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 32.4% of our students are Asian, with 32.2% being White, 9.7% being Multiple Races, 10.9% being Hispanic, 2.3% being Filipino, 1.6% being African American, 0.2% being Pacific Islander, and 10.5% who decline to state an ethnicity. In terms of programs 20.9% of our students are English Language Learners, 9.4% receive Special Education Services, 5.3% are GATE, and 27.3% 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 GLG program (Growth and Learning Opportunities) which provide a multitude of enrichment programs for K-5 students as well as provide afterschool 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 2 travelling Chrombook carts, 33 iPads, comuters 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. 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 number talks. We also employ a part-time Reading Specialist who supports Tier 2 interventions in our struggling readers and writers from 1st through 5th grade. Lastly, our full time School Social Worker enables 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.

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 metrics and targets used as part of 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.</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

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

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.</td>
<td>There will be a 5% increase of our students school wide will meet of exceed standards on the SBAC Students in grades K-5 will perform close to their level of proficiency on the BOY F&amp; P or SRI 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 formative assessments to inform their instruction and identify areas of need.</td>
</tr>
</tbody>
</table>

Our School Quality Improvement Index in ELA for all students is above average with an index level of 10. Based on our SBAC results, 62.5% of our students school wide met or exceeded standard in English Language Arts. In Window 2 of our Scholastic Reading Inventory 58.4 % of our 3rd-5th graders met or exceeded benchmark.

**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></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the analysis of the results, what are your targets/performance goals?

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

What instructional shifts will be required to ensure these goals?

### Mathematics Core Curriculum

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

**Analysis of Results Mathematics-All Students**

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

WASC Ch.2

**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, 64.5% of our students school wide met or exceeded standard in math. In Window 2 of Math IAB 68.9% of our students met or exceeded standards.

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

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

**WASC Ch.5**

**What interventions are required to ensure all students reach mastery?**

**Analysis of Results Mathematics-Intervention**

- 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

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

**What instructional shifts will be required to ensure these goals?**

**WASC Ch.5**

**What interventions are required to ensure all students reach mastery?**

- 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 2016 to help identify needs and plan for supports. Staff will continue to partner with parents to provide reading support at home.

**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**

- SBAC Results: 39.5% of our students receiving special education services met or exceeded standards in math

**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, LTEEs, 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. <strong>WASC Ch.2</strong></td>
<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>
<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 ELLs 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 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 ELLs. Effective Integrated ELD instruction requires the use of intentional practices for ELLs 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: o Guided reading o Shared Reading o Targeted Vocabulary Development</td>
</tr>
</tbody>
</table>

| CELDT AMAO 1: 73.6 AMAO 2: less than 5 years 45.6 more than 5 years 60.9 SRI 33.9% met or exceeded standards F & P 40.8% met or exceeded standards | **WASC Ch.5** |

### 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. <strong>WASC Ch.2</strong></td>
<td></td>
<td><strong>WASC Ch.5</strong></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 2016-2017 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 upper 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 student 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, and Response to Intervention. 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. Quarterly sub release days for grade level 1. Prop A funding 2. During contractual hours 1. During regular school hours 2. Sub release to observe peers</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>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th><strong>Analysis of Data</strong></th>
<th><strong>Targets</strong></th>
<th><strong>Strategies &amp; Interventions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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</td>
<td>• Common teacher planning time for SPED teachers and Gen Ed teachers to collaborate</td>
<td>• Decrease the # of suspensions of AA/Sped and EL/Sped students</td>
</tr>
</tbody>
</table>

| Student Engagement/ Attendance | **Absenteism Rates:** • School-Wide=3.9% • Sped = 10.2% • EL = 1.7% • Hispanic/Latino =10.9% • Economically Disadvantaged =5.8% | • The rate of our students who are chronically absent will decrease to at most 4%. | • 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 | **Suspension Rates:** • School-Wide = 0% • Sped = 0% • EL = 0% • Hispanic/Latino = 0% • Economically Disadvantaged =0% | • Our target is to reduce our suspension rate to zero. • 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. DEFES 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 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). |

## Parent-School Communities Ties

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

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

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

### Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

## Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…)</td>
<td></td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>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: • 90% of our families report a strong sense of belonging and engagement with the school. • 87% of our families rate our school as strongly supporting academic learning. • Additionally 95% of parents rate our safety initiatives positively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reach 92% sense of belonging for school on community survey • 90% of our families will rate our school positively for supporting academic learning. • Increase volunteer participating in upper grades</td>
<td></td>
<td></td>
</tr>
<tr>
<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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SECTION IV: School Budget & Resource Priorities

**Weighted Student Resources in WSF and Other LCFF-Funded Allocations**

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

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

**Allocation = 4,550**

Sub Release Days = $1,882 Paraprofessional Extended Hours = $2668 We have allocated our funding across two categories: Sub Release Days and Paraprofessional Extended Hours. By allowing our SPED teacher and staff additional time to collaborate, strategize 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 success collaboration above and beyond the normal school day.

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 = 46,248**

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

$11,292 will be spent on Sub Release Days to provide classroom teachers additional time to strategize on improving learning opportunities for the EL/LI population. $5,664 will be spent on Outdoor Education to provide additional educational and exploratory experiences. $8,500 will be spent on supplies to support our instructional programs (e.g.- sentence strips, cardstock, markers, computer programs, supplemental books, etc.). $2,500 will be spent on technology to enhance computer and Chromebook access. $5,500 will be spent on certificated extended calendar to support instructional planning. $3,000 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 TIIIG 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)

**QEIA Carryover =**

**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) =**

**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>Support</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>1.0</td>
</tr>
<tr>
<td>Social Worker</td>
<td>0.5</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW</td>
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<tr>
<td>Elementary Advisor</td>
<td>T10</td>
</tr>
<tr>
<td>IRF</td>
<td></td>
</tr>
<tr>
<td>Literacy Coach</td>
<td></td>
</tr>
<tr>
<td>Academic Rtl Facilitator</td>
<td></td>
</tr>
<tr>
<td>Hard To Staff</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

- Support with Behavioral RTI
- Support with health-related issues
- Support with SAP Team Meetings
- Support with weekly SAP Meetings and SST Meetings as needed
- Support with 504 Meetings
- 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:

| ☑ 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: 3/23/2016 |
| ☑ 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: 3/24/2016 |
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>Keith DeMartini</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Michelle Chang</td>
<td>principal</td>
<td></td>
</tr>
<tr>
<td>Carol Hernandez</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Garrett Lenoir</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Laura Tam</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Carol Fuertoth</td>
<td>certificated staff library</td>
<td></td>
</tr>
<tr>
<td>Atria Rondone</td>
<td>certificated staff 120</td>
<td></td>
</tr>
<tr>
<td>Rory McMahon</td>
<td>certificated staff 222</td>
<td></td>
</tr>
<tr>
<td>Beverlie Leano-Torres</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Jacob Dillon</td>
<td>classified staff</td>
<td></td>
</tr>
</tbody>
</table>