional materials and strategies. Clarendon offers a safe and secure environment that actively welcomes every family as critical members of the community, and partners in their child’s education. We emphasize regular email and phone contact with families, and are available to meet with families when requested. Many of the staff members post homework and announcements on their own websites.
### 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 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>
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<tbody>
<tr>
<td><strong>The School Data Profile section has been added</strong></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><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></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>
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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
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/dpt/roa/aao/DataDisk/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_Reports_for_15-16"

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
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</table>
| (School-wide and sub-group performance in comparison to the district) | - Instructional Core: ELA, ELD and Math  
   - Student-Centered Learning Climate |

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- 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 16-17 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 prepopedulated 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
- NCS 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)

<table>
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<tr>
<th>Strategies in Action</th>
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<tr>
<td>- Instructional Core: ELD</td>
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- 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

(SQII Performance, definitions and thresholds)

<table>
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<tr>
<th>Strategies in Action</th>
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</table>
| - Instructional Core: ELA, ELD and Math  
   - Student-Centered Learning Climate  
   - College and Career Readiness |

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- Overall and sub-group SQII domain and metric data, and change in index level from previous year.
- Metric definitions,  
- CORE 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. WASC Ch.2</td>
<td>As a school, we would like to close the gap between performance on the Fountas and Pinnell assessment and the Reading Inventory assessment, so that students perform equally well on both assessments.</td>
<td>Students need more exposure to computer-based assessments and practice using text for evidence. This requires a continuation of reading to and from complex texts appropriate for each grade level. It also will require students become more comfortable using computer screens as a medium for reading and finding meaning in texts.</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?

<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>
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<tbody>
<tr>
<td>There are still 41 students (out of 272 students in grades kindergarten through second) who are not meeting grade level expectations. This represents about 15% of the students in the lower grades, including all of the students in the Special Day Class or receiving other Special Education Services. Our goal is to move an additional 30 students to meeting grade level expectations for reading by the end of the year.</td>
<td></td>
<td>The LI interventions are showing enormous success. We plan to continue these interventions.</td>
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</table>
At Clarendon, we focused our intervention efforts on moving students in the lower grades (kindergarten through second grade) to grade level on the theory that it is easier to close literacy achievement gaps in lower elementary. Further, such interventions ensure students are able to meaningfully shift from learning to read to reading to learn in the upper grades. The results between October and February showed that 60 students moved from below to meeting (or exceeding) grade level expectations. This jump was due not just to effective Tier-one instruction/intervention, but also to focused intervention groups using the Leveled Literacy Intervention (LLI) curriculum.

**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?

### Analysis of results for Language Arts-Focal Group

In grades kindergarten through second, there is effectively no gap in reading performance for African American or Latino students compared to the school averages. The achievement gap for identified English Language Learners in the lower grades (K-2) is four percentage points. The largest performance gap is for students who qualify for Free and Reduced lunch. Sixty-eight percent of those 51 students are on or above grade level expectations in reading in the lower grades, representing a 26% gap from the school average. The performance gap in reading for all of the subgroups is more severe in grades 3-5 when measured by the Reading Inventory assessment. The gap in achievement from students who qualify for Free and Reduced Lunch grows to 35%. The gap for African American students in the upper grades is 49%. And the gap for English Language Learners in the upper grades is 49%. However, this represents the fraction of the English Language Learners in the lower grades who were not reclassified according to the CELDT assessment.

### 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

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

**WASC Ch.2**

72% met or exceeded standards with SBAC. 88% met or exceeded standards with IAB.

### Based on the analysis of the results, what are your targets/performance goals?

28% did not meet or exceed standards with SBAC. 12% did not meet or exceed standards with IAB.

### What instructional shifts will be required to achieve these goals?

**WASC Ch.5**

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

### Analysis of Results for Mathematics-Intervention

Based on the analysis of the results, what are your targets/performance goals?

What interventions are required to ensure all students reach mastery?
Clarendon students scored 73.9% proficient in the SBAC Math. This is significantly higher than the District’s average by 35%. Our EL students scored at 61.5%. Our SPED students scores 33.3% and our SES students scored at 50%.

Based on the analysis, Clarendon students are doing well in math overall but work needs to be done with our EL, SpEd and SES populations. Overall we scored significantly above district and state standards. We are focusing on our EL students, SpEd and SES students who are performing lower than our general population. We would like to see them performing at the same level as our general population.

Language is more prominent in Math. To scaffold this, all classrooms will continue to use Math Talk and Three Read Protocols will be used consistently throughout the school to promote math reasoning. Peer observation and peer coaching protocols will be used throughout the year to support the sharing of best practices in the classrooms. Bi-Weekly grade level meetings will be in place to focus on assessment data for instructional strategies and modifications.

Our EL students scored at 61.5%. Our SPED students score 33.3% and our SES students.

Our goal is to increase the math performance score to the level of the general ed students at 79.3%.

Language is a key part of the math curriculum and our SpEd, SES and EL students are experiencing more challenges in using English to express their math thinking and reasoning. With the supports stated in ELA, it is reasonable to think the SpEd, SES and EL populations will continue to make progress in math as well. Math Talk will continue to be a key strategy in helping our EL students more oral language practice using math academic language. Conferring and small group instructions will be used to support students who require more time in building math reasoning skills.

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>WASC Ch.2</td>
<td>Our EL students scored at 61.5%. Our SpEd students scores 33.3% and our SES students scored at 50%</td>
<td>Math Talk will continue to be a key strategy in giving our EL students more oral language practice using math academic language. Conferring and small group instructions will be used to support students who require more time in building math reasoning skills. These students will be identified as focal students in the room and teacher will focus on differentiated instructional strategies to support these students. Focus will be on the weakest strand in SBAC Math (Problem-solving and Modeling/Data) Students who are far below grade level will be invited to join the math classes, grades 2-3 or 4-5, in the after school program. This will have to be coordinated with the after school program coordinator and the Principal.</td>
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<table>
<thead>
<tr>
<th>English Language Development (ELD)</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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)?</td>
</tr>
<tr>
<td>Analysis of results (including CELDT, F&amp;P or SRI and SBAC for all ELs (By Typology: Newcomer, Developing, Lifetime ELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
</tr>
<tr>
<td>English Language Learners are performing above the district average, but lower than the overall school averages. F&amp;P data is close to school average. Would like to increase on IAB - ELA move from 64% to 80%</td>
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</tbody>
</table>


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></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

College and Career Readiness

Describe your school'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>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
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</table>

Elementary Schools

What is your plan for promoting college and career readiness?

Create a culture of KC mindset that includes starting savings accounts and planning for academic success and careers from Kindergarten to college.

Strategies in Action: Schools

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

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

Leadership, Instructional Guidance & Professional Development

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

How will you structure site-based and district professional development/learning?
Grade level release days for observations, planning and curriculum development. We have a highly trained, dedicated group of teachers and staff that work collaboratively to ensure that student needs are first. Classroom teachers, librarian, the RSP teachers, paraprofessionals, secretary, Student Advisor and custodian all communicate, plan, and work together to ensure that students have a well rounded holistic approach to education. The principal, as instructional leader, provides guidance and structure to staff and sets expectations with needs of students in mind. The identified areas of needs encompass: physical, academic and socioemotional. In 20152016, we reviewed student work/outcomes as the tool to drive instruction was a high leverage strategy. Teachers reflected on their practice based on student outcomes. This strategy is part of the Architecture of Accomplished Teaching (also known as the “helix”) that the National Board of Certified Teachers refer to. An Instructional Leadership Team (ILT) is comprised of one teacher from each grade level, SpEd RSP teacher, assistant principal and the principal. Together, the ILT, reviews data, and determines needs of school, including professional development, resources, materials, and services. Grade level teams meet every other week to plan lessons and work on logistics and business. Teachers are members or leaders of committees that work to run different parts of a successful school (events, test coordinator, art committee, SSC, PTA, textbook, technology, health advocate, garden, PE, and so much more). With the work of teachers on these committees, students are provided with incredible opportunities to learn and grow. QTEA hours provide time for teachers and paraprofessionals to have additional professional development. Teachers take advantage of district professional development opportunities and return to share with colleagues at faculty meetings the content learned.

<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>The principal and teachers will continue to reflect on student work/outcomes and make adjustments with instructional strategies by: 1. Professional Development during faculty meetings 2. Grade level meetings 3. Grade level release days for observations, planning spirals, scope and sequence and curriculum development 4. Lesson Study groups determine their topic of study; observe lessons, reflect and provide feedback 5. National Board Certified Teachers candidates We currently have 6 NBCTs; and 2 NBCT candidates</td>
<td>We will use WSF funds within the site budget and parent supported programs to continue to provide high quality programs.</td>
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</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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
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<tbody>
<tr>
<td>Analysis of Data</td>
</tr>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
</tr>
<tr>
<td>School Climate</td>
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### 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

| Narrative describing Parent-School-Community culture | Targets | Strategies & Impact
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...) | What is the strategy & how will you know you were successful? |
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<tbody>
<tr>
<td>All sub groups of parents at Clarendon volunteer in the classroom, take on leadership positions and fund raise to supplement art and language programs.</td>
<td>All parents are welcome, we are paying close attention to engaging with AA, Latino, ELLs and Alternative Families.</td>
<td>The principal is hosting a monthly coffee for families to connect with the. In conjunction with the Social Worker the principal will reach out to start affinity groups to engage our target groups.</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 increase and improve services to specific student groups.

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

Allocation = $3,400

RSP & SDC Special education teachers will have access to a material and supplies budget to supplement curricular needs and classroom supplies.

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

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

Allocation = $27,868

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

We will fund Instruction aides to provide the Leveled Literacy Intervention to our lowest performing readers. The majority of our lowest performing readers are English Language Learners.

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

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

Allocation =

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

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

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

Allocation =

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) 07040**

Allocation =

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?

**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.**

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

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

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

**Impact & Innovation Awards =**

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

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

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

**Principal’s Innovation Fund =** (For Middle Schools and PK-8 Schools as applicable)

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

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

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

**Equity Grant =** (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) =** $150,000

**How do you plan to use these funds to support your school-wide actions?**

Two PTOs fund raise to support art enrichment and language programs at Clarendon.

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></th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>AP 0.5</td>
<td>VAPA 0.6</td>
<td>Librarian 0.6</td>
<td>PE 0.8</td>
</tr>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**

With the additional support of an assistant principal we will be able to be in compliance with IEP meetings and timelines. Our VAPA music program allows access for all 4th and 5th grade students. Our librarian sees all classes does read a loud and collaborates with the general education teachers. Our PE instructor leads instruction for teachers and students providing a rich fitness curriculum KS.
### 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>Yes/No</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 24, 2017.</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:</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: 3/13/2017</td>
<td>✔</td>
</tr>
</tbody>
</table>
## 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>Ayse Hortacsu</td>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Bryan Greenhouse</td>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Margaret Garrou</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rob Thomson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Marni Rosen</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rosanna Anderson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Dana Wamery</td>
<td>Classified</td>
<td></td>
</tr>
<tr>
<td>Junko Tanaka</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ruth Rousso</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kumiko Nagata</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Carolyn Reibel</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Peter Van Court</td>
<td>Principal</td>
<td></td>
</tr>
</tbody>
</table>