2016-2018 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Francisco Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Patricia Theel</td>
</tr>
</tbody>
</table>

**School Vision & Context**

WHO WE ARE Established in 1924, Francisco Middle School is located in the heart of the North Beach and Chinatown communities. Francisco has a rich and proud history of providing a comprehensive educational experience, including academics, athletics, and music for many generations of San Franciscan youth. Although Asian students are the largest ethnic group at Francisco, we serve students from many areas of the City and many backgrounds and ethnicities, as well as youth new to the United States. Over 80% of our students speak a language other than English at home. Additionally, approximately 90% of our students are designated as Economically Disadvantaged Youth (EDY), qualifying for free or reduced meals. Each and every student at Francisco attends a daily Advisory class by grade level, in which our youth read for enjoyment as well as engage in community building. Finally, the North Beach-Chinatown Beacon Program provides an extensive array of programs for students, families, and the community. AREAS OF SUCCESS One of Francisco's strengths is the dedication and drive of our faculty and staff members. In particular, over the last few years, teachers have endeavored to build “student talk,” or structured time for students to discuss, process, and reflect on content with their peers in all grades and content areas. Another of Francisco's strengths is the myriad services that provide support to students and families. Because of the Beacon, School Social Worker, and other programs and support staff members, students who attend Francisco can get 1:1 counseling, attend a specialized support group, get academic tutoring, or just socialize with their peers in a safe and secure environment. AREAS OF CHALLENGE One of Francisco's challenges is providing targeted instruction for students who are reading and writing below grade level, while also providing acceleration and enrichment for the students who need it. Another of Francisco's challenges is providing service and support to our large Newcomer and Developing English Learner population. We have made great progress in reducing linguistic isolation, supporting student talk, and implementing Common Core and new ELD standards. However, new students are constantly arriving at Francisco, and it is a challenge to provide high level instruction to our current students and truly support students (some of whom are under-schooled in their home countries) who enroll throughout the year. KEY STRATEGIES We recognize that we are in an educational renaissance and we are embracing all of the instructional and curricular changes that are upon us and are taking advantage of this opportunity to develop and grow. Structurally speaking we have had a tremendous impact on achievement within our Mathematics 8 classes, largely due to the implementation of class size reduction. As a school community, we have decided to create smaller class sizes across all grade levels and content areas to increase instructional support from teacher to student. For this 2016-2018 Balanced Score Card, we are focusing our attention in the following areas to impact our students: implementation of Successful, Schoolwide, Structures & Strategies or The 4S's, student talk and language acquisition for English Learners, Literacy Initiative and Reading / Writing strategies across the curriculum, Behavioral RTI (Response to Intervention) strategies, implementation of the Common Core standards in all subject areas and expanding implementation of Integrated ELD across all subject areas and grade levels to support EL students at every level. Francisco's faculty and staff members are deeply committed to our students and families. Our vision is that every student who attends Francisco Middle School will graduate from 8th grade prepared for high school and equipped with the skills, capacities, and dispositions necessary for success in college, career, and life.

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 (Problems of Practice, Critical Areas of Need, etc.).</td>
</tr>
</tbody>
</table>

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

These requirements include:

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
### 1. Balanced Score Card/ Single Plan for School Achievement
- All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

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

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

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

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to [Illuminate Focal Report List](#) to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state’s priorities. These align well with SFUSD’s articulated performance indicators and the work we’ve done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- What are the implications of the data, based on your analysis?
- Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school’s context?
- In each area, identify targets/outcomes that measure impact on student achievement.
- What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan Transform Learning, Transform Lives.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

As a school community, please review “Strategies in Action: Classrooms” prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

*Focal Group: Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly, and monthly basis.

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Goal: Alignment with CCSS All instruction and every assignment given will align with standards. Goal: CCSS drive the instruction, assessment and grading practices. Goal: Teachers anchor daily lessons and assessments in standards.</td>
<td>1. Equity in grading / Standards-based 2. CCSS are driving all instruction and assessment 3. Continue to build on literacy strategies implemented across all subject areas. 4. Ongoing peer observations, school site visits and instructional rounds to foster transparent and collaborative culture.</td>
</tr>
</tbody>
</table>

Our students scored lowest in ELA SBAC and SRI scores across all subcategories. Our students received the highest report card grades in ELA but received the lowest scores on SBAC and SRI.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant growth in reading levels in students participating in the Literacy Initiative 79% saw an increase in their SRI score. 17% of students enrolled in the Literacy Initiative moved up one reading level.</td>
<td>Goal: Continue and expand the Literacy Initiative. Goal: All students graduate from FMS reading at or above grade level.</td>
<td>Streamline Literacy Initiative with one full time instructor for all classes.</td>
</tr>
</tbody>
</table>

Focal Group: For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

<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>Implementation of differentiated and culturally-relevant instructional practices inside every classroom. Target students for participation in Literacy Initiative.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students with disabilities (98% not proficient), Language learners (91% not proficient) and AAs (97% not proficient) are our lowest data points on SBAC ELA. Zero percent of our AA students were proficient on SRI data. Teachers met twice throughout the year to analyze the results of the IDA and determined the above three subgroups were the lowest performing on the assessments. There is a strong correlation between the SBAC and IDA.

### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Goal: Alignment of CCSS and instruction, assessment and grading. Goal: Full implementation of mathematics methodologies and best practices. Goal: All students graduate from FMS at / above grade level in Mathematics.</td>
<td>1. Equity in grading / Standards-based 2. CCSS are being fully implemented across all subject areas. 3. Continue to build on literacy strategies implemented across all subject areas. 4. Ongoing peer observations, school site visits and instructional rounds to foster transparent and collaborative culture.</td>
</tr>
</tbody>
</table>

47% of all students are proficient on SBAC in Math. Our data tells that there is inconsistency in grading policies between grade levels. Class observations have revealed full implementation of CCSS has not been achieved.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There has been a lack of formalized Tier Two interventions for Mathematics. Informal interventions exist, such as Khan Academy, lunch time and after school tutoring through AACE and teachers. There needs to be more formalized and consistent implementation of Tier Two interventions.</td>
<td>GOAL: Create formal and consistent Mathematics interventions. Currently, 44% of our students are proficient, level 10. Our goal is to increase the number of students at proficient to remain at that level.</td>
<td>1. Teachers identify individual students and provide Tier Two interventions. An example, extended hours for teachers to teach/tutor an 8th period. Identify which students attend for extra support and intervention. Coordinate with Beacon after school to provide Mathematics intervention.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group WASC Ch.2</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% of our AA students are proficient on SBAC in Mathematics. 23% of AA students received D/F on report card grades. 5% of students with Disabilities were proficient on the SBAC in Mathematics. 45% of ELs are proficient, on par with the rest of the population.</td>
<td>Goal: All focal students proficient in Mathematics. Our AA are at 0%, level 1. They would need to increase by 12% to move to level 4. Our ELs are at 28%, level 7. They would need to increase by 1% to be at level 8. Students with disabilities are at 5%, level 1. They need to increase by 7% to be at level 4.</td>
<td>1. Equity in grading / Standards-based 2. Implementation of differentiated and culturally-relevant instructional practices inside every classroom.</td>
</tr>
</tbody>
</table>

### 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:</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>
### Strategies in Action: Schools

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

Implement Systematic ELD curriculum in ELD classes to increase structured and grammatically correct student talk and interaction. Conscientiously maximize opportunities to mix EL and native English speakers to prevent language and social isolation. Hire a para to provide support at-risk ELL students in content classrooms and to support effective grouping during foundational reading instruction. Continue to provide professional development workshops and foster collaboration among staff to successfully implement differentiation strategies in all classrooms. Continue to work with our Beacon center, AACE program and Wellness Center to enhance student learning, build relationships, and provide overall support for ELs and their families (e.g., after school tutorial, therapy and support groups, counseling, parenting classes).

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

**Analysis of Results - All Students**

<table>
<thead>
<tr>
<th>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5</th>
</tr>
</thead>
</table>

**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

**Narrative describing college going culture (using indicators suggested above)**

<table>
<thead>
<tr>
<th>WASC Ch.2</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals? WASC Ch.5</th>
</tr>
</thead>
</table>

Students have access to a strong two-year AVID program (7th grade). We have retained the same trained AVID teachers and are developing AVID Excel for our EL students for the expansion of our program. Current enrollment of Goal: Increase enrollment of existing AVID by 20% overall. Develop AVID Excel program for EL students (one class of combined 7th/8th grade for SY 2016-17).

1. Continue strengthening (through team building, attending conferences/training and teacher collaboration) the AVID program and identifying students for entry.
2. Continue building a college ready culture and explore possibilities for career exploration.

### Elementary Schools

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

N/A
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?

We will build on our current professional development and continue to support the 4S’s (Schoolwide Successful Structures and Strategies), Racial Equity Series, and Literacy Initiative. In addition to these, we will strengthen our collaborative efforts and peer observation through increased and more structured/intentional Common Planning Time and the implementation of Instructional Rounds.

<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>On-going PD plan (4S’s, Racial Equity, Read/Writing Across Curriculum, Student Talk)</td>
<td>Instructional Reform Facilitator IRF - .5 WSF, .5 MTSS</td>
</tr>
<tr>
<td>Literacy Initiative</td>
<td>Literacy Instructional Specialist - 1.0 PIF</td>
</tr>
<tr>
<td>Instructional Rounds</td>
<td>Prop A hours to pay Leadership Team</td>
</tr>
<tr>
<td>CCSS instructional planning, implementation, data analysis</td>
<td>Common Planning Time - WSF Additional hours - Prop A</td>
</tr>
<tr>
<td>Schoolwide book club to read, Culturally Responsive Teaching and The Brain in order to continue racial equity discussion and its impact on student learning.</td>
<td>2015-16 TIIG to purchase books and fund June conference. Prop A for extended hours</td>
</tr>
<tr>
<td>Leadership Team will read and guide staff on A Repair Kit for Grading to review and renew our schoolwide grading policies.</td>
<td>Prop A hours to pay Leadership Team</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>12% of suspensions were students with disabilities and 14% were AA.</td>
<td>Increase and support coteaching efforts to increase inclusive practices. Continue to provide SpEd teachers coaching on student engagement and behavior management strategies. Students with disabilities reduced to no more than 5%, level 8. AA students reduced to no more than 5%, level 8.</td>
</tr>
</tbody>
</table>
Positive behavior intervention matrices explicitly taught and reinforced with students and posted throughout the school: Buyback days: teachers receive PD on PBIS lessons that they will then teach their students during the first 2 weeks of school (community building time frame). These are reinforced through teacher/staff monitoring, grade level assemblies and reteaching as necessary. Increased reinforcement through school-wide incentive program.

| Student Engagement/Attendance | Overall attendance 5% of students are chronically absent. Two subgroups of concern: AA 25% and SpEd at 22%. Overall school connectedness 67% with subgroups AA at 58% and SpEd at 62%. | Decrease the number of AA and SpEd students who are absent and increase overall sense of belonging, AA 25%, level 1 and SpEd 22%, level 1. Both reduce to no more than 12%, level 4. | Continue and improve upon staff understanding of racial equity through continual PD. Becoming more culturally responsive through our book club work, using the text, Culturally Responsive Teaching and the Brain (Hammond) Schoolwide PBIS |

| School Climate | 77% of our students feel support for academic learning, 65% say discipline is fair, 63% feel safe. | Increase students who feel discipline is fair and that they feel safe at school. | Increasing fair discipline policies through implementation of the positive behavior matrix. Student expectations will be explicitly taught and positively reinforced. |

**Parent-School Communities Ties**

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

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

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

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

**Parent-School-Community Engagement**

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase outreach and communication to specific subgroups of parent population, namely those parents of our AA students. 100% outreach and involvement of our AA parents.</td>
<td>Work to improve parent communication through multiple media, including phone (robocall), newsletter, school-loop, calendar &amp; messaging, social media through the help and assistance of Parent Liaison, PTO president and SSC president. Increase parent communication with regard to grading. Teachers increase and maintain consistent and comprehensive “real time” communication through School Loop and on input/feedback on grades before end of marking periods. Embrace and increase family events ie: STEAM Night and increase parent engagement activities, including parent-teacher conferences, VPA concerts, science fair, back-to-school night and parent groups. Continue efforts in addressing social-emotional needs of students, ie: Challenge Day.</td>
<td>Increase outreach and communication to specific subgroups of parent population, namely those parents of our AA students. 100% outreach and involvement of our AA parents.</td>
</tr>
<tr>
<td>Our current survey results are inconclusive at this point as they are open until April 15th. However, we have reviewed initial results and have looked at last year’s survey results to reveal that 92% to 99% of parents find FMS approachable and supportive. Conversations with PTO/SSC members over this current school year reveal that parents would like better/stronger and more consistent communication from teachers overall. Both students and staff enjoy coming to school daily.</td>
<td>Work to improve parent communication through multiple media, including phone (robocall), newsletter, school-loop, calendar &amp; messaging, social media through the help and assistance of Parent Liaison, PTO president and SSC president. Increase parent communication with regard to grading. Teachers increase and maintain consistent and comprehensive “real time” communication through School Loop and on input/feedback on grades before end of marking periods. Embrace and increase family events ie: STEAM Night and increase parent engagement activities, including parent-teacher conferences, VPA concerts, science fair, back-to-school night and parent groups. Continue efforts in addressing social-emotional needs of students, ie: Challenge Day.</td>
<td>Increase outreach and communication to specific subgroups of parent population, namely those parents of our AA students. 100% outreach and involvement of our AA parents.</td>
</tr>
</tbody>
</table>

**Please note:** Details regarding the above strategies and their implementation are not provided in the text.
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 = 4,700

These funds will be used for adapted instructional supplies, substitute release time for teachers to participate in IEP meetings, professional development opportunities, substitute release time for teachers to observe at other sites, and common planning time for Special Education and General Education teacher and paraprofessionals.

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

Supplemental Concentration Grant-English Learner (SCG-EL) 07091 Allocation = 72,676

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

These funds will be used to fund a 1.0 paraprofessional for the EL program to support language development in our ELD classrooms. A .35 FTE will fund our CTIS to facilitate integrative and collaborative technology, directly supporting our ELs and their English language acquisition. The remaining funds will be used for classroom instructional materials to support our ELs' access to the core curriculum.

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?

These funds will be used for 0.25 CTIS to facilitate integrative and collaborative technology, directly supporting our ELs and their English language acquisition. A .1 FTE will be used to target intervention to accelerate learning in Mathematics 8 for class size reduction. The remaining funds will be used for outside consultants to provide enrichment activities for our targeted ELs and LI youth.

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 = 35,000

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

These funds will be used for 0.25 CTIS to facilitate integrative and collaborative technology, directly supporting our ELs and their English language acquisition. A .1 FTE will be used to target intervention to accelerate learning in Mathematics 8 for class size reduction. The remaining funds will be used for outside consultants to provide enrichment activities for our targeted ELs and LI youth.

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 = 90,288

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

These funds will be used to fund 0.5 EL teacher and .40 CTIS to facilitate integrative and collaborative technology, directly support our ELs and their English language acquisition. The remaining funds will be used for classroom instructional supplies and materials.

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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$144,928</td>
<td>How do you plan to use these funds?</td>
</tr>
<tr>
<td>$31500</td>
<td>These funds will be used to fund a .4 for class size reduction in the Mathematics 8 program and 1.0 for a grade level counselor. The remaining funds will be used for substitute days, certificated extended hours, and for parental involvement.</td>
</tr>
</tbody>
</table>

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: 1,449

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.**

To solicit and encourage increased parental involvement in various aspects of the school community.

**Date your school's Parent Involvement Policy was reviewed by your School Site Council:** 3/10/2016

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

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**Impact & Innovation Awards**

Select 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)

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**Principal’s Innovation Fund: 100,000** *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

We will use these funds to continue to support our Literacy Initiative. Initially, students are identified to participate in the course at the beginning of the school year based on SRI scores. Students who score at or below basic on the SRI will be given priority enrollment. Once enrolled into the course, Fountas & Pinnell assessments are used to identify specific student reading deficits. These data are used to drive all instruction through targeting students' specific learning needs. Because instruction takes place in small groups, students are able to make gains at an accelerated rate. A full time teacher (an increase from .6 SY 2015-16) will have 5 sections of Literacy. Once the students have reached grade level, they are exited from the program and are eligible to participate in the elective wheel.

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)

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**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)

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**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>Supports</th>
<th>Resource Type</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselor:</strong></td>
<td>Social Worker</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Nurse</td>
<td>.50</td>
</tr>
<tr>
<td></td>
<td>Family Liaison</td>
<td>.50</td>
</tr>
<tr>
<td><strong>Wellness Coordinator:</strong></td>
<td>CHOW:</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Elementary Advisor:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T10:</td>
<td></td>
</tr>
<tr>
<td><strong>IRF:</strong></td>
<td>Literacy Coach:</td>
<td>.50</td>
</tr>
<tr>
<td></td>
<td>Academic Rtl Facilitator:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hard To Staff:</td>
<td></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td>Other:</td>
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</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.80</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

To support our students’ social emotional growth, our counselor and social worker work closely to develop, strengthen and implement our behavioral RTI strategies as part of our 4S’s (Successful, Schoolwide, Structures & Strategies) across the school site. Our full time Librarian is integral in our Literacy Initiative, Advisory and D.E.A.R programs that support our Literacy and Reading / Writing across the curriculum programs.
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: 3/10/2016 |
| ☑ 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: 3/25/2016 |
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>Patricia Theel</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Audra Hollingsworth</td>
<td>Classroom teacher</td>
<td></td>
</tr>
<tr>
<td>John Kuang</td>
<td>SSC President - classroom teacher</td>
<td></td>
</tr>
<tr>
<td>Elizabeth McAvoy</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Maggie Zhou</td>
<td>Other School Staff</td>
<td></td>
</tr>
<tr>
<td>Teresa Dal Santo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>ELECTIONS</td>
<td>Parent</td>
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<td>ELECTIONS</td>
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<tr>
<td>ELECTIONS</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Annie Dore</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rene Wong</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Christine Zhu</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Helen Cai</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Sheba Queen Alvarado</td>
<td>Student</td>
<td></td>
</tr>
</tbody>
</table>