At Dianne Feinstein Elementary School, we believe that our students’ success depends upon strong partnerships within our staff, students, families, and the community. We build inclusiveness to embrace differences and foster a caring environment of trust, compassion and respect. We emphasize the social, emotional and academic development of our students and teach the tools that children need to be critical thinkers and problem solvers. The education we provide empowers children to succeed in a 21st century society with confidence and integrity. Who are we? Dianne Feinstein Elementary School is located in the Sunset District at the site of what used to be Parkside Elementary School. We opened our doors to serve the children of San Francisco in August of 2006. Our school serves approximately 515 students in Kindergarten through fifth grade. We have 4 classes per grade level in grades K-3 and will have 3 classes in both 4th and 5th grades. Dianne Feinstein Elementary is a welcoming community of students, parents, family members, teachers and staff. This collaboration is essential to the success of our students. Parents and family members are welcome and invited to support our school through a variety of volunteer opportunities. We provide an inclusive school environment for all students and families ensuring that all members of our community have the opportunity to learn and be a part of our school community. We promote social-emotional learning at our site through a variety of ways: Caring School Community, Second Step, Kimochis, PAX, and social skills groups. Our demographic record shows that 29.54% of our students are Asian, with 31.34% being White, 15.77% being Multiple Races, 12.36% being Hispanic, 2.4% being Filipino, 2.59% being African American, and 5.79% who declines to state an ethnicity. In terms of programs 19.76% of our students are English Language Learners, 7.19% receive Special Education Services, and 28.15% receive Free or Reduced Lunch. It is our belief that students with a well-rounded school experience helps to improve their overall academic performance. Our school community supports outstanding opportunities in arts by providing students with Artists in Residence for visual arts, dance, and music. We also foster a partnership with Lincoln High School Teacher Academy students who come to our school weekly to assist teachers and mentor students in the classroom. Moreover, we have created an outdoor classroom lead by our full-time outdoor education specialist in which students learn about gardening, the science behind gardening, and a general appreciation and respect for the environment. In addition to the school day we also provide after school enrichment programs through our on-site GLO program (Growth and Learning Opportunities) which provide a multitude of enrichment programs for K-5 children as well as provide after school care for families who need to extend the academic school day. We have an afterschool Mandarin Language program and Russian Heritage program these are parent run programs which solidifies our parent collaborative community. Additionally, we work to address our students’ social and developmental challenges, with a focus on social skills, self-esteem, conflict resolution, and leadership skills. We know that a well-balanced school experience for students will result in decreased behavioral problems, improved social and communication skills, better relationships with peers and teachers, increased self-confidence, self-esteem and self-efficiency, and lower levels of depression and anxiety. We feel it is important to support the “whole student” and not just focus solely on academic successes. We are actively working on preparing our students for a 21st Century technological society where they are learning responsibility in the social media arena and how to code and navigate in our ever-changing technological world. We have a full-time library/computer teacher who supports classroom learning by teaching K-5 digital responsibility, coding, and information skills. We have a full computer lab housed in the library three travelling Chrombook carts, 33 iPads, computers and projection devices in every classroom, and a 3-D printer. Areas of Challenge Students receiving Special Education Services and English Language Learners are not performing as well as those not receiving these services. Also, the majority of our budget goes towards faculty and staff salaries. Any extra programs or supports we need to close this gap have to be paid for through the generous support of donations to our PTA and other donations. Key Strategies Our site has two SOAR classrooms which we integrate into our entire school community. We do this by mainstreaming our SOAR students for all or some of the day into general education classrooms. We provide academic and behavioral support for these students through co-teaching and paraprofessional support. Our teachers implement a Balanced Approach to Literacy and follow the Math Core Curriculum. We are a Math Lab School and our focus is on academic discourse. We also employ a part-time Reading Specialist who supports Tier 2 interventions in our struggling readers and writers from 1st through 5th grade. We hope to partner with the PTA to expand her support to work with students who are struggling in math. Lastly, our full time School Social Worker and full time nurse enable all day support for students which allows teachers and staff to focus on their positions instead of addressing student issues that are otherwise addressed by the School Social Worker and nurse.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools in using student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
All 2016-2018 School-Wide Action Steps, aligned to the District's priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

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

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.

- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signatures 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.sfsud.edu/dep/rap/aoa/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “#Mid-year_Summary_2016-17”
2. “#EnglishLearnerReport2016-17”
3. “#Core_SQLI_Reports_for_15-16”

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

### Contents

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 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

### English Learner Report 2016-17

(AMAO Trends and performance school-wide and pathway)

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

### Contents

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

### CORE SQLI Reports for 15-16

(SQLI Performance, definitions and thresholds)

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

### Contents

- 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 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>There will be a 5% increase of our students school wide will meet of exceed standards on the SBAC Students will make gains in their reading levels from BOY in F &amp; P or RI to the EOY Students in grades K-5 will perform close to their level of proficiency on the BOY F &amp; P or RI as they did at the end of the year</td>
<td>Teachers will use the SFUSD ELA PK-12 Core Curriculum’s Scope and Sequence with embedded Core State Standards to guide instruction. Teachers will collaborate with their grade level teams to revise their curriculum maps, unit plans and lesson plans for each spiral while embedding the CCSS shifts into them: Identify, gather, analyze and evaluate evidence through reading of complex text Close reading of complex texts to build knowledge through literary texts and content-rich nonfiction Engage in high level academic discussion and conversations about evidence from text Present elaborative and evaluative techniques in writing using evidence from text Teachers will regularly assess student progress in ELA through Fountas &amp; Pinnell in K-2nd grades and Reading Inventory in 3rd-5th grades. They will also use formal assessments to inform their instruction and identify areas of need.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>
Based on the 16-17 Smarter Balanced results in English Language Arts, the following subgroup data will be considered: 52% of our students who identify as Hispanic/Latino met or exceeded standard 37% of our students with disabilities met or exceeded standard 28% of English Learners met of exceeded standard 54% of Socio-Economic Disadvantaged met or exceeded standard.

There will be a 5% increase in the performance of our Hispanic, English Learners, Students with Disabilities, and Socio-economically Disadvantaged students in the formative and summative assessments and coursework. There will be a 5% increase in the number of our students receiving English Learner support who are re-designated based on CELDT and SBAC data.

Classroom teachers will use guided reading in the general education setting to support students' reading growth. Reading Specialist and RSP staff will use the Leveled Literacy Intervention or other reading recovery programs to support struggling students. School-wide class SSTs will be scheduled for the fall of 2017 to help identify needs and plan for supports. Staff will continue to partner with parents to provide reading support at home.

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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 SII?

---

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>16/17 SBAC Results: 28% of our ELIs met or exceeded standards 37% of our students receiving special education services met or exceeded standards 54% of our socio-economically disadvantaged students met or exceeded standards.</td>
<td>There will be a 5% increase in students meeting or exceeding standards in our ELIs, students receiving special education services and our socio-economically disadvantaged students in the SBAC results for the upcoming school year.</td>
<td>Struggling readers will be referred for extra support through our SAP process with our literacy specialist, Reading A-Z, Puppy Dog Tails, or LLI to provide targeted support. Differentiated instruction ELD instruction for 30 minutes daily at student’s language level.</td>
</tr>
</tbody>
</table>

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**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?**

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<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>Analysis of Results Mathematics-All Students</td>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>

Analysis of Results Mathematics-All Students

Our School Quality Improvement Index in math for all students is above average with an index level of 10. Based on our SBAC results, 60% of our students school wide met or exceeded standard in math. In Window 1 of the IAB Math Benchmark, 43.1% of our students met or exceeded standards. In Window 2 of the Math IAB Math Benchmark 56% of our students met or exceeded standards.

There will be a 5% increase in the number of our students school wide who meet of exceed standards on the SBAC in math Students in grades 3-5 will perform close to their level of proficiency on the Math IAB.

Teachers will continue to use the SFUSD Math Core Curriculum that is built upon Common Core State Standards. Each grade level team will analyze work on milestone tasks and develop plans to support student learning. Teachers will use strategies such as math talks, the Three Read Protocol, visual and kinesthetic supports (e.g. number charts, diagrams, manipulatives, charts), student illustrations and constructive conversations to explain mathematical thinking.

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**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?**

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<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>47% of our Hispanic students met or exceeded standards in math. 48% of our ELIs met or exceeded standards in math. 40% of our students receiving special education services met or exceeded standards in math.</td>
<td>There will be a 5% increase in the number of Hispanic students, ELIs, and students receiving special education services who meet or exceed standards on the SBAC in math.</td>
<td>Classroom teachers will use guided math groups in the general education setting to support students’ math growth. Targeted students will participate in math pull out groups to support their math learning. School wide class SSTs will be scheduled for the fall of 2017 to help identify needs and plan for supports.</td>
</tr>
</tbody>
</table>

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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?

---

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC Results: 40% of our students receiving special education services met or exceeded standards in math.</td>
<td>WASC Ch.2</td>
<td></td>
</tr>
</tbody>
</table>

Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? | WASC Ch.5 |
There will be a 5% increase in the number of students receiving special education services who meet or exceed standards on the SBAC in math. Provide short term, targeted instruction via small groups, through re-engagement lessons, individual extensions and/or math games. Funds will be allocated so that SPED staff can meet with general education teachers to evaluate student work, modify assignments/projects, and co-plan overall support. Testing accommodations and modifications will be carefully considered when writing IEPs to support students.

English Language Development (ELD)

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% increase in the number of ELLs meeting or exceeding standards on F &amp; P and SRI 5% increase in AMAO 1 and AMAO 2 for all ELLs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All content is taught by teachers with the appropriate EL certification based on state requirements. Teachers provide Designated English Language Development (ELD), Integrated ELD during content classes, and supplemental materials to provide ELs full access to the core curriculum. In all pathways, teachers will use the tools and resources of SFUSD’s Core Curriculum that reflect CCSS shifts to create grade-level (collaborative) curriculum maps, units, and lesson plans that provide English Language Learners access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports. Regular PD time for teachers will be scheduled to collaborate on curriculum maps to ensure the integration of ELD. Admin will ensure that all ELs receive a 30-minute block of ELD instruction until reclassified as a fluent English proficient student. Special Ed EL students must receive ELD, either through the site’s ELD structure, or provided by the SPED teacher in addition to SPED services. Teachers will use the CA ELD Standards in tandem with SFUSD’s Core Curriculum to support the linguistic and academic progress of ELs. Effective Integrated ELD instruction requires the use of intentional practices for ELs and regular academic interactions and conversations as the key drivers to access the master core, grade-level academic content. Teachers implement the following strategies as appropriate: Guided reading o Shared Reading o Targeted Vocabulary Development</td>
</tr>
</tbody>
</table>

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

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider data points that are internally developed and/or qualitative.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>

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

College and Career Readiness

Describe your site’s goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.
High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered, passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

For the 2017-2018 school year, we will continue with the following school-wide activities: • Annual Author’s Day • Weekly share outs of class projects • Research and presentations • Computer coding throughout the school-year • Student council for 2nd through 5th grade students • Classroom economies in the 4th & 5th grade classrooms where money is earned and spent • Regular technology skills including online research, presentation programs, blogging, webpage creation, digital citizenship, and 3-D printing We may consider: • Career Day • Partnering with a local college or university for students to explore different college and career pathways

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?

Site-based professional development will be planned by the Instructional Leadership Team. The Professional Development Calendar will include student learning outcomes and teaching practices in ELA, mathematics, English Language Development, technology and social-emotional learning. District departments staff from Humanities, Mathematics, Multilingual, Pupil Services, School Health, Research, Planning and Assessment, and Special Education will provide professional development at our faculty meetings as well as school site staff.

<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>Grade level collaboration and planning Plan and facilitate a PD sequence around technology Classroom Observation by principal and by teachers observing in peer classrooms</td>
<td>1. Weekly grade level meeting and planning during contractual hours 2. Sub release days for grade levels every trimester 1. Prop A funding 2. During contractual hours 1. During regular school hours 2. Sub release to observe peers Insert Item</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>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>Dianne Feinstein Elementary School offers the full continuum of services including SDC (with mainstreaming opportunities), Inclusion with RSP services, and in the past has offered Co-Teaching in certain classes, as appropriate.</td>
<td>• Decrease the # of suspensions of AA/Sped and EL/Sped students • Increase the attendance of AA/Sped and EL Sped students • Increase LRE opportunities of students with disabilities • Decrease time students with disabilities spend in SDC/SAOR class • Decrease # of unsigned IEPs</td>
</tr>
</tbody>
</table>

| **Student Engagement/ Attendance** | Absenteeism Rates: • School-Wide= 4.2% • Sped = 13% • EL = 3% • Hispanic/Latino = 8% • Economically SES = 6% | • The rate of our students who are chronically absent will decrease to at most 5%. | • We will work toward the prevention of absenteeism: we will work with the school community to aid students and families who have attendance challenges • We will seek out support from our community partners to support parents with attendance and absenteeism • We will explore attendance incentives at the individual and classroom level |

| **School Climate** | Social-Emotional and Culture Climate Survey Results show our students scored much lower in the area of safety than their families and staff: Students 67% Family 98% Staff 75% Suspension Rates: • School-Wide = 0% • Sped = 0% • EL = 0% • Hispanic/Latino = 0% • Economically Disadvantaged =0% | One target is to increase the feeling of safety our students have by at least 20% • Our target is to keep our suspension rate low • Our target is to reduce office referrals | • DFES will continue to use Restorative Practices • DFES will continue to use Caring School Community • DFES will continue to use the Good Behavior Game • DFES will continue to educate students about School-Wide expectations • DFES classrooms will continue to implement Second Step Curriculum • DFES will continue to recognize students for following school-wide expectations by giving Caught Being Kind tickets • DFES will seek will ways to engage our students leaders (Student Council) • Staff will participate in PBIS training • Staff will continue to implement behavioral RTI strategies and positive behavior supports (behavior tracking, 5:1, check-in/check-out, principal’s prize box). • In order to increase student-centered learning, students will use digital tools to collaborate during core content learning (ELA, math, science, social studies). Utilize Wellness Center to support students health, behavioral, and restorative needs. Provide balanced classrooms with the support of Stetson Associates so that students receiving special education services are not clustered in high numbers in individual classrooms Partner with the PTA to provide funding for a full time nurse to support the health and wellness needs of our students Provide Playworks, RP, and other training to our yard monitors to increase the feeling of safety during recess time |

### 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
**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.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td><strong>Keep sense of belonging for school on community survey at 95% or above</strong></td>
<td>We survey our community annually regarding engagement and will review culture climate survey. We monitor volunteer participation by class/grade. Help new families register at Feinstein. Assign room parents to each classroom to boost volunteerism and engagement. Continue implementing Room Parent Coordinator position to provide outreach and support to room parents. Partner with the PTA Executive Board to increase parent participation at meetings and to create an informational chart showcasing how the SSC and PTA budget works to support our students.</td>
</tr>
<tr>
<td>Who you are reaching/missing (And how you know...)**</td>
<td><strong>Keep school positively for supporting academic learning at 91% or above</strong></td>
<td><strong>Increase volunteer participation in upper grades</strong></td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)**</td>
<td><strong>Increase volunteer participation in upper grades</strong></td>
<td><strong>Increase volunteer participation in upper grades</strong></td>
</tr>
</tbody>
</table>

Feinstein Elementary has strong parental engagement across the school, with active parent volunteer support across the early grades. We complete an annual survey our community and track the results. This year, our results included: • 97% of our families report a strong sense of belonging and engagement with the school. • 94% of our families rate our school as strongly supporting academic learning.
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 = $2,900

$2,400 for Paraprofessional Extended Hours $500 for supplies By allowing our SPED teacher and staff additional time to collaborate, strategise and meet as a group and individually with the community, we foster greater collaboration and shared success. Much of our success of mainstreaming our SPED students depends upon successful collaboration above and beyond the normal school day. Extra supplies (e.g. manipulatives, assessment booklets, etc.) to support our students with IEPs will also be helpful in their growth.

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 = $39,479

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

$12,000 will be spent on Sub Release Days to provide classroom teachers additional time to strategise on improving learning opportunities for the EL/LI population. $ 3,000 of SCG-EL funds will be spent on Outdoor Education to provide additional educational and exploratory experiences and the remaining cost for this position will be paid with WSF funds, PTA funds, and other donations. $ 8,000 will be spent on supplies to support our instructional programs (e.g. sentence strips, cards, black, markers, computer programs, supplemental books, etc.). $ 2,500 will be spent on technology to enhance computer and Chromebook access. $ 4,000 will be spent on certificated extended day to support instructional planning. $4,000 will be spent on bilingual office staff to assist in school setup including translation. $ 8,400 will be spent on paraprofessional extended hours to support additional planning, outreach and collaboration.

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

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

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

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

LCFF Concentration Grant (SCG-C) 07092
Allocation =

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

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

Targeted Instruction Improvement Grant (TIiBG) 07940
Allocation =

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

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

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

#### Title I = (31500)

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

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

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

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

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

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

#### Impact & Innovation Awards =

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

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

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

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

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

#### Equity Grant = (as applicable 16-17)

**Identify sub-group & specific actions**

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
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<tbody>
<tr>
<td>1.0</td>
<td></td>
<td>0.5</td>
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<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
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<tr>
<th>Other:</th>
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</table>

Two to three high leverage strategies that will be accomplished:

SSW and nurse will provide support with Behavioral RtI, health related issues, participate in weekly SAP Team Meetings, participate in SST meetings as needed, facilitate 504 Meetings, and provide schoolwide health and wellness support.
### 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:

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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- 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: 9/19/2017

- 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: 3/21/2017
### School Site Council Roster and BSC/SPSA 2017-2018 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”).

| Name               | Role            | Signature |