### SCHOOL VISION & CONTEXT

The mission of Hilltop Special Service Center is to provide pregnant and parenting SFUSD students with a supportive community where they can work toward completion of high school graduation requirements and receive assistance to become responsible, effective parents. The program utilizes an open enrollment policy and completes on-going assessment with each student in regard to transfer/return to comprehensive district high schools. While on the Hilltop campus, students receive core academic instruction and a practicum in child development and early literacy. Family Service Agency is the provider of an on-site nursery which offers child care for infants ages 2 weeks - 18 months for parenting SFUSD students district-wide. Hilltop Special Service Center program goals include the following: increase the number of pregnant and parenting students who graduate from high school and transition into post-secondary education/careers; improved parenting skills; address the socio-emotional needs of the student; the children of enrolled student-parents will have enhanced school readiness and receive health screening and immunizations. The teachers and counselors of Hilltop Special Service Center employ a holistic approach to each student's education and they provide explicit instruction as well as responsive teaching and differentiated instruction. At enrollment, counselors work with each student to review current transcripts and make time to set goals and develop an academic plan. The length of time a student remains enrolled at Hilltop is dependent on several variables: physical, emotional and academic health of student and or child; stability of support system outside the school; resources available to the family. The time a student remains enrolled can vary from only six weeks to 3 years. All students are counseled on graduation options: Plan One return to school of origin or other comprehensive, alternative high school enrollment or choose Plan 4: County School diploma.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents

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

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

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

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

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

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

<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

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

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

Follow this (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 qualitative 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 succeed 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>-ELL students will progress one CELDT level - Based on writing assessment and rubric scores, teacher targets specific writing goals to fill gaps for whole class.</td>
<td>-Twice monthly common planning time for ELL instructional planning and PD on improving writing and improving instruction on EL strategies</td>
</tr>
</tbody>
</table>

**Background Info**: Hilltop 2015 graduation rates indicate: 18 seniors earned diploma. Hilltop enrollment trends include: Increase in SPED designated students, increase in ELL population; increase in unaccompanied minors— and absenteeism and truancy is a chronic issue for many students. Hilltop is an English Plus Pathway program that provides one course of Designated ELD (at the students level; emerging, expanding & bridging) and also Integrated ELD in other content areas. As part of increasing CELDT level, our EL teacher will continue to use our internal diagnostics and assessments to provided targeted small group instruction. All students take a language arts class. Upon entering this class a writing assessment takes place (the TEA paragraph/position paragraph). Teacher uses rubric to score and assess student writing.

**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 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>After writing assessment and rubric scores, and additional teaching of TEA paragraph, writing workshops designed for more targeted intervention per student need.</td>
<td>After implementing writing workshops for targeted groups/individual students, goal would be that students will perform better on TEA paragraph assessment and improve writing skills.</td>
<td>Small group instruction/writing workshops</td>
</tr>
</tbody>
</table>

### Cont'd

...
### 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>If students are struggling with truancy or not progressing even with the writing workshops, teacher will refer to SAP, SART, or for SST if learning disability is a concern.</td>
<td>Student referred to SAP or SART to determine need for additional support.</td>
<td>If attendance is issue, possible home visit, if learning a concern, poss SPED testing/referral after SST, referral to academic support programs.</td>
</tr>
</tbody>
</table>

### Analysis of results for Language Arts-Focal Group
Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

- If students are struggling with truancy or not progressing even with the writing workshops, teacher will refer to SAP, SART, or for SST if learning disability is a concern.

### Mathematics Core Curriculum

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

### Analysis of Results Mathematics—All Students
In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

- Students will be exposed to and develop mastery level competencies in reading and writing through common-core mathematics problem-solving criteria. -Students will be able to demonstrate college-readiness through identification and persistent approaches to a variety of math competencies.

### Analysis of Results for Mathematics—Intervention
Based on the analysis of the results, what are your targets/performance goals? What instructional shifts will be required to achieve these goals?

- Teacher gives teacher and site created math assessments to assess individual need and teaches to address whole class needs, creating small group for targeted interventions, and individual tutoring and support if needed.

### 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?

### Analysis of Results for Mathematics—Intervention
Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

- Goal would be that student will do better on teacher created assessments after small group interventions.

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

### Analysis of results for Mathematics-Focal Group
Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

### 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)?

**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?**

Students will progress one CELDT level or be reclassified if eligible.

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

-60 minutes of ELD instruction/day - SDAIE strategies used in all other classrooms

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

**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?**

Increase attendance in order to increase opportunities for students to take necessary classes, and increase credits earned.

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

Offer additional sections of classes (currently use Sprout funding for evening school classes), but need resources to offer science since Sprout funds are short term. If Sprout funding becomes unavailable, we will work to create a master schedule to include science.

**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

**Narrative describing college going culture**

(Using indicators suggested above)

**What are your targets/goals?**

Expose all students to options for employment and higher education. Student will each have a post secondary plan

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

Early intervention for struggling 10th/11th grade students. Targeted workshops for 10th graders.

**Elementary Schools**

What is your plan for promoting college and career readiness?

**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?

The school schedule was structured at Hilltop to accommodate common planning time and staff development. Twice a month the teaching staff have 90 minutes to collaborate on lesson plans, best practices and ELL support for their students. The school social worker has also arranged structured quarterly training sessions for counselors and wellness staff.

| School-Wide Action Step(s) | How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)|Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)|
|---------------------------|---------------------------------------------------------------------------------|
| Twice monthly sessions to review strategies that support literacy across the curriculum. Continue "Not in Our Schools" anti-bias training for all staff. | The resources for the on-going professional development at Hilltop derive from a variety of sources, including staff facilitation, community partners such as TAPP, SF General Hospital, Prop A funds for presenters and SFUSD offered PD. |

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>Hilltop students with IEPs are offered a Study Skills class as well as are included in general education classes, with support. Students with IEPs represent a significant percentage of the Hilltop population, about 24%.</td>
<td>Increase SPED students literacy rate as evidenced by CELDT, and other assessments.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>Hilltop School does struggle with absenteeism. The high rate of absent students does correlate to the known risk factors of teen parents such as history of physical/emotional abuse, high rates of depression, need for employment. On average, 60% of enrolled students attend on a daily basis.</td>
<td>Increase attendance</td>
</tr>
<tr>
<td>School Climate</td>
<td>Hilltop will continue to adopt the Restorative Practices Model to enhance school climate. Hilltop maintain a low suspension rate; having students reconnect to each other &amp; staff is of high value in the community.</td>
<td>Continue to decrease use of suspension &amp; other punitive methods or redirecting 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>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td>Increase attendance to SSC meetings.</td>
<td>Collaborate with on-site partners to hold Open House events. Plan SSC meetings to be held one hour before a school function or cultural event. We can rate the attendance to SSC to measure the impact.</td>
</tr>
<tr>
<td>Who you are reaching/missing (And how you know…)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school-parent community is strong at cultural events twice a month, evidenced by parents and family members that attend the functions. The impact of that attendance has resulted in increased positive school-home relations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our school-parent community is strong at cultural events twice a month, evidenced by parents and family members that attend the functions. The impact of that attendance has resulted in increased positive school-home relations.
### 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

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

*How will your site use SCG-EL resources to increase and improve services for English Learners? 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)

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

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

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

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

### LCFF Concentration Grant (SCG-C) 07092 Allocation

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

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

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

### Targeted Instruction Improvement Grant (TIIBG) 07940 Allocation

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

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

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

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

**Title I**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>132,585</td>
<td>31500</td>
</tr>
</tbody>
</table>

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

Title IA County, Resource 30101, Fund 05, Org 616 - English Language Development Specialist, 2 FTE. (English Teacher) for students completing required course in English. - Social Worker for Childcare support contract with FSA. To help enable and support pregnant and parenting teens in ensuring a healthy emotional well-being toward completing their education. - Travel/Conferences - Student Field Trips

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

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

1% Title I Parent Set Aside:

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

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

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

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards =

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

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

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

Principal’s Innovation Fund:

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

How do you plan to use these funds?

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

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

Equity Grant =

(as applicable 16-17)

Identify Sub-group & specific actions

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

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

QEIA Carryover =

How do you plan to use these funds?

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
Other (PTA, external sources, School Quality Pairing/CoP work) =

<table>
<thead>
<tr>
<th>How do you plan to use these funds to support your school-wide actions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the Bryk Essential that most aligns to the use of these funds:</td>
</tr>
<tr>
<td>1️⃣ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
</tr>
<tr>
<td>2️⃣ Professional Capacity (LCAP Priorities: Basic)</td>
</tr>
<tr>
<td>3️⃣ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
</tr>
<tr>
<td>4️⃣ 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>Position</th>
<th>Counselor</th>
<th>Social Worker</th>
<th>Nurse</th>
<th>Family Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness Coordinator</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>CHOW</td>
<td></td>
<td></td>
<td></td>
<td>T10</td>
</tr>
<tr>
<td>IRF</td>
<td></td>
<td>Literacy Coach</td>
<td></td>
<td>Academic Rtl Facilitator</td>
</tr>
<tr>
<td>Hard To Staff</td>
<td></td>
<td>Other</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Intensive wraparound support services for high needs teen parents and their infants in health, social work, and ILPs.
SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 25, 2016.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on:
School Site Council Roster and BSC/SPSA 2016-2017 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>Patricia Keehan</td>
<td>Head Counselor</td>
<td></td>
</tr>
<tr>
<td>Elisa Villafuerte</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Leslie White</td>
<td>SPED Teacher</td>
<td></td>
</tr>
<tr>
<td>Diana Alvarez</td>
<td>Bi-Lingual Counselor/ELAC Coordinator</td>
<td></td>
</tr>
<tr>
<td>Derrick Tynan-Connolly</td>
<td>General Ed Teacher</td>
<td></td>
</tr>
<tr>
<td>Sherece Cooks</td>
<td>HDC Community Member</td>
<td></td>
</tr>
<tr>
<td>Guadalupe Flores</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Terisha Staton</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Ahide</td>
<td>TAPP Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>Liliana Villalpando</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Martha Gutierrez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Lizet Gonzalez</td>
<td>student</td>
<td></td>
</tr>
<tr>
<td>Jaqueline Duran</td>
<td>Student</td>
<td></td>
</tr>
</tbody>
</table>