2017-2018 Balanced Score Card:
The 2nd Year in a Two-Year Single Plan for Student Achievement

<table>
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<tr>
<th>School</th>
<th>Denman, James Middle School</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Lisa Jovick-Berrueta</td>
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SCHOOL VISION & CONTEXT

Vision Statement: At James Denman Middle School we believe that each student will develop the habits and skills necessary to become a successful and productive member of a diverse community. Our staff, students, and families are committed to creating an effective structure and supportive learning atmosphere. All available resources will be used to create an engaging curriculum for students. Denman Mission: James Denman Middle School students are preparing for high school and their future education. Our diverse and dynamic community is developing social and academic skills along with the core values needed to be successful citizens. The students of James Denman Middle School are safe, responsible, respectful, engaged learners who celebrate diversity, and show compassion and commitment towards their community. Priority Actions: Build the Instructional Core, which includes ongoing PD centered around Common Core Implementation, ELD Instruction/Strategies and implementation of school-wide Instructional Rounds with a focus on student discourse and continuing our focus on integration of technology and STEM instruction. Continue offering AVID in grades 6-8 and further build our AVID strategies throughout the whole school. Launch Academic Response to Intervention with a clear PD plan, coaching and supports. Solidify our Behavioral RTI and implement Tier 3. Continue our work on inclusive practices and examining disproportionality and actively trying to positively impact it. Launching our partnership with Verizon's Digital Promise.
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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>
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<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>
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<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>
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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/dept/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>
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<tr>
<th>Mid-Year Summary (School-wide and sub-group performance in comparison to the district)</th>
<th>Strategies in Action</th>
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<td>Instructional Core: ELA, ELD and Math</td>
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<tr>
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<td>Student-Centered Learning Climate</td>
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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 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

<table>
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<th>English Learner Report 2016-17 (AMAO Trends and performance school-wide and pathway)</th>
<th>Strategies in Action</th>
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<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.

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<th>CORE SQLI Reports for 15-16 (SQLI Performance, definitions and thresholds)</th>
<th>Strategies in Action</th>
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- Overall and sub-group SQLI 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 those 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>
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<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>Denman is committed to begin piloting standards-referenced grading and insuring that our grades and assessments, both formative and summative, are aligned and calibrated. Our goal is to have students continue their high performance in terms of grades throughout their three years at Denman, and for 100% of students to either meet or exceed the standard as measured by the SBAC. Although our goal is always 100% meeting or exceeding the standard, for the 2017-18 academic year we are committed to raising our scores such that 50% of our students demonstrate proficiency on the ELA SBAC which will be an 8.6% increase.</td>
<td>The achievement of our goals for improvement in students’ performance in ELA will require a huge lift by the ELA department to revamp their grading policies and reexamine their techniques for assessment. During the summer of 2016, we had 3 ELA teachers attend a readers/writers workshop PD and 4 teachers attended the readers/writers workshop PD during the summer of 2017. The workshop model has proven to be successful in raising scores across the country. These teachers are committed to sharing the strategies and techniques they learned and implementing them across the department. In addition, ELA teachers have committed to meeting both during CPT and outside of contractual time throughout the 2016-17 school year to develop and implement a cohesive curriculum. Denman will continue to administer the IWAs and the RIs with fidelity and work on our own standards based assessments. We will use the data from all these assessments to inform instruction. The strong, cohesive curriculum together with the use of data to plan instruction should help us reach our goals in terms of students’ grades and SBAC performance.</td>
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WASC Ch.2
Denman students demonstrated proficiency on the SBAC for English Language Arts at the overall rate of 41.4%, which was an increase of 8.89% over 2015-16 and 9.18% over 2014-15. The greatest growth was in the sixth grade, where 42.8% of students were proficient, an increase of 15.63% over 2014-15. In the seventh grade, 40.7% of students were proficient, and improvement of 8.13% over 2014-15, and in eighth grade, 40.3% of students were proficient, an improvement of 2.64% over 2014-15. The overall ELA SBAC acceleration rate for all Denman students is 0.07, indicating that Denman students performed better in 2016-17 than in 2015-16, compared to the district overall. The acceleration rate was 0.00 for sixth graders, 0.07 for seventh graders and 0.34 for eighth graders, indicating that students in each of these groups performed as well or better than students at the same grade level across the district. In terms of grades, Denman students struggled slightly in English Language Arts in 2016-17 compared with 2015-16, 49.4% of Denman students earned As in English Language Arts in spring 2017, compared with 50.1% in fall 2016 and 55.5% in spring 2016. Our eighth grade students struggled the most, and our seventh grade students were the most successful. In spring 2017, 33.2% of Denman’s eighth graders earned As in English Language Arts, compared with 40.3% of seventh graders and 55.4% of sixth graders. Denman students continue to show gains in reading. In the fall of 2017, 39% of students scored proficient or advanced on the Reading Inventory. Students had a slight gain in reading in 2016-17, scoring 33.6% on the RI for window one and 36.6% for window two. In 2015-16, 29.7% of Denman students scored proficient or advanced on the RI for window one and 34% scored proficient or advanced on the RI for window 2. The overall ELA RI acceleration rate for all Denman students is 0.21, indicating that Denman students performed better in 2016-17 than in 2015-16, compared to the district overall. Although Denman students struggled more in terms of grades compared with the previous year, they are demonstrating improvement over time in terms of the percentage of students reading at grade level or above.

**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 R/I Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts</th>
<th>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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<tr>
<td>36% of Denman students are in need of Tier Two interventions in reading. (RI Fall 2017). 16.5% of sixth graders are in need of Tier Two interventions in writing. (IWA) We have a very small percentage of non-SPED, ELL students who are in need of Tier Three interventions in reading. (RIF&amp;P)</td>
<td>Our goal is to have 0% tier two students</td>
<td>ELA teachers are working to collaborate more closely with Special Education teachers to identify and implement interventions for specific groups of students. We are also working to better support our English Language Learners. We have targeted PD for staff to support our ELL students. In addition, the data from the administration of RIs in 2016-17 as well as Fall 2017 indicates that many of our students struggle with reading. We are piloting the SPIRE curriculum with our SPED students as well as our Tier 3 students, who are non-SPED.</td>
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**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?
Denman’s African-American (AA) students represent 6.7% of our student population, and they are our lowest performing subgroup. They are struggling significantly in English Language Arts compared with the student body as a whole. 16.3% of Denman’s AA students demonstrated proficiency on the 2016-17 SBAC for ELA, which is an increase of 10.08% over the previous year. It is still far below the 41.4% proficiency rate for the school as a whole. In terms of grades, 22.1% of AA students earned As in English Language Arts for spring semester 2017, compared with 29.8% for fall 2016 and 24.6% in spring 2016. Our AA students are not succeeding at the same rate as in the spring of 2015, when 48.5% of AA students earned As in English Language Arts. AA students improved in reading, scoring proficient or advanced at the rate of 23% on the RI for window one of 2017-18, compared with 18.5% for the previous year. In addition, 11.5% of AA students met or exceeded the standard on the writing task. Denman’s Latino students are our largest subgroup, representing 37.0% of the student population, and they are also struggling in English Language Arts compared with the student body as a whole. 22.8% of Denman’s Latino students demonstrated proficiency on the 2016-17 SBAC for ELA, which is an increase of 7.01% over the previous year. It is still far below the 41.4% proficiency rate for the school as a whole. In terms of grades, 31.5% of Latino students earned As in English Language Arts for spring semester 2017, compared with 33.2% for fall 2016. This is a slightly smaller percentage than in 2015-16. 35.3% of Denman’s Latino students earned As in English Language Arts for fall 2015, and 39.7% earned As in spring 2016. Latino students maintained their scores in reading in the fall of 2017, with 19% of Latino students meeting or exceeding the standard on the RI for window 1 and 2. In the fall of 2016, 19.5% and 19.1% of Latino students met or exceeded the standard on the RI for windows 1 and 2, respectively. In 2015-16, 18% and 20% met or exceeded the standard on the SRI for windows one and two, respectively. In 2014-15, 22% of Denman’s Latino students scored proficient or advanced on both windows one and two. In the fall of 2016, 11.1% of Latino students met or exceeded the standard on the writing assessment. English language learners (ELL) represent 22.2% of our population, and they are also struggling significantly in English Language Arts. On the 2016-17 SBAC for ELA, ELL students showed proficiency at the rate of 1.9%. This was a slight improvement over 2015-16 (1.17%), but a decrease compared with 2014-15 (2.5%). ELL students’ grades also fell. In the fall of 2015, 40.1% of Denman’s ELL students earned As in English Language Arts, and 45.1% earned As in spring 2016. In the fall of 2017, 25.8% of Denman’s ELL students earned As in English Language Arts and 26% of ELL students earned As in the spring of 2017. ELL students maintained their scores in reading, scoring proficient or advanced at the rate of 1% and 0% on the RI for windows one and two, respectively. These are the same scores they earned in 2015-16. In 2014-15, 3% of Denman’s ELL students scored proficient or advanced on both windows one and two. On the writing task, 4.3% of ELL students met or exceeded the standard.

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

Denman’s goals for our AA students are 1) for an additional 30% of AA students to score near, at or above standard on the SBAC for 2017-18; 2) for an additional 20% of AA students to earn grades of A or B in fall 2017; 3) for an additional 15% of AA students to achieve lexile levels at or above the CCSS “Stretch” text measure on the second administration of the RI for 2017-18. Denman’s goals for our Latino students are 1) for an additional 15% of Latino students to score near, at or above standard on the SBAC for 2017-18; 2) for an additional 10% of Latino students to earn grades of A or B in fall 2017; and 3) for an additional 10% of Latino students to achieve lexile at or above the CCSS “Stretch” text measure on the second administration of the RI.

What interventions are required to ensure all students reach mastery?

Denman sent three teachers from our ELA department to Readers/Writers Workshop during the summer of 2015-16, and four teachers during the summer of 2016-17, to further develop our curriculum and support all of our students to achieve proficiency. These teachers are committed to implementing the techniques and strategies they learned throughout the ELA department. In addition, Denman is moving towards standards referenced grading. Thus, we will be working towards supporting all students of our students meeting or exceeding the standards.
exceeded the standard. Denman’s Special Education (SPED) students represent 16.7% of our population, and they have demonstrated growth in English Language Arts compared with 2014-15 and 2015-16. In 2014-15, 1.5% of Denman’s SPED students were proficient on the SBAC for ELA, compared with 3.0% in 2015-16 and 6.7% in 2016-17. In the fall of 2015, 44% of Denman’s SPED students earned As, and 52.0% earned As in spring 2016. In the fall of 2017, 40.6% of Denman’s SPED students earned As in English Language Arts, while 40.8% of SPED students earned As in the spring of 2017. SPED students showed a slight increase in reading, scoring proficient or advanced at the rate of 1.9% and 6.6% on the RI for windows one and two, respectively. In 2015-16, 1% and 4% of SPED students scored proficient or advanced on the SRI for windows one and two. 2014-15, 4% of Denman’s SPED students scored proficient or advanced on both windows one and two. On the writing task, 3.8% of SPED students met or exceeded the standard.

### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
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<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>Denman is committed to begin piloting standards-referenced grading and ensuring that our grades/assessments are aligned and calibrated. Our goal is to have students continue their high performance in terms of grades throughout their three years at Denman, and for 100% of students to either meet or exceed the standard as measured by the SBAC. Although our goal is always 100% meeting or exceeding the standard, for the 2017-18 academic year we are committed to raising our scores to 50% proficient which will be a 17.9% increase.</td>
<td>The achievement of our goals for improvement in students’ performance in Mathematics will require the Math department to continue refining their grading policies and their techniques for assessment. Our seventh and eighth grade math team has been working to implement the SFUSD curriculum and to use Complex Instruction strategies in the classroom. The sixth grade team is making use of common planning time to bring cohesion to the sixth grade curriculum as well. Math teachers new to our staff attended the Complex Instruction PD this summer. Denman will continue to administer the IDAs with fidelity and work on our own standards based assessments. We will use the data from these assessments to inform instruction. The strong, cohesive curriculum together with the use of data to plan instruction should help us reach our goals in terms of students’ grades and SBAC performance.</td>
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Denman students demonstrated proficiency on the SBAC for Mathematics at the overall rate of 32.1%, which was an increase of 1.87% over 2015-16 and 3.92% over 2014-15. The greatest growth was in the sixth grade, where 32.6% of students were proficient, an increase of 9.64% over 2014-15. In the seventh grade, 34.4% of students were proficient, and improvement of 1.34% over 2014-15, and in eighth grade, 28.8% of students were proficient, an improvement of 0.35% over 2014-15. The overall Math SBAC acceleration rate for all Denman students is -0.02, indicating that Denman students performed less well in 2016-17 than in 2015-16, compared to the district overall. The acceleration rate was -0.31 for sixth graders, 0.08 for seventh graders and -0.15 for eighth graders, indicating that Denman’s seventh grade students performed as well or better than students at the same grade level across the district. Sixth and eighth graders, however, did not perform as well as the district as a whole. Denman students did not perform as well in their mathematics classes in fall 2016 than in 2015-16. For fall 2015, 45.3% of Denman students earned As in Mathematics, and in spring 2016, 55.5% of Denman students earned As in Mathematics, compared with 44.4% in the fall of 2016. Denman students’ grades improved, however, with 49.4% earning As in the spring of 2017. Our eighth grade students struggled the most, and our seventh grade students were the most successful. In spring 2017, 42.0% of Denman’s eighth graders earned As in Math, compared with 54.7% of seventh graders and 50.9% of sixth graders. Denman students’ performance on the Mathematics IDAs fell slightly for window one in the fall of 2016 compared to the fall of 2015. On the Math Benchmark, 22.2% of students had scores at or above proficient, which was a decrease of 2.1% from window one in 2015. On the Math Task, 57.6% of Denman students had scores at or above proficient, which was a decrease of 4.7% from window one in 2015. The benchmark results for window two in the fall of 2016 showed an improvement. 48% of Denman students scored at or above proficient, while maintaining their performance level on the math task, with 55.5% of students scoring at or above proficient. The Mathematics IDA acceleration rate for Denman students is 0.28 for the benchmark and 0.25 for the math task, indicating that Denman students results were average compared to the district overall. The acceleration rate represents an average result compared with other middle schools in the district. Denman students are showing improvement over time in terms of meeting the grade-level standards for mathematics.

**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? |
Denman's eighth grade math classes are limited to a maximum of 28 students. Eighth grade students are improving their level of performance in their Mathematics classes compared with 2015-16. For fall 2015, 39.9% of Denman eighth graders earned As in Mathematics, and in spring 2016, 34.6% of Denman eighth graders earned As in Mathematics. In the fall of 2016, 43.8% of Denman eighth graders earned As in Mathematics. Eighth graders' grades slipped slightly in the spring of 2017, when 41.1% of eighth graders earned As in Mathematics. Denman eighth grade students did not improve their performance on the Mathematics Benchmark. On the benchmark for window one in the fall of 2015, 20.8% of Denman eighth grade students met or exceeded the standard, while on the benchmark for window one in the fall of 2016, 13.8% of Denman eighth grade students met or exceeded the standard. On the window one math task 79.6% of Denman students met or exceeded the standard in the fall of 2015 and 72.3% did so in the fall of 2016. Eighth grade performance on the SBAC has remained fairly constant, with students meeting or exceeding the standard at the rate of 28.5% in 2014-15 28.6% in 2015-16 and 28.8% in 2016-17.

Denman is committed to begin piloting standards-referenced grading and insuring that our grades/assessments are aligned and calibrated. Our goal is to have students continue their high performance in terms of grades throughout their three years at Denman, and for 100% of students to either meet or exceed the standard as measured by the SBAC. Although our goal is always 100% meeting or exceeding the standard, for the 2016-17 academic year we are committed to raising our scores to 50% proficient which will be an 18.7% increase.

The achievement of our goals for improvement in students' performance in Mathematics will require the Math department to continue refining their grading policies and their techniques for assessment. Our seventh and eighth grade math team has been working to implement the SFUSD curriculum and to use Complex Instruction strategies in the classroom. This year, the sixth grade team is making use of common planning time to bring cohesion to the sixth grade curriculum as well. Additional teachers plan to attend the Complex Instruction PD this summer. Denman will continue to administer the IDAs with fidelity and work on our own standards based assessments. We will use the data from these assessments to inform instruction. The strong, cohesive curriculum together with the use of data to plan instruction should help us reach our goals in terms of students’ grades and SBAC performance.

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 Group

<table>
<thead>
<tr>
<th>WASC Ch.2</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>WASC Ch.5</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denman's African-American (AA) students are our lowest performing subgroup. They are struggling significantly in Mathematics compared with the student body as a whole. 9.1% of Denman's AA students demonstrated proficiency on the 2016-17 SBAC for ELA, which is an increase of 2.57% over the previous year. It is still far below the 32.1% proficiency rate for the school as a whole. In terms of grades, AA students struggled compared to the school as a whole. In the fall of 2015, 15.2% of Denman's AA students earned As in Mathematics, while 29.8% earned As in spring 2016, compared with 8% in the fall of 2016. In the spring of 2017 11.1% earned As in Mathematics. This is also far below the 41.3% rate at which students overall earned As in Mathematics. Denman's AA students fell in their performance on the Mathematics IDA. On the window one benchmark in 2015-16, 8.3% of Denman AA students met or exceeded the standard. On the window one benchmark in 2016-17, 2.8% of Denman AA students scored met or exceeded the standard. On the window one math task in 2015-16, 42.9% of Denman AA students met or exceeded the standard. On the window one math task in 2016-17, 25.6% of Denman AA students scored met or exceeded the standard. Denman's Latino students are our largest subgroup, and they are also struggling in Mathematics compared with the student body as a whole. 12.7% of Denman's Latino students demonstrated proficiency on the 2016-17 SBAC for Math, which is an increase of 0.63% over the previous year. It is still far below the 41.4% proficiency rate for the school as a whole. For fall 2015, 25.9% of Denman's Latino students earned As in Mathematics, while 34.6% earned As is</td>
<td>Denman's goals for our AA students are 1) for an additional 30% of AA students to earn As in Math in fall 2017 and 2) for an additional 20% of AA students to score near, at or above standard on the Math Milestones and Benchmarks for 2017-18. Denman's goals for our Latino students are 1) for an additional 15% of Latino students to earn As in Math in fall 2017 and 2) for an additional 15% of Latino students to score near, at or above standard on the Math Milestones and Benchmarks for 2017-18. With respect to our English Language Learners (ELLs), Denman's goals are 1) for an additional 30% of ELL students to earn As in Math in fall 2017 and 2) for an additional 30% of ELL students to score near, at or above standard on the Math Milestones and Benchmarks for 2017-18. With respect to our Special Education students (SpEd), Denman's goals are 1) for an additional 30% of SpEd students to earn As in Math in fall 2017 and 2) for an additional 35% of SpEd students to score near, at or above standard on the Math Milestones and Benchmarks for 2017-18. Our math department will continue to work to implement the SFUSD math curriculum and to use Complex Instruction strategies to provide access to the curriculum for all learners. In addition, we will continue our efforts to implement standards-referenced grading and to use strategies such as the Warm Demand to keep students engaged in the classroom. Math teachers will also use data from the Milestones and Benchmarks and both formal and informal common assessments to inform their instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
mathematics, where 34.9% earned As in spring 2016, compared with 25.4% in the fall of 2016 and 21.4% in the spring of 2017. This is also far below the 41.3% rate at which students overall earned As in Mathematics. Denman’s Latino students fell in their performance on the Mathematics IDA. On the window one benchmark in 2015-16, 12.5% of Denman Latino students met or exceeded the standard. On the window one benchmark in 2016-17, 9.6% of Denman Latino students scored met or exceeded the standard. On the window one math task in 2015-16, 49.3% of Denman Latino students met or exceeded the standard. On the window one math task in 2016-17, 41.0% of Denman Latino students scored met or exceeded the standard. Denman’s English language learners (ELL) students represent 22.8% of our population, and their performance in Mathematics decreased compared with 2015-16. 6.8% of Denman’s ELL students demonstrated proficiency on the 2016-17 SBAC for Math, which is an increase of 3.38% over 2015-16 and 4.63% over 2014-15. It is still far below the 41.4% proficiency rate for the school as a whole. For fall 2015, 16.5% of Denman’s ELL students earned As in Mathematics. In the spring of 2016, however, 30.0% of Denman’s ELL students earned As in Mathematics, while in the fall of 2016, 20.6% of ELL students earned As in Mathematics and 17.4% earned As in the spring of 2017. As with our other focal subgroups, this rate was far below the school-wide rate at which students earned As in Mathematics of 41.3%. Denman’s ELL students improved their performance on the Mathematics IDA. On the window one benchmark in 2015-16, 4.5% of Denman ELL students met or exceeded the standard. On the window one benchmark in 2016-17, 7.9% of Denman ELL students scored met or exceeded the standard. On the window one math task in 2015-16, 34.3% of Denman ELL students met or exceeded the standard. On the window one math task in 2016-17, 36.0% of Denman ELL students scored met or exceeded the standard. Denman’s Special Education (SPED) students represent 16.7% of our population, and their performance Mathematics compared with 2014-15. 6.1% of Denman’s SPED students demonstrated proficiency on the 2016-17 SBAC for Math, which is an increase of 3.38% over 2015-16 and 4.63% over 2014-15. It is still far below the 41.4% proficiency rate for the school as a whole. For fall 2015, 17.7% of Denman SPED students earned As in Mathematics. In the spring of 2016, however, 36.8% of Denman’s SPED students earned As in Mathematics. In the fall of 2016, 24.8% of Denman’s SPED students earned As in Mathematics, and in the spring of 2017, 20.4% of Denman’s SPED students earned As in Mathematics. Although this represents an improvement over 2014-15, SPED students are not earning As at a rate comparable to the student body as a whole (41.3%). Denman’s SPED students improved their performance on the Mathematics IDA. On the window one benchmark in 2015-16, 14.0% of Denman SPED students met or exceeded the standard. On the window one benchmark in 2016-17, 5.5% of Denman SPED students scored met or exceeded the standard. On the window one math task in 2015-16, 35.6% of Denman SPED students met or exceeded the standard. On the window one math task in 2016-17, 36.1% of Denman SPED students scored met or exceeded the standard.
## English Language Development (ELD)

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBA for all ELs by Typology: Newcomer, Developing, LTEs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</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? WASC Ch.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denman’s English language learners (ELL) students represent 22.6% of our population. Our redesignation rate for fall 2016 was consistent with the redesignation rate for the previous year. In the fall of 2016, 152 students, or 19.7% of Denman’s Long-Term ELs were redesignated, compared with 151, or 20.5%, in 2015-16. ELL students improved their reading scores, scoring at or above proficient on the RI for window one at the rate of 1.9%, compared with 1% and 0% on the SRI for windows one and two, respectively, of 2015-26. Denman’s ELL students are on course to improve their performance on the ELA SBAC. On the 2016-17 SBAC, 1.9% of Denman ELL students scored at or above standard. This was an improvement of 1.17% over 2015-16. On the IDA writing task for window one of 2016-17, 4.3% of Denman’s ELL students met or exceeded the standard. Denman’s ELL students are also on course to improve their performance on the Mathematics SBAC. On the Math Benchmark for window one of 2016-17, 7.7% of Denman ELL students met or exceeded the standard, and 36.1% met or exceeded the standard for the window one math task. On the Math Benchmark for window two, 18% of Denman ELL students met or exceeded the standard, and 33.5% met or exceeded the standard for the window two math task. On the 2016-17 SBAC, 6.8% of Denman’s ELL students demonstrated proficiency, which is an increase of 3.38% over 2015-16 and 4.37% over 2014-15.</td>
<td>Denman’s goal for our ELL students in 2017-18 is to reclassify students as quickly as possible so that they can fully access the core curriculum. Specifically, we are going to work on reclassifying ELL students who are also receiving Special Education services.</td>
<td>Our ELL department will need to work closely with our Special Education department and with appropriate representatives from SFUSD to make sure students are receiving the appropriate instructional supports. We added an AVID Excel elective for seventh grade ELL students in 2016-17. We will continue to offer that course in 2017-18, with an additional section of AVID Excel for eighth graders. Denman is providing ELL instruction for our Developing and Long-Term ELL students. Denman is committed to providing PD opportunities to its staff around Integrated ELD Strategies.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>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</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? WASC Ch.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>As we move to the NGSS, our goal is that 100% of Denman students will demonstrate proficiency in science, including our underperforming subgroups. Similarly, our goal is that 100% of Denman students will be proficient in Social Studies.</td>
<td>Denman teachers will need to create and implement formative assessments in Science and Social Studies in order to make sure that all students have access to the curriculum and have appropriate support. Teachers need to continue to encourage students to have a growth mindset and to implement strategies, such as the “Warm Demander” approach, to engage all students in learning.</td>
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</tbody>
</table>

WASC Ch.2

WASC Ch.5
Denman students overall did not show improvement in Science, with 45.6% of Denman students earning As in the spring of 2017, compared with 47.2% fall of 2016, 51.6% in the spring of 2016 and 52.2% in the fall of 2015. In terms of focal subgroups, AA and ELL students performed consistently with the previous semester, while Latinos and SPED students did not perform as well as in previous semesters. In the fall of 2017, 19.1% of AA students earned As in science, compared with 20% in the fall of 2016, 20.8% in the spring of 2016 and 39.2% in the fall of 2015. 28.1% of Denman’s Latino students earned As in Science in the spring of 2017, compared with 30.2% in the fall of 2016, 38.3% in spring 2016 and 41.3% in the fall of 2015. 23.2% of ELLs and 27.3% of SPED students earned As in Science in spring 2017, compared with 26.3% of ELLs and of 27.7% SPED students in fall 2016, 27% of ELLs and 33.3% of SPED students in spring 2016 and 36.8% of ELLs and 47.0% of SPED students in the fall of 2015. In Social Studies, Denman students performed consistently or improved in the spring of 2017 compared with the previous year. In the spring of 2017, 50.9% of Denman students earned As in Social Studies, compared with 54.4% in the fall of 2016, 53.5% in the spring of 2016 and 53.7% in the fall of 2015. Focal subgroups also performed consistently. 30.3% of AA students earned As in spring 2017 compared with 36.4% in the fall of 2016, 32.7% in the spring of 2016 and 28.0% in the fall of 2015. 33.7% of Latino students earned As in Social Studies in the spring of 2017, compared with 38.1% in the fall of 2016, 37.0% in the spring of 2016 and 35.2% in the fall of 2015. ELL students struggled in Social Studies compared to other groups. 29.7% of ELLs earned As in Social Studies in spring 2017 compared with 36% in the fall of 2016, 38.8% in the spring of 2016 and 31.9% in the fall of 2015. 44.2% of SPED students earned As in Social Studies compared with 36% in fall 2016, 43.8% in the spring of 2016, and 45.2% in the fall of 2015.

**College and Career Readiness**

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denman has a strong college-going culture, including an AVID elective section at each grade level. In 2015-16, we implemented a First Grade program for seventh grade students. In 2016-17, we implemented AVID Excel for seventh grade ELL students. In 2017-18, we will continue the seventh grade AVID Excel and implement AVID Excel for eighth grade ELL students. All of our AVID students participate in field trips to visit local colleges and universities. For 2014-15, Denman’s High School Readiness Rate was 69.0%, which was above the District Middle School Mean of 58.5%. For 2015-16, Denman has maintained approximately the same High School Readiness Rate (68.9%), which is slightly below the District Middle School Mean of 70.8%. For 2016-17, Denman’s High School Readiness Rate was 62%.</td>
<td>Denman’s goal is to improve our High School Readiness Rate to 75% for 2017-18.</td>
<td>We will continue our First Graduate and JCYS program and increase our efforts to recruit qualified students into seventh and eighth grade AVID. We will support our eighth grade students in terms of maintaining high G.P.A.s and strong attendance records, while using RTI and restorative practices to minimize suspension rates. Each 8th grade student will be required to create an Individualized Learning Plan during advisory.</td>
</tr>
</tbody>
</table>

**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?

Denman will provide PD for all faculty the week before school begins as well support faculty to participate in district specific PD. Paras will be invited to participate in one to two days as well. Denman faculty will participate in weekly PD on Wednesdays of each month aligned with our late start schedule- focus of PD will be on ELI, SPED, RTI, School-wide AVID strategies, Mindsets, School-wide Data, as well as other school related business. Denman faculty and staff will participate in a monthly early-release schedule to focus on our partnership with Verizon Wireless. This is the second year of the 1:1 iPad grant- faculty and staff are diving deeper around iPad instruction and SAMR. Denman will support staff to attend District-wide PD focusing on the following areas: Complex Instruction, Literacy/ELI, NGSS, PE, School Health, AVID and SPED Denman staff will have the opportunity to participate in site-based PD thru Prop A

<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>Denman Verizon/Digital Promise Grant year 2- staff will engage in rich PD focused on leveraging technology to transform learning and close the digital divide by giving students access to engaging instruction with technology tools and experiences that will prepare them for society. Students have access to 1:1 iPads and wireless access at anytime which will redefine their learning.</td>
<td>WSF, Department of Technology, Verizon Digital Promise Grant, PIF. Will work with LEAD, Michael Bloemans</td>
</tr>
<tr>
<td>School wide focus on data and PD supporting ELL and SPED students as well RTI and AVID and continuing our on-going work with Warm Demander and Mindsets</td>
<td>Administration and ILT will create PD calendar for the school year to support our PD focus. Denman staff will participate in Instructional Rounds around school-wide problem of practice. On-going review of school-wide data- ELA and Math departments will focus on IDA and RI data.</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

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

<table>
<thead>
<tr>
<th></th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion</td>
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</tbody>
</table>
20% of Denman students have been identified as Students with Disabilities. Students with IEPs continue to be disproportionately suspended and of these most are AA or Latino. Note that a high proportion of suspensions are for students in SOAR.

Decrease suspensions and referrals for our AA and Latino students and SPED students.

Implement RTI Tier 1, 2 and 3 supports for our students. Provide discipline continuum for teachers and PD to support the continuum. Provide PD for new teachers focusing on RTI and Restorative Practices.

**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>We need to develop a stronger connection to the parents of our Special Education Students. They are present on campus for their students’ IEPs, but not for many of the other activities in which families and community are involved, such as STEM Night and History Night. Denman will be starting an AAPAC for this school year- AA Parent Liaison will be be providing four workshops/celebrations through-out this school year.</td>
<td>We will continue to work to support the needs identified by our students and families, such as the Food Pantry and after-school programs. In addition, we will increase our efforts to be inclusive of the families of our Special Education students at school events by making effective use of our Parent Liaison. We will continue to recruit families to be a part of our Parent Community Groups- want to continue to be reflective of our school demographics.</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 | $6,850 |

This is not accurate since this is based on only 50% of our SPED population. However, we will use this to support our students and their IEP’s. In addition, it will be used for our SOAR rewards, any additional tools for our mod/ese classes, additional curricular materials for our SDC classes and any needs for RSP.

**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 | $72,765 |

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

This fund will help to support our multilingual families and students. A bilingual counselor will be made full-time with use of these funds, as was requested by ELAC. Furthermore, our Student Advisor is assisting in organizing bilingual events, after school tutoring and assisting our EL community. The $12,260 operational budget will be used to support the AVID Excel classes, our bilingual community and to support celebrations, rewards and curricular needs.

**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 | $27,000 |

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

This $27,000 will be used for professional development to help build our capacity in assisting our EL/LI.

**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 | $286,388 |

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

$228,237 will be used to reduce our class sizes and to allow our Head Counselor to have a caseload to support Tier 2 and 3 students. $58,151 of this fund will be used to support further growth in academics and social emotional goals.

**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 = $152,540**

(3150)

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

These funds will be used to support our economically disadvantaged students.

Select the Bry K 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 = $2,237**

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.

We are always outreaching to our families and we set aside more than 1% to engage our community members.

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

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

**Impact & Innovation Awards = $0**

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
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<td>0</td>
<td>3</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>.4 CSR</td>
<td>.5 CS</td>
<td>1.6 VAPA</td>
<td></td>
</tr>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**
### SECTION V: Recommendations and Assurances

Please print these final two pages of your SSC/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: 3/16/2017
- 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:
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>Lisa Jovick-Berrueta</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Anthony Boles-King</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lavinia Meeker</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Belinda Shillingburg</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ann Wolf</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Rocio Soto</td>
<td>Classified</td>
<td></td>
</tr>
<tr>
<td>Jessica Ekstrom</td>
<td>Community Member</td>
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</tr>
<tr>
<td>Duaa Moustafa</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Esmeralda Zavala</td>
<td>Parent</td>
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<tr>
<td>Levi Kauffman</td>
<td>Student</td>
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<tr>
<td>Peter Pon</td>
<td>Student</td>
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<tr>
<td>Ariel Peralver</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Alida (Lee) Fisher</td>
<td>Parent Alternate</td>
<td></td>
</tr>
<tr>
<td>Carol Chan</td>
<td>Parent Alternate</td>
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</tr>
</tbody>
</table>