### 2017-2018 Balanced Score Card:
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Hilltop Special Services Center</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Elisa Villafuerte</td>
</tr>
</tbody>
</table>

### SCHOOL VISION & CONTEXT

The mission of Hilltop Special Service Center is to provide a safe academic environment where students have the opportunity to prepare for post-secondary education, meet graduation requirements, access quality prenatal and parenting education, and receive health and emotional support services. Our students are provided with a supportive community where they can work towards 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 assessments with each student in regard to transfer/return to comprehensive district high schools. Students receive core academic instruction and 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 districtwide. The 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 students; 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. Our vision at Hilltop is that students will be strong self-advocates who are ready for college-level academics and the workplace. Students will be resilient and responsible individuals who recognize their true value and worth. They will act with dignity and respect, embracing opportunities to contribute to their local communities. Students will practice the Hilltop core values: create community, embrace opportunities to learn, teach by example, and celebrate growth. Schoolwide Learner Outcomes (“Hilltop Learning Values”): Create Community Embrace Opportunities to Learn Teach by Example Celebrate Growth We call our schoolwide learner outcomes the Hilltop Learning Values. We developed our values statements in the summer 2016 through a collaborative process with all school staff. Together, we identified what we believe to be essential learning elements of our program. We recognized that explicitly and implicitly, we communicate these expectations for students and for ourselves both in the classroom and in all the support structures that exist. We designed a week-long orientation to the Hilltop Learning Values and ran our first annual orientation week in August 2016. All students enrolled in August participated in the orientation. Teachers, counselors and other support staff have continued to integrate the language and practices of our values into their own interactions with students. Further, we have we have hosted monthly Days of Action and Service Learning in which we continue the explicit instruction in what the values mean as well as explicit practices to bring the values into our community life. All members of our community - including Hilltop staff, Hilltop students, and TAPP staff - have been at least exposed to the values statements. Most members of our community have actively engaged in lessons about the values, and many members of our community - including students and TAPP staff - have actively engaged in designing lessons or activities that allow us to practice the values.
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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>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 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, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

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

4. Title I Parent Involvement Policy

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

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

Follow this [link](https://district.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"

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
</tr>
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<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</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
- **NSC College Data (high school only)** provides college attendance trends for high school graduates

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</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.

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</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 described in the section. Data needed to complete this section of the BSC is included in Section II above.

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>ELL students will progress one CELDT level per year. All student will improve 1 point on the assessment rubric. All students will improve one level on RI per year.</td>
<td>RI will be used to regularly monitor student progress. Twice monthly common planning time for ELL instructional planning and PD on improving writing and improving instruction on EL strategies. Newcomer EL students receive an additional 50 minutes of conversational English workshop each week. Purchase of instructional material, LCD Projectors, Doc Cameras, and Speakers are needed to assist teachers in presenting lessons and support student learning.</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>
<tbody>
<tr>
<td>When students need additional support, we use the document camera to model/practice, use graphic organizers, and/or use the whiteboard to model or illustrate, and re-teach mini-lessons to small groups of students based on assessment of targeted skill. If student shows significant delays, will support with smaller group or individual teaching. Refer to SAP or SST as needed.</td>
<td>ELL students will progress one CELDT level per year. All student will improve 1 point on the assessment rubric. All students will improve one level on RI per year.</td>
<td>Individualized support for all students who need tier two support. Small group instruction/writing workshops in classrooms, as well as twice weekly English workshops. Purchase of instructional material, LCD Projectors, Doc Cameras, and Speakers are needed to assist teachers in presenting lessons and support student learning.</td>
</tr>
</tbody>
</table>

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

Truant students would be the focal group because given their sporadic attendance, they cannot access school interventions. That said, once referred to SAP and/or SART a home visit would occur, and collaboration for additional support with our CBOs, like TAPP, SFUSD CWAL, & possible referrals to TARC or Horizons as necessary.

- Students attendance will improve by 40%.

- Continue and increase home visits to improve student attendance for attendance concerns. If learning is a concern, SPED testing/referral after SST, referral to academic support programs. Purchase of instructional material, LCD Projectors, Doc Cameras, and Speakers are needed to assist teachers in presenting lessons and support student learning.

### 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. <strong>WASC Ch.2</strong></td>
<td>- 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.</td>
<td>Will shift from focusing on learning paper/pencil calculations to focusing on higher-level problem solving strategies and using technology as an essential and accurate tool. We will purchase at least a set of 10 TI-30XS calculators to support student learning. Institute rigorous common-core grade level math curricula with emphasis in reading and writing domains of problem solving situations. Provide remedial math support for improving content recognition and mastery for college-level mathematics.</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 Rti Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Goal would be that student will do better on teacher created assessments after small group interventions.</td>
<td>Implement small group instruction and time for targeted areas of need per assessment data. Small group instruction/writing workshops in classrooms, as well as twice weekly English workshops.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group <strong>WASC Ch.2</strong></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>Truant students would be the focal group because given their sporadic attendance, they cannot access school interventions. That said, once referred to SAP and/or SART a home visit would occur, and collaboration for additional support with our CBOs, like TAPP, SFUSD CWAL, &amp; possible referrals to TARC or Horizons as necessary.</td>
<td>Student referred to SAP or SART to determine need for additional support.</td>
<td>Continue and increase home visits to improve student attendance for attendance concerns. If learning is a concern, SPED testing/referral after SST, referral to academic support programs.</td>
</tr>
</tbody>
</table>
English Language Development (ELD)

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTE/Ls, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td>Students will progress one CELDT level or be reclassified if eligible.</td>
<td>Provide 50 minutes of ELD instruction/day with SDAIE strategies used in all other classrooms. All (EL) students offered additional 45-90 minutes of conversational English workshops each week. Another section of a sheltered ELD class will be offered via a sheltered Health class, periods 7 and/or 8, using SPROUT funds. Purchase of instructional material, LCD Projectors, Doc Cameras, and Speakers are needed to assist teachers in presenting lessons and support student learning.</td>
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Spring 2017 CELDT data shows: CELDT 1 (Beg) = 13 CELDT 2 (Early Intermediate) = 2 CELDT 3 (Intermediate) = 2 CELDT 4 (Early Advanced) = 2 CELDT 5 (Advanced) = 0 5 students no data Compared to Fall 2016 data: CELDT 1 (Beg) = 14 CELDT 2 (Early Intermediate) = 3 CELDT 3 (Intermediate) = 8 CELDT 4 (Early Advanced) = 5 CELDT 5 (Advanced) = 0 Newcomers are clustered with developing EL's and teachers employ structured interaction practice requiring students to talk to one another about content. In History and Math, the teachers also employ L1 support to check for comprehension.

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Provide accessible options for students to be able to participate in credit recovery offerings. Students who need credit recovery will be able to enroll in 1-2 additional courses with the opportunity to earn 5-10 additional credits.</td>
<td>Offer additional sections of classes. Submit request for sprout funding to support additional classes, summer school and credit recovery opportunities for students. Incorporate additional class sections in the master schedule if Sprout funding is not approved.</td>
</tr>
</tbody>
</table>

All students are enrolled in all other core content academic classes (Social Studies, Science, WAPA, etc.). Passing grades and credits earned is necessary to ensure students stay on diploma track or to transition back to home school. The majority of students are off-track, low credit, andtranquil when they enroll at Hilltop. Students are offered credit recovery options to get back on track. We have had support in providing additional class sections within the regular semester and offer summer school with approved Sprout funding.

College and Career Readiness

Describe your site’s goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

**High Schools Indicators:** On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>Expose all students to options for employment and higher education. Student will create their post secondary plan and complete their ILP with support from a counselor.</td>
<td>Create Individual Learning Plans with all students at the beginning of the school year, when students enroll, and review once each semester with each student.</td>
</tr>
</tbody>
</table>

Provide 1:1 College Counseling to students, College Tours, Career Fairs, College application workshops, financial aid workshops, College Placement Tests on site, and Scholarship Workshops. Students in the 12th grade participate in a critical thinking college preparation class, Step to College, through SF State University and are eligible to earn college credit.

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 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 support staff. Teachers and Staff participate in their departments PDs to collaborate and discuss best practices. PD calendar: https://docs.google.com/document/d/1_6T2k_YsJzZBax3hJfVowe-lZRDJpdBegAGoSHEFa34/edit PD Plan for 17-18: https://docs.google.com/document/d/1nXHuSf8Y32w5c_CwK48l0UxJvL2kpuUMAAyL7m/edit

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice monthly sessions to review strategies for ELD and quarterly PD with MPD.</td>
<td>The resources for the on-going professional development at Hilltop derives 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.</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th></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>Hilltop students with IEPs are offered a Study Skills class as well as are scheduled in co-taught classes, or classes with support. Historically, students with IEPs have represented a significant percentage of the Hilltop population, about 24%.</td>
<td>Increase SPED students literacy rate as evidenced by CELDT, and other assessments.</td>
<td>Maintain push-in services for general education classes and begin co-teaching model for some math and English courses. Continue Restorative Practices with SPED.</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td></td>
<td>Increase attendance</td>
<td>Increase referral to TAPP case management, Horizons counselor, SF General Infant-Parent Program. Continued outreach to parent/guardians. Increase home visits.</td>
</tr>
</tbody>
</table>
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.

## School Climate
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 & staff is of high value in the community. As well, Hilltop will continue their community building days, service learning days, and implement advisory period to support community building and reinforce the Hilltop school values.

Continue to decrease use of suspension & other punitive methods or redirecting students.

One strategy to continue is the monthly community circle. Also to develop classroom lesson plans that support the school-wide values. Finally, we will strengthen collaboration between TAPP and FDC via SAP, SART, and ensuring all Hilltop students get connected with a TAPP case manager.

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>Increase attendance to SSC meetings.</td>
<td>Collaborate with on-site partners to support open house events. Try to schedule SSC meetings before or after a school function or cultural event. We can collect data on the attendance to SSC to measure the impact of a combined event.</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 = $0

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 = $0

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 = $0

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 = $0

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 (TIIG) 07940**
Allocation = $0

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

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 = $139,216 (31500)

How do you plan to use these funds?

Title IA County, Resource 30101, Fund 05, Org 616 (Title 1 Neglected - English Language Development Specialist .2 FTE. (English Teacher) for students completing required course in English - .5 Intervention Specialist (supports all students with attendance and credit acquisition) (Total for .7 = $71,633) - Daycare ($50,000 to provide on-site childcare so that students can focus on learning) - Non-capitalized equipment (laptops and desk tops for additional support around literacy and intervention - $16,896) - 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 = $1,392

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.

Parent Inv. Policy: In our school site folder. - to support mailings for monthly meetings with light refreshments

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 8/28/2017

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

Impact & Innovation Awards = $0

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 = $0 (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 = $0 (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) = $0

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td></td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

**Wellness Coordinator:** CHOW: Elementary Advisor: T10:

<table>
<thead>
<tr>
<th>1.0</th>
</tr>
</thead>
</table>

**IRF:** Literacy Coach: Academic RtI Facilitator: Hard To Staff:

<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Provide case management for Pregnant and parenting Teens Home visits and other truancy interventions Bilingual support for Individual Learning Plans
**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: 8/28/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- **This school plan was adopted by the SSC on: 8/28/2017**
## 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>Elisa Villafuerte</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Diana Alvarez</td>
<td>Other School Staff - Counselor</td>
<td></td>
</tr>
<tr>
<td>Joe Alter</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Bissa Zamboldi</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Peter Lu</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Derrick Tynan-Connolly</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Leslie White</td>
<td>Teacher- Alternate</td>
<td></td>
</tr>
<tr>
<td>Carolina Orozco</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Jaqueline Platero</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Blanca Torres</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Diana Tzu</td>
<td>Student - Alternate</td>
<td></td>
</tr>
<tr>
<td>Rosaura Diaz</td>
<td>Community Member - Alternate</td>
<td></td>
</tr>
<tr>
<td>Ahide Palomera</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Maria Castro</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Maria Gutierrez</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>