Our intention is to build a community where children are heard and valued as they develop resilience and a strong personal and academic identity. We strive for all of our students to have the strong academic foundation they will need to be successful at any middle school. At El Dorado we provide academically rigorous, standards-based instruction focusing on Language Arts, Math and Science. Students learn in an environment that values their individual identities, nurtures independence and challenges them to be critical thinkers. We enable students to advocate for themselves and others by forming strong, positive relationships with their peers and adults in our school community. El Dorado provides the appropriate support and services needed to meet the unique needs of each student and family within our community. El Dorado teachers and staff are committed educators that work collaboratively to deliver a rigorous standards-based curriculum using instructional practices that promote higher levels of learning driven by student engagement and performance data. Our teacher and staff professional development focuses on building our capacity in balanced literacy, Common Core State Standards for Language Arts and Math and infusing Restorative Practices and Second Step programs. El Dorado students are motivated critical thinkers; college and career ready. They embody a strong sense of self and compassion for others. Students possess a love for learning and problem-solving and willingness to take risks.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school’s top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school’s top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, “what is the school mainly working on right now,” what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
   - Vision 2025 Graduate Profile
   - SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
   - Site-Based Budget Guide
SECTION I: Overview and Key Components

Overview
Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- Content Knowledge
- Career and Life Skills
- Global, Local, and Digital Identity
- Leadership, Empathy, and Collaboration
- Creativity
- Sense of Purpose and Sense of Self

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2015-2016 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

What Has Changed?

<table>
<thead>
<tr>
<th>The School Data Profile section has been added</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.).</td>
</tr>
</tbody>
</table>

Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC) Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

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

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

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

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

### 3. Budget

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

### 4. Title I Parent Involvement Policy*

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

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

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

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

**NOTES:**

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
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. <strong>WASC Ch.2</strong></td>
<td>Based on our 2015 SBAC results, our target goal is to have 35% of our students reach proficiency on the 2017 SBAC. Our target goal is for 82% of our 3-5 students will perform near, at or above standard on ELA IAB. Our F &amp; P target goal for end of year is 70% of our students to perform proficient or advanced K-5 Based on our current SRI results, our target goal for EOY 2017 is 48%.</td>
<td>All students reading below level L will receive guided reading support at least 3 time per week. All students will have access to genre based and leveled libraries. All classrooms will utilize a balanced literacy approach based on CCCS/TC reading and writing units of study promoting evidenced based thinking and intentional use of reader's logs and reader's notebooks. All classrooms will provide multiple opportunities for students to engage in rich academic conversations to support critical and creative thinking.</td>
</tr>
</tbody>
</table>

21% of all our 3-5 students performed proficient on the 2015 ELA SBAC. 72.8% of our 3-5 grade students performed near, at, or above standard on ELA IAB. 53.6% of our K-5 students performed proficient or advanced on F&P assessment at midyear administration. 31% of 3-5 mat or exceeded standard on the midyear SRI.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Our ARTIF has seen 25 K-2 students either in small group or 1:1 for 30 minutes daily. Our 2nd ARTIF has seen 26 3-5 students in small group and 1:1 instruction for 30 minutes 4 times per week. Based on the progress of students (or lack there of), we have referred 3 for psycho-ed testing and graduated 9 students from Tier 2 pull out services.</td>
<td>We will continue to serve approximately 25 K-2 students either in small group or 1:1 instruction for 30 minutes daily. We would like to successfully graduate 13 students from Tier 2 pull out services.</td>
<td>Our RTI teacher will provide 1:1 or small group reading interventions utilizing LLI for our K-2 tier 2 and 3 students. All students reading below grade level will receive small group or individualized reading instruction at least three times a week from their classroom teacher. Teachers will utilize technology, pull additional strategy groups, and utilize conferencing to provide additional differentiated support to students as needed.</td>
</tr>
</tbody>
</table>
### Analysis of results for Language Arts-Focal Group

8% of our 3-5 African American students performed proficient on the 2015 ELA SBAC. 58.1% of our 3-5 African American students performed near, at, or above standard on ELA IAB. 45.3% of our K-5 African American students performed proficient or advanced on F&P assessment at midyear administration. 15.4% of 3-5 African American students met or exceeded standard on the midyear SRI.

Based on our 2015 SBAC results, our target goal is to have 22% of our African American students reach proficiency on the 2017 SBAC. Our target goal is for 80% of our 3-5 African American students will perform near, at or above standard on ELA IAB. Our F & P target goal for end of year is 60% of our African American students to perform proficient or advanced K-5. Based on our current SRI results, our target goal for EOY 2017 is 28%.

What interventions are required to ensure all students reach mastery?

- Conducting literacy interviews with each student in class to determine reading identity. Setting academic goals with each student for each Unit of Study. Progress monitor goals by meeting with students on a regular basis. Frequent comprehensive data collection through running records, conference notes, small group/guided reading notes, and analysis of various data to support flexible groupings.

### Mathematics Core Curriculum

#### Academic Tier One

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Our target goal for 2017 SBAC is 34% meeting or exceeding standard. Our IAB math target goal is 50% for end of year 2017.</td>
<td>Teach computation strategies through number talks and implement accountability strategies. Create opportunities for rich academic conversations and hold students accountable for producing explanations that their classmates can understand and use precise math content language. Engage students in rich math tasks that focus on problem solving and develop problem solving skills through using multiple strategies. Integration of writing and math with the use of journals, sentence frames, and language functions to produce and revise written explanations that their classmates can understand.</td>
</tr>
</tbody>
</table>

According to 2015 SBAC, 24% of our 3-5 students were meeting or exceeding standard. According to midyear IAB math, 37.5% of our 3-5 students performed near, at or above standard.

### Academic Tier Two

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math intervention has come in the form of teachers planning, reflecting, and re-teaching core instruction when students were unable to grasp the concepts. With Academic RtI in place for language arts, the IRF and Asst. Principal maintained the instructional lead on math. Serving as the math facilitator, the IRF and AP coordinated a team of lead teachers to provide peer observation, focused feedback, and detailed planning to enhance math instruction for Tier I and Tier II students. The math lead team consists of three classroom teachers (1st, 3rd, and 5th grade teachers).</td>
<td>Based on the analysis, each classroom room will ensure 10 students are proficient in EOY IAB Math assessment.</td>
<td>We will provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. We will implement use of Khan Academy as a short-term digital targeted instruction. Small group instruction to support reading in math to give students access to grade level text. Small group instruction to support problem solving and computation strategies for newcomers with visual dictionary to support contextual understanding. Frontloading academic vocabulary for inclusion students.</td>
</tr>
</tbody>
</table>

### Focal Group

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

**Analysis of results for Mathematics-Focal Group**

| Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? |
|—websites accurate. Check the latest content and format before relying on this information. |

- Our target goal for 2017 SBAC is 20% meeting or exceeding standard. Our IAB math target goal is 40% for end of year 2017.
According to 2015 SBAC, 0% of our 3-5 African American students were meeting or exceeding standard. According to midyear IAB math, 27% of our 3-5 African American students performed near, at or above standard.

Conducting math interviews for all African American students in each class to determine their math identity. Frequent comprehensive data collection and analysis to support flexible groupings. We will provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. We will implement use of Khan Academy as a short-term digital targeted instruction. Small group instruction to support reading in math to give students access to grade level text. Small group instruction to support problem solving and computation strategies.

**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)]? Use the analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) to determine your targets/performance goals.

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
<td>Our target will be for 30% of all our 3-5 EL students performing proficient on the 2017 ELA SBAC. Our target goal will be 80% of our 3-5 grade EL students performing proficient near, at, or above standard on ELA IAB. Our goal will be 56% of our K-5 EL students performing proficient or advanced on F&amp;P assessment. Our target goal is 36% of 3-5 EL students met or exceeded standard on the midyear SRI. Our goal is to reach 54% of our EL students were redesignated in 2015.</td>
<td>We will engage in Integrated ELD practice of specially designed instruction that supports the building of content knowledge &amp; academic language. We will carefully sequence tasks to build understanding and effective use of language in texts. We will continue to provide designated ELD all EL's receive 30 minutes daily within recommended groupings.</td>
</tr>
</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.</td>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
<td>We will engage in Integrated ELD practice of specially designed instruction that supports the building of content knowledge &amp; academic language. We will carefully sequence tasks to build understanding and effective use of language in texts. We will continue to provide designated ELD all EL's receive 30 minutes daily within recommended groupings.</td>
</tr>
</tbody>
</table>

**College and Career Readiness**

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

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

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

**Elementary Schools**
What is your plan for promoting college and career readiness?

Increase numbers of students and families enrolled in K2College program. We are focused on building student leadership skills through our Safe School Ambassadors and Jr. Coaches program. We are committed to building all of our students technology literacy skills, integrating technology into our classrooms, and problem solving skills by learning multiple approaches to learning, and being able to build off peers ideas.

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 of 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?

Continue to provide teachers professional growth opportunities to refine their practice through: • Release Time to understand the standards and develop an instructional sequence, using planning documents and shareable on Google drive, to refine each unit of study, and to analyze focal student work in a systematic way. • Tools (Google drive shared documents and planning resources) and Resources (instructional coaching by IRF, Lit Coach, ARTIF, and School Social Worker) during weekly Grade Level Collaboration time • PROFESSIONAL DEVELOPMENT: - Inquiry differentiated and based on teacher choice to address distinct grade level span and/or student needs - Opportunities to practice and bring back evidence of student learning to analyze and adjust practice in follow PD sessions. - Opportunities to attend District sponsored PD and conferences - Early Implementers: Selecting early implementers of culturally relevant teaching practices and designated and integrated ELD practices and providing intensive support and time for planning - District Coaching Support: Provide teachers release time to work with math or ELD coaches to strengthen instruction. Continue to focus and deepen STUDENT SUPPORTS so that... - teachers plan lessons with language objectives in mind and explicitly engage students in focusing on the language necessary to provide access to content - classroom structures support student engagement, optimize time on task to engage in rigorous, observable learning - Students expand on their conversations through follow up questioning - Students regularly receive specific feedback from peers and teachers - Students use the routines, classroom resources and school wide expectations (turn and talk, expanding thinking, listening strategies, metacognition, reasoning) as they move up through the grades to access more rigorous and demanding content to become independent and self sufficient - Students can access their funds of knowledge (language, culture, experiences) and a growth mindset to continually access increasingly rigorous content

<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>IRF, Lit Coach, ARTIF, School Social Worker, Behavior Coach, Principal and Assistant Principal support grade level planning by providing coaching/feedback.</td>
<td>Centrally funded positions; Site budget, TIIBG (07940)</td>
</tr>
<tr>
<td>District Coaching/PD - Math, ELD, Writing</td>
<td>District funded</td>
</tr>
<tr>
<td>Teacher release time for unit planning and scoring of student assessments</td>
<td>Site budget, TIIBG (07940)</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

**Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.

**Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates

**School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

Reflecting on and improving a Student-Centered Learning Climate
<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>80% of our 3-5 grade SPED students performed near, at, or above standard on midyear ELA IAB. 9.1% of our 3-5 grade SPED students performed near, at, or above standard on midyear Math IAB. 18.8% of our SPED students (K-5) met or exceeded standard in F&amp;P reading assessment. 0% of our 3-5 SPED students met or exceeded standard according to SRI.</td>
<td>90% of our 3-5 grade SPED students will perform near, at or above standard according to EOY ELA IAB 27% of our 3-5 grade SPED students will perform near, at or above standard according to EOY Math IAB 36% of our SPED students (K-5) will meet or exceed standard in F&amp;P reading assessment. 43% of our 3-5 SPED students will meet or exceed standard according to SRI.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>Our chronic absenteeism for 2014-2015 was 31%. Our midyear chronic absenteeism rate for 2015-2016 is 22%.</td>
<td>Our goal is to have our chronic absenteeism rate drop to 10% by end of year 2017.</td>
</tr>
<tr>
<td>School Climate</td>
<td>__ students have been out of school suspended during the 2015-2016 school year. There is a total of 178 referrals for tier 2 and tier 3 behaviors at El Dorado. There is a total of 567 visits to our wellness center to “calm it down,” and 398 visits to “talk it out,” for a grand total of 965 total visits to the wellness center.</td>
<td>Our goal is to have 0 students suspended for the 2016-2017 school year. Our goal is to decrease referrals by 20% from 178 to 142 in 2017. Our goal is to see a decrease in wellness visits from students in grades 4-5 by 20%.</td>
</tr>
</tbody>
</table>

Parent-School Communities Ties

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

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

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

**Deepening A Community Schools Approach**: the depth and breadth of CBO partnerships that are essential to your school community.
**Narrative describing Parent-School-Community culture**

- **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...)**

| Community members have logged 642.5 hours volunteering. We have seen an increase in parent attendance to Parent Teacher Conferences; we averaged 75% and moved to 80% attendance. We had 45 community members attend the Academy of Science Night. We averaged 125 community members attending our family nights. We currently send out weekly parent newsletters in Spanish and English; we need to add Vietnamese and Cantonese translations. We are an early start school with working families who depend on our after school program for their children to attend while they finish work. Our early dismissal makes it difficult for teachers and parents to meet face to face. Our Asian families are also an area where we need to improve engagement; communication is the main barrier for us to communicate and engage this population more effectively. |

<table>
<thead>
<tr>
<th>What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will increase volunteer hours logged to 850 hours by end of year. We will increase attendance to 85% or higher at Parent Teacher Conferences. We will improve community member attendance at our school wide events (evening, academic and cultural) by 20%. We will send out correspondence in English, Spanish, Vietnamese and Cantonese. We will provide translation at all workshops and meetings in Spanish, Vietnamese and Cantonese.</td>
</tr>
</tbody>
</table>

We will continue to empower families to navigate educational and other social service systems to support student achievement. Our two main initiatives are to increase communication and access to important information within our school community and to increase parental involvement. Our Wellness Center staff will survey families to determine community interests in monthly workshops/meetings topics (i.e. stress relief, yoga, walking club, healthy eating, cooking, etc). We will reintroduce school messenger as a way to engage families that are not able to come into the school. We will continue to build our web presence and utilize multiple formats for sharing information with families in English, Spanish, Vietnamese, and Cantonese. We will increase parental involvement by empowering parental voice through initiatives that build parent leadership, include them in decision making processes, energize them through and provide educational workshops. We will also increase the number of events that showcase student learning and talents. Community members will be part of the planning committees that organize each event.
## 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 = 850**

$850.00 4313 Supplies: We will purchase missing component of Woodcock-Johnson. This will equip our SPED teacher with a complete tool to be able to evaluate areas of strength and growth for students with IEPs and/or students that have been referred for psycho-ed evaluation.

**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 = 28,630**

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

$20,000.00 4310 Instructional Supplies: We will purchase classroom (leveled library) books to supplement ELD and core instruction and build upon our current integrated ELD curriculum. This will support ELs in developing content knowledge, academic language, and build understanding and effective use of language in text.  
$8,630.00 4313 Supplies: We will use money to purchase supplies such as journals and chart paper that will enhance students’ English instruction (visual supports) and foster independent learning.

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

**Supplemental Concentration Grant - Low Income (SCG-LI) 07090 Allocation = 0**

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

No money allotted to El Dorado from this resource.

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

**LCFF Concentration Grant (SCG-C) 07092 Allocation = 20,000**

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

$8,000.00 2902H Contribution towards an Americorps Member that will support our efforts in creating a warm, engaging climate. The Americorps members will support our Mentoring for Success program and the implementation of 2nd Step, our SEL curriculum; we hope to extend engagement to families.  
$8,000.00 4310 Instructional Supplies: We will purchase books for leveled libraries and for guided reading instruction to support our students’ development of literacy skills and build understanding and effective use of language in text.  
$4,000.00 4313 Supplies: We will purchase needed supplies for our daily instruction and function of the school.

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

**Targeted Instruction Improvement Grant (TIIBG) 07940 Allocation = 279,000**

*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?*

$189,856.00 2.0 FTE General Education Teachers $21,080.00 1102 Sub Release Days: We will use release days to plan units of study in math and ELA with our Literacy Coach or IRF. They will also be used so teachers may attend conferences and/or workshops.  
$65,000.00 5803 Consultant: We will continue to contract with a behavior consultant that will build our staff's capacity in social/climate/cultural understanding so they are able to build and maintain strong relationships with adults and students.  
$3,064.92 4490 Non-Capitalized Equipment: We will purchase needed technology used by teachers to instruct and/or students to integrate media as a source of information and learning.

**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 = 52,009

How do you plan to use these funds?

$30,607.00 0.05 FTE for Family Liaison. With a full-time family liaison, we will be better equipped to engage families in a more dynamic and responsive way. This staff member will be able to support our leadership development in our families to launch a PTO; this position will also support our efforts to decrease truancy at El Dorado. $15,303.48 0.25 FTE for Elementary Advisor. With a full-time elementary advisor, we will be able to grow our mentoring program to serve more students; this staff member will be able to support students in developing problem solving skills by engaging in Restorative Practices; we will continue to use this role as the lead in decreasing our truancy for El Dorado.

$4,078.00 4310 Instructional Supplies: We will purchase books and math manipulatives to improve engagement of students and material that culturally reflects the students we serve.

$2,020.55 4313 Supplies: We will support in the purchase of notebooks/journals and other supplies needed for instruction; food and media to engage families

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 = 520

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 will provide materials and handouts at school wide events and parent workshops.

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 1/7/2016

Impact & Innovation Awards = 0

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

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

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

Principal’s Innovation Fund: 0

(For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

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

Equity Grant = 0

(as applicable 16-17)

Identify Sub-group & specific actions

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

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

QEIA Carryover = 0

How do you plan to use these funds?
Select the Bryk Essential that most aligns to the use of these funds:

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

Other (PTA, external sources, School Quality Pairing/CoP work) = 2,270

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

Prop H/PEEF Arts and Music funding source (90552) $2,270.00 Supplies 4313: We will purchase materials/media that will engage students in opportunities to demonstrate and expand their creativity and/or demonstrate what they know in multiple creative ways.

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)
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>Role</th>
<th>Social Worker</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness Coordinator:</td>
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<td>CHOW:</td>
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<td>T10:</td>
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<tr>
<td>Assistant Principal:</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

**KEY STRATEGIES INSTRUCTIONAL GUIDANCE:** IRF, Lit Coach, ARTIF and Assistant Principal will provide guidance, direction and support to teachers through coaching cycles, GLC facilitation, professional development and general resources. SOCIO-EMOTIONAL FOCUS: School social worker pushing in to classrooms to provide support to high needs students and/or 1:1 therapy, manning wellness center for students to practice self regulation, consultation to teachers regarding implementation of behavior plans, facilitate small student social groups, and provide PD around our PBIS, Restorative and trauma informed practice. FAMILY ENGAGEMENT: Assistant Principal, Elementary Advisor and Family Liaison to coordinate a more culturally and coherent set of protocols for engaging families and developing data tools to engage the teaching staff on addressing the communication gap between parents and teachers. We will increase parental involvement by empowering parental voice through initiatives that build parent leadership, include them in decision making processes, energize them through and provide educational workshops. We will also increase the number of events that showcase student learning and talents. Community members will be part of the planning committees that organize each event.
SECTION V: Recommendations and Assurances

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

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

| ☐ | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| ☐ | The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ☐ | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| ☐ | English Learner Advisory Committee (ELAC) |
| ☐ | Community Advisory Committee for Special Education Programs |
| ☐ | Other (list) |

☐ The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.

☐ This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

☐ The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 25, 2016.

☐ 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:

☐ 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:
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>Silvia Cordero</td>
<td>Principal/Secretary</td>
<td></td>
</tr>
<tr>
<td>Cathy Mulligan-Bixler</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kawthar Duncan</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Alex Peck</td>
<td>Teacher/Vice Chair</td>
<td></td>
</tr>
<tr>
<td>Heather Esford</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Rex Ridgeway</td>
<td>Parent/Chair</td>
<td></td>
</tr>
<tr>
<td>Esmeralda Michel</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Beth Lilly</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rose Hensen</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Gina Patterson</td>
<td>Community Member</td>
<td></td>
</tr>
</tbody>
</table>