Hillcrest Elementary is a community school that focuses on five core elements: a rigorous, student-centered academic program; enriching afterschool and summer programming; physical and mental health services for students and families; family support and engagement; and community collaboration. Hillcrest is a diverse school with students & families who come from a variety of Latino, Asian, and African American backgrounds and cultures. In addition to providing a positive and culturally responsive learning environment, Hillcrest also strives to support our English Language Learners and students with disabilities. Hillcrest staff and community aim to develop all stakeholders as continual lifelong-learners by supporting and teaching one another in the academic and/or social-emotional areas. Hillcrest has adopted a holistic approach to student growth and development. Strengths include balancing the academic focus (Balanced Literacy and Common Core Math Instruction) with the social-emotional focus. We place a heavy emphasis on developing staff & community’s understanding of RIT, PBIS and developing our students’ understanding of and skills in Restorative Practices. In collaboration with our mental health partners we are providing training for staff on the behavioral and emotional needs of our trauma impacted students and families. One area of challenge that Hillcrest faces is the need for the continual development of new and meaningful ways to support our English Language Learners and our African American students who are not performing as well as our students are as a whole. We continue to push for improved academic achievement in addition to providing social-emotional supports and help with circumstantial matters. As a result of staffing changes over the past two years, another challenge that we face is sustaining the level of staff skill in and understanding of Balanced Literacy instruction and the new Math CCSS instruction. We are committed to ongoing staff development in these areas in addition to family engagement in student learning. At Hillcrest we have prioritized strategies related to early academic & social-emotional intervention, parent engagement and essential professional development for staff. We are aligning our budget to support our resources (either internal or external partner collaborations) that play a significant role in addressing these three priorities. We use our Literacy & Math instructional coaches not only to support teacher development, but to continually identify, assess and monitor students’ learning. This data informs our distribution of early intervention academic support. Early intervention is also a priority for our students’ Social-Emotional needs. In addition to Tier 1 strategies, we use our Wellness Center staff (Behavior Coach, Social Worker, Nurse) and community partners (Edgewood, Instituto de La Raza, Access Institute, etc.) to identify and provide support to students with Tier 2 and 3 behavioral needs. This collaboration with partners is also helping us to build our parent engagement skills. In partnership with High Expectations we are providing teacher development around parent engagement and reaching out to our African American families through our AAPAC. We remain committed to ongoing staff development in Balanced Literacy and Math. This is essential as we continue to focus on building rigor and fidelity in our math and ELA instruction. We continue to maintain our professional relationships with Teachers College (NY) and with SFUSD GTEA and Mills College. Through these partnerships we are able to provide professional support to both veteran and new staff in order to provide uninterrupted instruction and learning in all subject areas, but especially in Literacy and Math.
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**Supplemental Reference Documents**
- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The School Data Profile section has been added</strong></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><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></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 established upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

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

1. **Balanced Score Card/Single Plan for School Achievement**
## 2. School Site Council Roster*, Signatures, Bylaws & Agendas

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

- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

- SSC Bylaws

SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.

## 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEI, ITI, Title I) and any centrally-managed FTE or resource allocations will support.

- All 2017-2018 Title I funds should be accounted for in the BSC

## 4. Title I Parent Involvement Policy

- All Title I schools have an SSC-approved **Parent Involvement Policy (PIP)** and **Home-School Compact** in their upload package.
SECTION II: School Data Profile

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

Follow this [link](https://district.sfusd.edu/dept/roa/aoa/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "16-17 Results". Then look for these three folders:

1. "###_Mid-year_Summary_2016-17"
2. "###_EnglishLearnerReport2016-17"
3. "###_Core_SQLI_Reports_for_15-16"

### Mid-Year Summary
(School-wide and sub-group performance in comparison to the district)

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

**Contents**

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report.
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A's and % D & F's for English Language Arts, Math, Science, Social Science and GPA Average
- **NC College Data (high school only)** provides college attendance trends for high school graduates

### English Learner Report 2016-17
(AMAO Trends and performance school-wide and pathway)

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

**Contents**

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

### CORE SQLI Reports for 15-16
(SQLI Performance, definitions and thresholds)

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

**Contents**

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions,
- CORE thresholds for each metric
- Powerpoint related to the new "growth" measure

**NOTES:**

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <strong>WASCh.2</strong></td>
<td>Goal: To have our teachers reach the Integrated Implementation stage of Writing Workshop in order to increase the overall student proficiency within grades 3-5, in order to reflect similar proficiency rates as in the F&amp;P reading assessment. Goal: To continue to demonstrate increased and/or improved proficiency in Reading levels from the beginning, middle, end of year (ie: from Windows 1-2, etc.)</td>
<td>Increased emphasis on Guided Writing groups, daily conferences and provision of frequent feedback are strategies that need to be included in the day-to-day routine of Writing Workshop. Emphasize on the writing process, the continuum of Writing behaviors versus on the conventions of writing. Primary grades to focus where students are at the beginning of the writing process, in terms of their writing behaviors.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>
This year we tried the SRI assessment for the first time only on a specific set of focal students: 3rd-5th grade AA students (who have been at Hillcrest since K or 1st grade). Two (2) out of sixteen (16) students demonstrated proficiency.

Objective: To continue to raise the ELA and F&P proficiency level of focal sub groups/students. African American students EL/LL. Goal: To administer the SRI for specific subgroups earlier in the year in order to identify students who demonstrate difficulty in forwarding their proficiency confidently and successfully.

Primary grade early literacy intervention will be focused around students in K-2 that are already behind in their reading levels. Intervention will be supported through individual settings with our ARTIF and push-in small group settings with our Spanish bilingual Reading Specialist. Administer the additional SRI assessment to identify which students need specific assistance to raise their mastery skills. Additionally, review, study and compare SRI and F&P results regularly, specifically for both school-wide & classroom/cohort-selected focal students.

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 SRI?

<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>After reviewing the Acceleration for ELA Formative Assessments report, our school overall, but specifically Grade 4, AA and EL/Latino groups were below the group district average in the area of Writing Task. For F&amp;P, Grade 4 &amp; EL/Latino were barely below, but the AA students were above the district group average.</td>
<td>Goal: To identify the EL/Latino students on the “cusp” of proficiency in either F&amp;P reading assessment or in writing. Goal: To further the writing skills of the AA students, specifically students that demonstrate proficiency in their F&amp;P. We need to close the discrepancy between their reading and writing proficiency.</td>
<td>Small Groups: Guided Reading and/or Guided Writing Increase individual conferences and frequency of feedback TCM opportunities to continually refer to the Writing Continuum to identify specific writing behaviors of students who can be ready to be pushed ahead.</td>
</tr>
</tbody>
</table>

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>Goals include: 1) Students to be able to reflect on their work from their discussions with partners, during Gallery walks or work from their math journals. 2) Students to be able to present and explain their work and thought process 3) Students to be able to utilize their toolkit of strategies to tackle or solve unfamiliar problems.</td>
<td>Extend Math Problem Workshop implementation Expand to School-wide Math Lesson Study Team implementation (pending acceptance from proposed project with Mills College) Continue ongoing study of students’ use of Math notebooks and teachers’ instructional facilitation around the notebook use. Build in more work with basic skills and number sense (support for students that have not mastered basic skills and number sense, and how to reteach and cement gaps) - often not nearly enough time to teach the basic skills and not acknowledging reality of where students are entering. Expand the pilot of additional math assessments in order to provide teachers increase information of students’ learning &amp; progress.</td>
</tr>
</tbody>
</table>

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RIt 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>Grade 4 group demonstrated an average below the district group average in both the Math Task and Benchmark.</td>
<td>Goal: To reach or surpass the acceleration group district average in both Math Task and/or Math Benchmark.</td>
<td>Utilize and analyze pre assessment data to identify early the areas and basic skills for which these specific students (who will be Grade 5 in 17-18) need additional scaffolding and support.</td>
</tr>
</tbody>
</table>

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

**WAS Ch. 2**

EL/Latino group demonstrated an average below the district group average in both the Math Task and Benchmark.

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

**WAS Ch. 5**

Goal: To reach or surpass the acceleration group district average in both Math Task and/or Math Benchmark.

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

Utilize and analyze pre-assessment data to identify the early areas and basic skills for which these students, specifically LTEL students in the upper grades need additional scaffolding and support.

### 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)**?

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

**WAC Ch. 2**

**Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)**

In a narrative, describe what your analysis of the data says about your school.

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

**WAC Ch. 5**

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

### 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

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

**WAC Ch. 2**

**Analysis of Results - All Students**

For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.

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

**WAC Ch. 5**

### What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

### Elementary Schools

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

Our plan is continue our partnership with K2 College to support and educate students’ families in their financial & educational preparation for higher learning college goals. Additionally, we have partnered with a non-profit organization, Friends of the Children, that provide targeted mentorship beginning with Kindergarten year all the way until the students are in high school.

### 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 Includes: Monthly staff meetings incorporating professional development relating to our school-wide Literacy and Math practices and objectives. Additionally, we will include in our professional development calendar, staff development trainings/opportunities relating to cultural competency and trauma-informed practices, utilizing some of our Mental Health community partners as resources as well. Weekly Teacher Collaboration Meetings will rotate their focus between Literacy (Reading & Writing, Math and Wellness (R)) Coaching Cycles (Math & Literacy/BTS support) Lab Classroom Release Days (Math/Literacy) Staff Development Partnerships with outside organizations Grade Level Release Days for Unit Planning (Centrally funded) ILT Leadership Weekthrough Round District-Sponsored Professional Development Schedule on-site Safety Care Training for staff in collaboration with Pupil Services/BAT Support Include staff in C & I trainings relating to ELA PD Schedule on-site ELD training in collaboration with Multilingual Pathways Department

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.</th>
<th>Prop A, MTSS Resource Staff, FAC, Site Funded Sub, Release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly TCM Collaboration for Literacy, Math &amp; Wellness, Reading &amp; Writing Workshop PD Climate &amp; Restorative Practices PD Monthly Bilingual Collaboration Mtgs. ILT Mtg</td>
<td>IRF: MTSS Fund Literacy Coach; MTSS Fund &amp; Title I Social Worker; MTSS Fund Teachers College Staff Developer; Title I &amp; SCG-EL Substitution Release; T11G &amp; EL Behavior Coach; Title I Asst. Principal; T11G 6FTE Bilingual Reading Specialist as Facilitator; SCG-EL IRF; (see above) Literacy Coach</td>
<td></td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<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>Based on SBRC Summary report, SPED students hovered in the 30% average of all the SEL categories.</td>
<td>Goal: Early identification of SPED students who can increase mainstreaming minutes in GE classrooms.</td>
<td>SPED Team, Classroom Teacher Case Managers and Wellness Team to increase the opportunities to review SPED cases as a school-wide team to identify on-site (social groups) or off-site services (behavior therapy/counseling) that can address &amp; support SEL needs of SPED students.</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>Both the Kindergarten &amp; 4th grade cohorts showed approximately 14-15% as chronically absent. Grade 2 as a whole this year experienced an increase in chronic absenteeism due to a high number of SEL-challenged situations throughout the year in this cohort. According to Fall 2016 Mid-year report, almost 22% AA showed chronic absenteeism, but on the positive, that was 10% less than last year.</td>
<td>Decrease the percentage of chronic absenteeism for Grades 1 &amp; 5 for the 17-18 school year.</td>
<td>Identify early, the K students (even though they may still be 5 yrs. old), who show a pattern of chronic absenteeism and work more regularly with the CWAL to have whole group parent attendance workshops earlier in the school year. Increase the number of times to integrate SART agenda with the CST/SAP agendas for earlier identification of attendance-focused SSTS.</td>
</tr>
<tr>
<td>School Climate</td>
<td>Based on SBRC Summary report, on average, 20% of our AA students are able to regulate &amp; focus, see challenges as opportunities or accomplishes or completes their goals.</td>
<td>Goal: Early identification of chronically absent AA students who additionally indicate both SEL &amp; Academic struggles.</td>
<td>Administer SST process specifically for attendance &amp; SEL when identified in K &amp; 1 grades, school-wide &amp; classroom selected focal students.</td>
</tr>
</tbody>
</table>
**Parent-School Communities Ties**

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

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

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

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

<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…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>Goal: To increase the percentage of families who respond to surveys to better reflect the demographic percentages of our school, specifically our AA and Asian groups (specifically our Chinese bilingual families). Goal: To tighten and strengthen the home-school communication, specifically for the school-wide focal students, utilizing the tie or specific relationship with the classroom teacher.</td>
<td>Utilize district Parent Liaison as resource (Ramona) to assist our on-site Parent Liaison in outreach, coordination and completion of the parent climate survey every year. Additionally, work with this resource to find ways to increase both the recruitment for PTA members and their confidence and skills in their roles when participating in parent groups. The Family Resource Center staff will need to plan and coordinate more regularly with administration and the variety of parent groups (PTA, SSC, ELAC and AAPAC) to enhance streamline school-wide family events, activities and communication amongst each other and with families &amp; staff.</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 = $3,850

Hillcrest will use SPED funds for a variety of supplies as needed: noise-buffering headphones, fidgets, sensory seating, self-monitoring devices, timed-timers, etc.

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 = $98,311

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

Hillcrest will use EL resources to increase & improve services for English Learners through: Bilingual Reading Specialist that provides push-in K-2 reading development intervention. Reading Partners Tutoring Program that provides school day and after school literacy intervention for EL and at-risk students that need additional support that pushes them to meet standards Teachers College staff developer will provide PD relating to R & W Workshop strategies and instruction to support student learning

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

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

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

Allocation =

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 = $55,000

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?

Hillcrest will use LCFF funds to provide and support school-wide student engagement and student-centered school climate through: Our partnership with YMCA (our ASP CBO) staff to provide safe & structured activities for students during the school day. Additionally, they support the professional development work by providing in-class support to allow teachers to collect and analyze F&P student assessments or forms of student data. Consultant partnership with Playworks which will provide on-site PD training of joyful, safe and structured student activities for staff and students to support and improve the school-wide safety and climate during the 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)

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = $236,196

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

Hillcrest will use TIIBG to improved learning services for our students through: An ARTIF who can provide targeted reading intervention support for students in our K-2 grade levels, which will help early identification of struggling readers and prevent them from future learning gaps Reading Partners Tutoring Program: (See SCG-EL) Education Outside Program which will provide students with extended learning opportunities relating to Science, Gardening and Outdoor education Asst. Principal who can support all of the Bryk Essential items below.

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 (CAP 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 = $118,607 (31500) |
| How do you plan to use these funds? |
| Hillcrest will use Title I funds to through: A full-time Behavior Coach who is a critical member of our on-site Wellness Center. This position provides a bilingual counselor that facilitates social groups, restorative practices, deescalation strategies and overall school-wide RI implementation. Behavior Coach services provide specific support for students of low-income status, with EL & SPED needs and can include school-climate PD support for teachers/staff. 50% supplement toward the MTSS. 50% Literacy Coach funding to create a full-time Literacy Coach position. This position will provide specific support towards the school-wide professional development for teachers/staff relating to Literacy and/or Math instruction, specifically to support the academic needs of our focal groups of students that can include: AA students, EL, SPED and/or low-income identified. Teachers College Reading & Writing Staff Development. (See SCG-EL) |

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 = $1,185
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.

This amount will be used towards supporting any materials (documents, translated documents, refreshments, meeting supplies, etc.) needed for Parent workshops, trainings, Principal chats, and/or SSC meetings.

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 3/24/2017

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

Impact & Innovation Awards =

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

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

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

How do you plan to use these funds?

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

Equity Grant = (as applicable 16-17)

Identify Sub-group & specific actions

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

Other (PTA, external sources, School Quality Pairing/CoP work) = $15,000

How do you plan to use these funds to support your school-wide actions?
These funds range in supporting supplemental items such as: Education Outside program Reading Partners Tutoring Program Mission Science Workshop Fieldtrips Experience Corps Volunteer Tutoring Partnership Recess Yard Equipment

<table>
<thead>
<tr>
<th>Select the Bryk Essential that most aligns to the use of these funds:</th>
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<tbody>
<tr>
<td>☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
</tr>
<tr>
<td>☐ Professional Capacity (LCAP Priorities: Basic)</td>
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</tr>
<tr>
<td>☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
</tr>
</tbody>
</table>
Central Supports & Resources

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
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<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
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<tbody>
<tr>
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<tr>
<th>Other:</th>
<th>Other:</th>
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<th>Other:</th>
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<tbody>
<tr>
<td>.5</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

1) Social Worker and Nurse are key Wellness Staff members who support all Tiers of Social Emotional Well-being of all our students. They are key to supporting students who are eligible for SST referral, 504 plans, on & off site services, etc. 2) IRF & Literacy Coach support the school-wide professional development goals/plans relating to strengthening teacher capacity, instruction and reflection relating to both Literacy and Math specifically.
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 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:
- 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: 3/24/2017
School Site Council Roster and BSC/SPSA 2017-2018 Attestation

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Maruoka</td>
<td>Non-classroom teacher/Chair</td>
<td></td>
</tr>
<tr>
<td>Leila Christenson</td>
<td>Classroom teacher/Co-chair</td>
<td></td>
</tr>
<tr>
<td>Eva Ventura</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Philip Bounds</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Veronica Trejo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Cecile Laberinto</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Annette Ortiz</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jibraan Lee</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Samantha Nakanishi</td>
<td>Classroom teacher/Alternate</td>
<td></td>
</tr>
<tr>
<td>Claudia Soto</td>
<td>Parent/ELAC representative</td>
<td></td>
</tr>
<tr>
<td>Katerina Palomares</td>
<td>Principal</td>
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</tbody>
</table>