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

**School**  
Hoover, Herbert Middle School

**Principal**  
Carline Sinkler

**SCHOOL VISION & CONTEXT**

Hoover Middle School, “Home of the Hawks” is a large school nestled below Hawk Hill in the West Portal District. Approximately 1,000 students come from throughout San Francisco to participate in our Language Immersion, English Learner, Special Education, and/or General Education programs. Students learn collaboratively in vibrant learning environments where we balance technology, literacy, and hands-on learning focused on ensuring students are inspired and prepared for a pathway to college and career. Our dedicated, innovative staff provides strong academic, physical education, and language programs. Students explore individual talents in award winning creative, performing arts, or technology (STEAM) classes. Hoover's outstanding counseling department helps to create a positive school climate through positive reinforcement, restorative practices, connections to community resources, and school wide activities. Hoover is implementing a Verizon Innovative Learning grant that will enable us to leverage anywhere, anytime access to learning on iPads. OUR VISION is guided by SFUSD’s VISION 2025 and Strategic Plan, Transform Learning.

Transform Lives. We share a vision of student success where students who attend Hoover discover their spark, along with a sense of self and purpose. Each student will leave 8th grade ready for high school with foundational capacities and dispositions outlined in the SFUSD Graduate Profile: Content Knowledge; Creativity; Career and Life Skills; Global, Local, and Digital Identity; Leadership, Empathy, and Collaboration; Sense of Purpose and Sense of Self. OUR MISSION: At the end of 8th grade students leave us as “Hawks, Ready To Fly: Inspired, Experienced, and Resourceful”.

OUR CORE VALUES: We align our beliefs, actions and decisions with SFUSD’s Core Values: Student-Centered; Fearless; Unified; Social Justice; Diversity-Driven.

STRENGTHS: Hoover is a Title 1 school (68% low-income) and leverages Title 1 funds to support family connections, math achievement, college readiness, and technology fluency to give our students the tools and experiences they will need to flourish in school and life. We are seeing evidence of strong and steady growth in English Learners, low-income, and African American students on both academic and climate indicators. We attribute this success to a focus on a college going culture, learning in collaborative groups, and creating the conditions for students to explore, develop, and share their talents in art, music, technology, multilingualism, sports and leadership.

CHALLENGES: While our overall data picture and school climate is favorable, and progress is evident throughout, Hoover has significant challenges and gaps in achievement that continue to persist. We are making slow and steady progress with our Latino students in all subject areas. However, gains are nowhere near our students’ potential. There are significant gaps for students with IEPs in all subject areas and school climate indicators. We will be placing a greater focus on increasing cultural competence for both staff and students through professional development, data inquiry, differentiated support, inclusive practices and curriculum planning. STRATEGIES: With EQUITY AT THE CENTER, we strategically align our resources and actions to: 1) DEEPEN OUR COLLEGE AND CAREER GOING CULTURE through a tiered approach where all students have exposure to college and career connections. Students and families who have not yet experienced college access additional experiences and supports. Strategies include AVID, career connections, internships, field trips, and goal setting, family empowerment and shared experiences. 2) Continue to MAKE DRAMATIC AND PURPOSEFUL Shifts TOWARD THE DISTRICT’S VISION 2025 and provide learning experiences that promote qualities outlined in the graduate profile. Examples: Leverage technology to transform and personalize learning while purposefully closing the digital divide across income and ethnic groups; increase student agency and civic action through Generation Citizen; re-design of spaces to promote authentic learning, i.e. Makerspace “Garage”, Design Lab, outdoor classroom, and Learning Commons. 3) PROMOTE A POSITIVE SCHOOL CLIMATE through Behavioral Response to Intervention, Restorative Practice, socio-emotional learning and digital citizenship curriculum by leveraging student support staff. Celebrate our differences through conversations and learning experiences that promote social justice, cultural and gender identity, and character strengths.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

What Has Changed?

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state’s priorities. These align well with SFUSD’s articulated performance indicators and the work we’ve done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

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

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

### Strategies in Action: Classrooms

#### School Plan

**Instructional Core / Engaging and Challenging Curriculum**

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</em></td>
<td>Overall - increase SBAC proficiency from 59% to 65% Increase lowest performing subgroups by at least 10% and continue to close the 8% gap in performance predicted by income level. Increase passing rate for students with IEPs.</td>
<td>Continue to implement and adapt the Core Curriculum to meet the needs of individual and diverse learners. Continue to fund class sizes of 29-30 to allow for more attention to individual students. Purchase school-wide license of NewsEla to promote individualized learning, increased engagement in non-fiction text, and embedded assessment and alignment of reading levels. Expose and encourage reading in English and heritage languages through novels and non-fiction reading material in English, Spanish, and Chinese. Renew contract with Generation Citizen to promote civic responsibility, debate, and argumentation in all 8th grade social studies classes to support. Continue and deepen literacy support through AVID strategies in concert with college readiness initiatives including Close Reading strategies. Leverage After School Program to provide tutoring support. A-RTI within school day within Homeroom or block scheduling - reading groups. Continue partnership with Teacher Librarian. Continue integration of technology and peer editing within Google Docs. Grade level teams with focus on A-RTI and B-RTI with ongoing analysis and calibration of grading practices. Continue selecting culturally relevant topics and novels to engage diverse learners, in particular students within subgroups where gaps in performance persist. Engage staff in professional learning related to differentiation for students learning English and students with IEPs.</td>
</tr>
</tbody>
</table>

Overall, Hoover students slightly gained in proficiency on SBAC from 58 to 59%. Reading fluency and comprehension continues to grow on the SRI and target subgroups of Latino and African American students have outpaced school-wide growth. The highest level of growth is in 8th grade which is consistent with a high percentage of students High School Ready. EL students are qualifying for reclassification at a higher rate that last year. While there is some progress, significant challenges remain for students with IEPs who continue to underperform despite SPED supports.
### Analysis of Results for Language Arts-Intervention

<table>
<thead>
<tr>
<th>What will you do to ensure that all students have access to and success 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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Results for Language Arts-Intervention</td>
</tr>
<tr>
<td>41% of our students are not yet at grade level in ELA. 22% are nearly at standard whereas 19% have not met standards. Differentiated homerooms have provided an opportunity to provide individual and group assistance to students within the school day. After school program has little access for students identified in need of support. A late bus has been provided to meet the needs of a few students but dramatic changes will need to be made in transportation as it is a limiting factor across the board. We have purchased NewsEla for use in EL classes and for students who need additional support in differentiated homerooms. Results to be determined.</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 SRI?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATINO students are our second largest subgroup and least performing in ELA with 32.5% proficiency on SBAC with a 27% gap with the rest of the school. Multiple factors contribute to this gap including proportionately high percentage of ELs. Lower performance upon 6th grade entrance resulting in the need to accelerate growth. We also attribute this to transportation issues that result in lack of access to nutritional services, After School Program, and punctuality due to late buses.</td>
<td>Increase SBAC proficiency at least 10% and steadily close performance gaps. SRI indicates faster growth than entire school indicating that our strategies are showing promise as students are accelerating faster than their peers.</td>
<td>Provide targeted interventions especially for students identified as both EL and Latino that specifically address areas of strength and challenges in reading, writing, listening, and speaking. Utilize differentiated instructional time within redesigned schedule to support literacy efforts matched with students' pattern of needs as a group along with small interventions, reading circles, debate, and passion projects designed to increase agency and engagement in school.</td>
</tr>
<tr>
<td>SPED students are the least performing group in ELA by far with only 15% proficiency on the SBAC and the lowest GPA. School wide, we students with IEPs receive more Ds and Fs than any other group. Reading comprehension may also result in low scores in Science as well.</td>
<td>Increase SBAC by 10% and SRI by 10% and decrease numbers of students receiving low grades. Increase High School readiness at least 10% and reclassification rates of dually identified students who are also English Learners.</td>
<td>Utilize NewsEla and Flocabulary n Specialized Academic Instruction and co-taught classes. Increase paraprofessional capacity to support students in reading and writing. Provide differentiated, scaffolded supports for teachers in inclusive settings. Purposefully increase access and attendance in the Learning Commons. Explore and integrate technology tools that promote individualized acceleration in reading.</td>
</tr>
<tr>
<td>AFRICAN AMERICAN students have seen an increase in proficiency and continue to close gaps in performance. 42% of our AA students demonstrated proficiency on the SBAC. Reading is a strength for this subgroup and we are building on this momentum.</td>
<td>10% increase in SBAC, SRI, and High School Readiness toward narrowing the gap in performance. Increase in A's and decrease in Ds and Fs.</td>
<td>Continue matching interventions and supports based on individual interviews and data analysis. Review SPED related service delivery and effectiveness as nearly 1/3 of our AA students have IEPs. Caveat: Centrally allocated SPED resources vary widely from year to year creating difficult conditions related to staffing, scheduling and service delivery. Engage staff in professional learning related to culturally relevant pedagogy along with understanding of the impact of systemic oppression.</td>
</tr>
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### 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>
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<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></td>
<td>WASC Ch.2</td>
</tr>
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</table>
Based on the analysis of the results, what interventions are required to ensure all students reach mastery?

<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>
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<tr>
<td>Overall, students maintained proficiency in math at a overall rate of 59% 8th grade class size reduction is showing promise as students are receiving the lowest number of D's and F's, student engagement is high and it provides an ideal setting for Complex Instruction. Class size reduction may also be contributing to the slight increase in High School Readiness. Overall - increase SBAC proficiency from 59% to 65% Increase lowest performing subgroups by at least 10% and continue to close the 6% gap in performance predicted by income level. Increase passing rate for students with IEPs and significantly decrease rate at which students receive D's and F's through targeted support and shifts in teaching strategies.</td>
<td>Increase of at least 10% on performance indicators such as IAB and SBAC. Decrease in D's and Fs.</td>
<td>Provide additional support in math particularly to AA and Latino students with stipends for teachers for lunch time support. Continue using ALEKS to differentiate skill learning and investigate alternative adaptive software based on user feedback (student driven/centered). Leverage ASP programming to offer teacher support for targeted students after school. A-RTI within school day in differentiated homerooms.</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-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>
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<td>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?</td>
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<tr>
<td>AFRICAN AMERICAN - students showed dramatic gains on SBAC with 37.5% proficiency (up from 18%) However, We attribute this growth to focused work within Community of Practice, matching students with resources. Title 1 funded math integration specialist, ALEKS, Complex Instruction and building relationships.</td>
<td>Reduction of D’s and F’s, increase SBAC proficiency by 5% catalyzed by last year’s growth. Evidence of increase in growth mindset indicators.</td>
<td>Examine individual student needs in math, Math Integration Specialist work with math department on utilizing Complex Instruction through this lens.</td>
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| LATINO students continue to show steady growth in math with 28.5% proficiency on the SBAC (up from 23%) and we attribute some of this success to a combination of Complex Instruction strategies and ALEKS which toggles to Spanish. However, nearly one in four Latino students has received a D or F in math this year indicating that we have much more work to do. Students receive a greater number of Ds and Fs in math than any other subgroup or any other subject. As our second largest subgroup with over 250 students, math is an area of focus. 6th grade data suggests that some students in this subgroup come to Hoover already below grade level and require acceleration in order to narrow the gap. Our math department wonders if the Core Curriculum is designed to be culturally relevant to the Latino community. | Reduce D’s and Fs and increase performance on SBAC by at least 15%. | Math integration specialist lead monthly data sessions related to focal groups. Specialist also co-plans and implements lessons that build on student strengths and have creative, practical applications from coding integration to actual construction with building materials. Make deliberate connections to talents and experiences within the Latino community related to math through art, data, problem solving and engineering to create relevant projects. Continue to implement Complex Instruction across grade levels, school wide. Provide additional support in math particularly to AA and Latino students with stipends for teachers for lunch time support. Continue using ALEKS to differentiate skill learning and investigate alternative adaptive software based on user feedback (student driven/centered). |

Math integration specialist lead monthly data sessions related to focal groups. Specialist also co-plans and implements lessons that build on student strengths and have creative, practical applications from coding integration to actual construction with building materials. Make deliberate connections to talents and experiences within the Latino community related to math through art, data, problem solving and engineering to create relevant projects. Continue to implement Complex Instruction across grade levels, school wide. Provide additional support in math particularly to AA and Latino students with stipends for teachers for lunch time support. Continue using ALEKS to differentiate skill learning and investigate alternative adaptive software based on user feedback (student driven/centered).
SPED - Students with IEPs only demonstrated 16% proficiency on the SBAC (up from 11%). We consistently see that students with IEPs struggle in math and have added 2 additional classes that utilize the co-teaching model. Complex Instruction is a practice that supports students’ participation although additional support is necessary. While relatively high with 68%, these students also have the lowest High School Readiness rate and GPA of any subgroup despite Special Education services.

Professional learning for adapting and modifying math lessons and concepts to meet the needs of students with disabilities related to learning math. Specific adaptive software that will meet individual needs and allow for self pacing and feedback. Continued staff development in Complex Instruction. Review SPED related service delivery and effectiveness. Caveat: Centrally allocated SPED resources vary widely from year to year creating difficult conditions for strategic planning related to staffing, scheduling and service delivery. One of our SpEd teachers is gaining knowledge of Complex Instruction and is co-teaching with three teachers.

**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, LTEIs, 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>
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<tbody>
<tr>
<td>We see steady growth over the last three years on CELDT with an AAO of 56% and up to nearly 40% for our LTEI students. Reclassification has increased to 36%and SRI scores continue to rise. We attribute this success to an active ELAC, AVID Excel, smaller ELA classes with leveled classes for newcomer and developing students. EL students continue to underperform in science while a new trend is appearing in math possibly due to language intensive core curriculum. 7% of ELs met or exceeded standards in ELA. We attribute this to the reclassification process as students who are at grade level in ELA are appropriately reclassified, thus moving out of the EL subgroup.</td>
<td>Increase indicators on CELDT, SRI, and SBAC by at least 5% commensurate with current, steady progress we are seeing overtime. Continue to reclassify dually identified SPED/EL students where evidence suggests that a students disability is causality for lack of progress on CELDT.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
AVID Excel for Long Term English Learners, A-RTI and B-RTI in addition to family connections and language access. Continue to implement language leveled classes in master schedule that have no more than 25 students each. Target students for internships and college and career connections within Impact and Innovation grant. Support professional learning for teachers on strategies to address needs of students learning English:

**Differentiation Examples** Adapt Instructional Delivery
- Provide additional pre-teaching or previewing of concepts to be covered (e.g. vocabulary words)
- Identify key concepts and make them explicit to students (e.g. point them out and use visual reinforcement)
- Teach the same concept in multiple ways, using various modes of instruction (e.g. auditory, visual)
- Check for understanding frequently and reteach as necessary in a different way
- Provide visual and written directions for assignments; provide examples of finished products when giving assignments. This can include peer models for interactive work.
- Review key concepts often and in multiple modalities
  - Adapt the Evaluation Criteria or Expectations
    - Create and use rubrics that list specific expectations for specific assignments
    - Focus on good quality versus quantity
    - Allow multiple ways that students can show their knowledge (e.g. oral, written, drawn pictures, etc.)
  - Adapt the Materials or Textbook
    - Provide a study guide/outline that emphasizes key points or simplifies language
    - Substitute materials, videotapes, audiotapes, etc. for assigned text (or parts of the text read aloud)
  - Adjust the Timing or Pacing Instruction
    - Provide additional time for students to read or complete assignments
    - Slow the pace of instruction and/or provide additional explanations
  - Adjust the Physical Environment:
    - Seat students with peers who can provide assistance (e.g. bilingual student to help with translation)
    - Provide visual cues, prompts on the wall, or taped on the student’s desk
    - Provide opportunities for small group work
  - Adjust the Type of Support Provided:
    - Work with students who may need extra assistance in a small group following a whole-group presentation to check for understanding
    - Provide concept maps, outlines, and study guides as advance organizers and for test preparation
    - Check in frequently and review directions and model tasks individually for students who need more guidance

**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.</td>
<td>Increase As and Bs for AA, Latino, and EL students.</td>
<td>Unit planning with multiple intelligences and cultural background in mind. Incorporate multicultural narratives and widen the diversity of voices in the SS curriculum. Include more hands on projects, research, and debate. Renew contract with Generation Citizen to engage students in civic action through student voice.</td>
</tr>
</tbody>
</table>

**SOCIAL STUDIES** - Every population has improved on grading measures although AA, Latino and EL students continue to receive more Cs and Ds than school-wide. It is interesting to note that SS is where we see the highest achievement in Latino EL students which is taught in Spanish.
<table>
<thead>
<tr>
<th>Scale Implementation</th>
<th>What shifts will be required to achieve</th>
<th>Continue and expand SCALE implementation for NGSS through Stanford. Science department calibrate grading practices through an equity lens. PD for teachers on SDAIE and differentiation strategies in science instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE - 68% of students scored at or above proficiency on the CST while 80% of students receive As and Bs although African American, English Learners and Special Education students receive the highest number of Fs.</td>
<td>Decrease F’s for AA, EL, and SPED students and increase proficiency on CST.</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION - 55% of students were proficient on the Fitness Test with Asians representing the highest percentage of students in the healthy fitness zone with 41% meeting all 6 fitness standards while only 8% African American students meet all 6. Latino, AA, and SPED students are the only students with Fs in the subject suggesting that shifts need to be made to engage these populations more effectively.</td>
<td>Increase % of AA, SPED, and Latinos who meet fitness standards by at least 20%. Decrease number of Fs for AA, Latino and SPED students.</td>
<td>Differentiate instruction for SPED, incorporate music more regularly into classes and review strengths of students receiving Fs, build on strengths.</td>
</tr>
<tr>
<td>VAPA - Latino, African American and multi-racial students have the lowest grades although there is no significant difference in grades between income levels. We also see access to music as an issue due to transportation and the Spanish Immersion program.</td>
<td>Increase grades for Latino, African American and multi-racial students. Increase access to music for Latino students.</td>
<td>Advocate for transportation changes to allow for greater levels of access for Latino students. Use innovative scheduling to increase exposure. Increase family engagement and outreach particularly for our Latino and African American families.</td>
</tr>
<tr>
<td><strong>College and Career Readiness</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>High Schools Indicators:</strong> 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.</td>
<td><strong>Middle Schools Indicators:</strong> AVID, High School Readiness, College visits, college and career plans</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative describing college going culture (using indicators suggested above)</strong></td>
<td><strong>What are your targets/goals?</strong></td>
<td><strong>What shifts will be required to achieve these goals?</strong></td>
</tr>
<tr>
<td>Hoover is currently building on our Impact and Innovation Award focused on launching students into high school on a pathway to college and career. Through the grant, we intensified our efforts to create an immersive college and career going environment, institutionalize college field trips, internships and specific outreach to families where our students may be the first in their family to graduate from college and provide them with additional guidance, support, and experiences. We have used an RTI approach where all students participate in field trips, career week, and school wide AVID strategies while some students participate in AVID classes or internships through STEAM or College Track, some students, particularly English Learners and foster youth are specifically targeted with additional family support or community support starting in 6th grade. We are working within our budget to make these practices sustainable.</td>
<td>While data shows a high percentage (83%) of students are ready for High School, we want to see a steady increase and narrow gaps between lowest and highest subgroups on contributing factors. Increase in low SES achievement across all academic areas. Expand number of students with access to AVID if budget and schedule allows. Increase student reporting that instruction and learning experiences are relevant to college and career preparation. Increase HS readiness indicators for lowest performing subgroups - Latino, ELL &amp; SPED.</td>
<td>1) Continue to utilize tiered approach to match students with specific supports and experiences. Ex. All 7th grade participate in the “Field Trip to the Future” and visit college campuses while some students have additional experiences or mentorship such as EL students attend college visit with families, College Track, AVID, internship opportunities via Circle the Schools partnership. 2) Increase student goal setting through an understanding of factors related to college and career readiness. 3) Increase family empowerment related to college preparation and planning. 4) Grow use of AVID tutorial process beyond AVID classes to content course pedagogy.</td>
</tr>
</tbody>
</table>

**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,
**How will you structure site-based and district professional development/learning?**

Site based through Common Planning Time (CPT): Grade level teams with focus on A-RTI and B-RTI with ongoing analysis and calibration of grading practices. Differentiated staff PD (teacher driven in EdCamps and collaborative structures) will include: 1) Leveraging technology to support Innovative Learning Schools grant and "anywhere, anytime access" to iPads. 2) Culturally relevant pedagogy and competency. 3) B-RTI & RP 101 for new teachers. 4) SDAIE and differentiation. 5) National Boards. Differentiated staff collaboration: 1) Project based learning and authentic assessment within and across department teams. 2) AVID and college readiness. 3) Health and computer science integration. Site based through Prop A, extended hours or sub release. K-8 A, MTSS Resource Staff facilitation, Site Funded Sub release, Title I. 4) AVID and college readiness. 5) National Boards. 6) Ongoing district staff development related to Vision 2025, design challenges, and social justice oriented workshops. 7) Leveraging technology for learning with Verizon, Innovative Learning Schools partners (monthly meetings aligned with Roosevelt and Denman). NOTE: We are implementing a new bell schedule created through Master Schedule Design Challenge. In the discovery phase, teachers reported that the routine of holding CPT for professional development and teacher collaboration at the beginning of the day has drawbacks. Teachers advocated for greater length of time to collaborate and learn together along with the co-creation of new structure for professional development.

<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>Leverage technology to transform learning and close the digital divide by giving students access to engaging instruction with technology tools and experiences that will prepare them for an increasingly connected, networked society. Participate in Verizon, Innovative Learning School grant where each student will have &quot;anywhere, anytime access&quot; to online learning and an iPad.</td>
<td>WSF, Department of Technology, Verizon Digital Promise grant and Title 1 through Technology Coach. Prop A. Work with LEAD, Michael Bloemsma, Principal’s Innovation Award.</td>
</tr>
<tr>
<td>Continue to increase cultural competency of staff to engage in conversations about race, class, culture and the ways in which systemic oppression affects student outcomes and ways to disrupt historical results. Our school climate data and demographics suggest that we need to become more culturally responsive. Teachers have also expressed the desire to learn more in order to meet the needs of students and engage students in lessons and experiences that promote respect and understanding across difference.</td>
<td>WSF, Prop A, Title 1 CoP funds.</td>
</tr>
<tr>
<td>Develop and implement project based learning experiences and authentic assessment to promote student driven learning. Teachers are interested in using design thinking pedagogy and we have won a QTEA Innovation Grant to promote and operationalize this work.</td>
<td>WSF, Prop A., Principal’s Innovation Fund sub release and extended hours. QTEA Innovation Award.</td>
</tr>
<tr>
<td>Deepen Complex Instruction practices in math and apply to Science instruction.</td>
<td>Math Dept. C &amp; I.</td>
</tr>
<tr>
<td>Increase staff capacity in the use of AVID strategies to promote high school and college readiness.</td>
<td>Office of College &amp; Career. AVID team · Prop A and extended hours. SCG - EL</td>
</tr>
<tr>
<td>Incorporate, introduce, or reinforce SDAIE and differentiation strategies to make content accessible to English Learners and students with IEPs.</td>
<td>Multilingual pathways, WSF (SCG-EL), SPED budget, prop A.</td>
</tr>
<tr>
<td>Continue to introduce, review and reinforce strategies related to B-RTI and Restorative Practice to improve school climate and classroom management strategies.</td>
<td>WSF, Prop A, sub release. Pupil Services and School Health programs.</td>
</tr>
<tr>
<td>Implement pilot health curriculum in partnership with School Health Programs.</td>
<td>School Health Programs</td>
</tr>
<tr>
<td>Increase school climate indicators through expansion and deepening of PBIS through activities and incentives to motivate students. Purchase school gear identified by students as valuable rewards that also advance educational experience such as chargers, earbuds, water bottles. Purchase healthy nutritional snacks for incentives and support school wide cultural events.</td>
<td>WSF, Concentration grant</td>
</tr>
<tr>
<td>Increase sense of belonging and school connectedness through lunchtime mentoring activities, healthy alternatives such as intermural sports, clubs or guest activity leaders for students who have behavior challenges during lunch time.</td>
<td>WSF, Concentration grant</td>
</tr>
<tr>
<td>Increase student agency and civic action through Generation Citizen.</td>
<td>WSF</td>
</tr>
</tbody>
</table>
Leverage technology tools to personalize instruction and promote blended learning in Math and literacy with online programs that adapt to student learning and embed ongoing assessment such as ALEKS, NewsEla, Flocabulary, and Brainpop.

**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></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>Students with IEPs continue to be disproportionately suspended and of these, most are Latino or African American. Students in restrictive settings such as SOAR or SDC are disproportionately Latino or African American. We continue to have a small number of students in smaller, separate classes vs. inclusion.</td>
<td>Decrease suspensions and referrals in African American and Latino students. Reduce the number of small, separate classes and increase co-taught classes (inclusive).</td>
<td>Increase expectation that special educators develop capacity for co-teaching and coordinate professional development for staff on inclusive practices and co-teaching models. Professional development for staff on B-RTI, Tier 1, 2 and 3 practices, interventions, and data collection. Professional development on cultural competency, restorative practice, and de-escalation strategies.</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>1.6% of students were chronically absent in 2015-16. Several students went through the SARB process.</td>
<td>Decrease numbers of actual students chronically absent in targeted subgroups: Latino, AA, and SPED.</td>
<td>Systematically analyze attendance data and use tiered, team approach to determine causality and strategies to intervene. Work with Pupil Services to conduct home visits and connect resources.</td>
</tr>
<tr>
<td>School Climate</td>
<td>Several indicators for school climate are positive including safety and connections. While small (26), suspensions are up since last year, particularly boys who are Latino or African American. We are consistently reviewing ways to engage students in positive activities and foster relationships. Roughly 2/3 of students report positive culture climate and we see this an an area of growth.</td>
<td>Decrease suspensions in SPED, Latino and African American students. Increase positive indicators around school connections and relationships on student school climate survey.</td>
<td>Create Individual Learning plans that include socio-emotional learning elements for additional students (see AA Community of Practice work) in target subgroups. Professional development of cultural competency for staff and continued development of cooperative learning, project based and personalized learning with possible inclusion of Complex Instruction in math. Continue with existing action steps related to B-RTI and proactive classroom management strategies.</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 numbers of parents attending PTSA with continued goal of reflecting Hoover’s student population. Increase numbers of parents who contribute to climate surveys and see an increase in positive indicators related to communication.</td>
<td>Continue to build communication network. Host family workshops close to home locations to increase family engagement and connections for students in Mission and Excelsior district. Continue to fund 1.0 FTE of Spanish speaking family liaison to facilitate two way communication with Latino families and build relationships for a team approach to behavioral and academic supports for students. Connect families to resources for planning for college and career in addition to academic and socio-emotional support.</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>
</tbody>
</table>

We currently have a strong group of parents on our ELAC who also have dual roles in our revived PTSA. The PTSA had historically represented affluent, English only speaking parents and we were able to hold a new election to recruit parents that reflected the diversity of Hoover. These parents are becoming active in cultural events, volunteering for activities, and frequent our “family room”. We are still missing many of our extremely hard working, low-income families and continue to review ways to engage and inform parents including newsletters, autodialer calls, and multiple methods of communication including email, text, and social media - all in Spanish, Chinese, and English.
### 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:** $5,000

- Instructional supplies, technology and teacher and para professional development and release time to increase positive outcomes for SPED students.
- Extended hours and/or stipends for work as needed.
- Extended hours for SOAR lead para.

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:** $52,855

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

- .2 AVID Excel FTE for Long Term English Learners to increase reclassification and preparedness for high school and college.
- .5 Family Liaison, instructional supplies, substitute costs for assisting with CELDT testing and teacher professional development.
- We have seen steady growth in English Learners across content areas and on CELDT and are continuing to sustain these strategies. Funding the .2 AVID Excel class through this source has given the ELAC an opportunity to engage with the class, teachers, and college readiness in a meaningful, empowering way and we believe this should be sustained.
- Parents also depend heavily on our family liaisons for language access but also as a way to engage with the school. ELAC views funding family liaisons as a way to demonstrate our priority on cultivating and listening to their voice in their child's education.

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 you 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:** $15,000

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

- Funds from this source primarily focus on sustaining work we achieved through an Impact and Innovation grant on College and Career readiness in addition to supplies and stipends to promote a positive school climate and Tier 2 behavioral and academic supports. This will include supplies, transportation costs, and teacher planning (stipends) related to College and Career readiness and supplies and related costs to continue to implement Positive Behavior Incentives and TIER 1 and 2 Behavioral RTI activities during lunchtime or during the school day.
- Remainder of funds for professional development and stipends for matched teacher/staff mentors. $1,545 is allocated for Girls on the Run, a program designed to empower girls through self-confidence, relationships, healthy decision making, and building self-esteem.

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:** $35,756

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

- .2 Librarian to keep the Teacher Librarian up to a full time position to provide access to the library and research opportunities for classes.
- The "library" has transformed to a "Learning Commons" to become the school's research and collaboration hub.
- The remainder of the funds will be used for instructional supplies related to increasing student engagement in authentic (project-based) learning experiences, technology, and materials to support literacy in English, Spanish, and Chinese.
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** = 199,475

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

These funds are primarily to build capacity for staff directly related to accelerating progress towards Vision 2025 with particular focus on engaging low income students in learning experiences that develop attributes defined in the graduate profile. 1.0 FTE for math integration specialist to support targeted students, provide instructional guidance in effective implementation of CCSS, promote authentic problem solving and math connections in school "makerpace", and work in partnership with district Complex Instruction PA . 0.3 FTE for counseling to provide staff support for college and career connections, awareness, and activities. and coordinate with AVID PA. 1.0 FTE Spanish Speaking Family Liaison to support teachers in communicating with Latino families and increase cultural competence of staff. Remaining amount for release time for professional learning for staff or stipends for leadership team.

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** = 1,990

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 empowerment field trips to college campuses to increase knowledge of college readiness and goal setting. Target parents of English Learners and low-income students. Workshops to increase family knowledge about school including school loop, assessment, restorative practice, college readiness, and STEM. Funds will also be used for supplies for the "Family Room" to provide a welcoming place for families to meet with our family liaisons and each other.

**Date** your school's Parent Involvement Policy was reviewed by your School Site Council: 4/6/2016

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?

We won an Innovation Award focused on how we might leverage the iLab 3D design process to accelerate our school wide progress toward Vision 2025. We will learn the actual monetary amount in November.

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**: 100,000

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

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

Continue progress toward Vision 2025 through through design, leveraging technology to transform and personalized learning, storytelling as evidence of learning and professional development for teachers. We will focus space redesign on science classrooms to promote NGSS and a new course integrating Spanish, Literacy, Art, and Technology.

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) = 15,000

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

Community of Practice School to close the achievement gap for African American students. A continuation of identified work in progress for 2014-15 based on results of Individual Learning Plans (ILPs), and School Quality Index indicators. The fund supports field trips, supplies and activities for our growing Black Student Union (BSU), mentorships, connections to extended learning opportunities, and family outreach. We recently revised our theory of action to use information we find in the ILP process to focus on growth mindset and character strengths. Theory of Action: By working with students (individually and intensively) and teachers (as a group) to develop a common vocabulary of character strengths, and supporting the use of this language in the classroom, students will demonstrate the ability to identify and utilize character strengths they currently have, as well as the ability to identify and develop new strengths and to apply them in academic and real-life contexts.

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>0</td>
<td>1.0</td>
<td>1.0</td>
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<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
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<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
</table>

Two to three high leverage strategies that will be accomplished:

VAPA funding provides all of our students access to arts, music and STEAM and allows approximately 250 of our students in immersion and targeted students for STEAM and EL support access to an additional period of instruction to enhance their learning experience across content and language. .4 Immersion partially funds immersion classes required as part of the program and offsets additional supports for newcomers in the program. 1.0 Social worker provides strategic support in Behavioral RTI and school, community, family partnerships. 1.0 Nurse provides health intervention and services to students with 504s and contributes to overall health and safety of students. The nurse also helps to support our SOAR program by providing wellness checks when necessary.
**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:

<p>| ☑️ | 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) community and staff |
| ☑️ | 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: 9/21/2016 |
| ☑️ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ☑️ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ☑️ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ☑️ | This school plan was adopted by the SSC on: 9/21/2016 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carline Sinkler</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Paul Vignaux</td>
<td>Chair/Parent</td>
<td></td>
</tr>
<tr>
<td>Sally Meneely</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Nathan Steller</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Gayline Tom</td>
<td>Staff/Para</td>
<td></td>
</tr>
<tr>
<td>Adrienne Sengpiehl</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Riyad Rizeg</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Emely Lem</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Zulay Jesus</td>
<td>Staff/Family Liaison (Alternate)</td>
<td></td>
</tr>
<tr>
<td>Margaret Pai</td>
<td>Teacher (Alternate)</td>
<td></td>
</tr>
</tbody>
</table>