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

<table>
<thead>
<tr>
<th>School</th>
<th>Independence High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Anastasia Klafter</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

Independence High School serves a diverse group of students from across the City. Students have highly individualized schedules, developed with their specific needs and goals in mind. Independence High School prides itself on being a small, safe and supportive school where students who have not found success elsewhere can achieve their true potential- academic and social-emotional. Independence scores very high in the student and parent surveys each year- with almost 100% of students and parents reporting that they feel safe and supported here. In addition to a robust course offering meeting the UC/CSU A-G requirements, we also offer fine arts, digital art, internship opportunities, hands-on learning in our pollinator garden and job readiness training with our partner, SuccessCenter. Areas of growth include our issues of chronic absenteeism, lack of personality responsibility and follow-through by many of our students and weak performance in math and ELA, based on standards-based measures. Our innovation of the program in 2017-2018 will work to meet these areas of growth through the addition of more math and science classes, an advisory program, addition of math and literacy intervention classes and the addition of a Learning Lab where students will be able to access a myriad of academic supports. Instructional foci for faculty in 2017-2018 include Culturally Relevant Teaching and Deeper Learning through the Plan-Do-Study-Act cycles of inquiry.
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- 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
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 2017 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**

- **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.sfsud.edu/dept/rop/aa/aa/DataDisk/16-17Results) 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>
<th>Strategies in Action</th>
</tr>
</thead>
</table>
| (School-wide and sub-group performance in comparison to the district) | - Instructional Core: ELA, ELD and Math  
- Student-Centered Learning Climate |

**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>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>- Instructional Core: ELD</td>
</tr>
</tbody>
</table>

**Contents**

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

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
</table>
| (SQLI Performance, definitions and thresholds) | - Instructional Core: ELA, ELD and Math  
- Student-Centered Learning Climate  
- College and Career Readiness |

**Contents**

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

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in 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 the core curriculum for all students. What will you do to ensure that all students have access to and success in the core academic program?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>We want to see students move one to three grade levels in reading and writing.</td>
<td>WASC Ch.5</td>
</tr>
<tr>
<td>The majority of IHS students are reading and writing below grade level as evidenced by SBAC and classroom assessments.</td>
<td>We are committed to administering the common writing assessments and reading assessments that assess student proficiency towards standards and give data regarding the needed re-teaching and interventions.</td>
<td></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>Based on common reading and writing assessments, diagnostic information from our intake packet, previous grades, and IEP's we can identify students in need of intervention.</td>
<td>Students will move one to three grade levels towards proficiency.</td>
<td>We will employ reading and writing interventions in the classroom and offer a reading development course for students reading far below grade level. The reading development course will focus on fluency and reading comprehension.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some focal groups are reading several grades below, interfering with their ability to access core curriculum.</td>
<td>Our target is bringing students up to the level at which they can successfully access grade-level curriculum.</td>
<td>We will invest in reading development software and intervention classes for focal students.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results</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>Mathematics-All Students</td>
<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>WASC Ch.2</td>
</tr>
<tr>
<td>Based on SBAC and classroom assessments, many students are performing below grade level.</td>
<td>We will work towards getting all students ready to engage in high school math skills and concepts.</td>
<td>We will offer in-person math classes for all students, including Algebra, Geometry and Algebra 2.</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>Based on the data from the in-take assessment, we see students with gaps in their pre-algebra and basic number sense, making them ill-prepared to succeed in Algebra.</td>
<td>Students will gain the pre-requisites needed to be successful in high school math.</td>
<td>Students with basic skills and pre-algebra needs will have access to a Math Lab class in addition to their CCSS math course.</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</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>Focal students need both in-class math content that is engaging and rigorous and math interventions simultaneously.</td>
<td>Students will both remediate basic skills and gain grade-level math standards mastery.</td>
<td>The combination of both engaging in-person math core content and differentiated math intervention programming will push our students to mastery.</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 (RFEF)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, RTEs, 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.</td>
<td>Students will have the gain skills to successfully engage in core curriculum.</td>
<td>Individualized instruction in ELA and History, coupled with sections of English Language Development for ELs, will provide the supports for ELs to succeed in core content areas.</td>
</tr>
</tbody>
</table>

### 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>Because many of our students are isolated, we provide opportunities to learn social skills and communication skills through classes like Outdoor Education, Maker Space and Mural Making.</td>
<td>We are working to get students comfortable communicating and working collaboratively.</td>
</tr>
<tr>
<td>Based on SBAC results, grades and classroom data, English Learners are struggling in both Math and ELA.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>2017 City College of San Francisco entrance exam results show that 88% of our students require remedial math and 58% require remedial English.</td>
<td>80% of our college-going students should be prepared to attend credit-bearing college classes.</td>
<td>The expansion of math and reading interventions coupled with support offered in Learning Lab and math classes will help students master core content.</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, 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?

Professional Development in 2017-2018 will utilize the PLC structure to engage in Plan-Do-Study-Act cycles of inquiry and professional development in the area of Culturally Relevant Teaching and Deeper Learning.

<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>Content areas will develop or identify common student learning problems focus areas. Analysis will occur and areas of need for student growth identified. Specific interventions targeting Deeper Learning will be tried in the classroom and data will be collected to measure efficacy. Then the intervention will be changed, improved as needed or a new intervention will be tried. Teams will share out progress at team meetings.</td>
<td>PDSA work will occur in our common planning time and be supported and facilitated by the Instructional Leadership Team. Low-Income funding can support this work by providing funding for ILT to attend the Deeper Learning Conference in Spring 2008.</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI²) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).
As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

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

**Student Engagement/Attendance:** school attendance rates, chronic absentee 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>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>12% of our students are identified as students with disabilities. We also refer many students to assessment plans for IEPs and/or 504 Plans due to issues of mental health affecting school work.</td>
<td>We would like to decrease the number of assessment referrals.</td>
<td>Our Student Assistance Program and RTI triangle of interventions can help meet the needs of struggling students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Engagement/Attendance</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of our students are considered “chronically absent” (missing 10% or more of school, based on work completion).</td>
<td>We want to reduce the number of chronically absent students to 10%.</td>
<td>The RTI process is focused on supporting positive attendance and includes: rewards and raffles, parent-teacher conferences, modified schedules, SSTs and home visits.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only 52% of students feels a sense of “self-efficacy”. (Self-efficacy reflects confidence in your own ability to control or manage your motivation, behavior, and environment.)</td>
<td>We want 90% of our students to feel like they have the ability to direct their future.</td>
<td>We are developing a Learning Lab that will offer executive functioning and “life-coaching” skills in addition to academic tutoring. The new Advisory structure will also provide regular support for students from an advisory teacher.</td>
<td></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.

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>We would like to see family participation that matches our student demographics.</td>
<td>We will offer more opportunities for family and community to engage, including specific cultural celebrations, led by the work of the Family and Community Engagement team.</td>
</tr>
</tbody>
</table>

Although most families convey a sense of safety and belonging at our school, we struggle to get families of color involved as evidenced by attendance at open house and other events.
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)**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$200</th>
</tr>
</thead>
<tbody>
<tr>
<td>These funds will be used to purchase books and materials for our special education department to use with students with IEP’s to support them in their independent study work.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Supplemental Concentration Grant-English Learner (SCG-EL) 07091**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$2,709</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?</td>
<td></td>
</tr>
<tr>
<td>These funds will be used to purchase the NewsELA reading program to supply teachers with leveled reading in all content areas, supporting students fluency and vocabulary development. The site license is $2,500. $209 will be spent on additional leveled fiction and non-fiction books to support our ELs in their independent reading.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$26,061</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?</td>
<td></td>
</tr>
<tr>
<td>The majority of the SCG-LI money - $24,294- will go towards the funding of a new position: Learning Lab Coordinator. The Learning Lab Coordinator will be responsible for developing a tutoring program that partners with local university students and volunteers, run small group instruction and support students one-on-one with their independent studies. The Learning Lab will be a space where our low-income students, many of whom struggle with grade-level work, can get support to be successful in academics at Independence High School. The remainder of the funding, $1766, will go towards the professional development of the leadership team, including funding for our Instructional Leadership team to attend the Deeper Learning Conference in San Diego in the spring. This will cover flights, hotel, and conference fees. Deeper Learning pushes students to master core content and learn how to learn through high-engaging real-life tasks.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**LCFF Concentration Grant (SCG-C) 07092**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$27,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>The majority of the SCG-LI money - $24,294- will go towards the funding of a new position: Learning Lab Coordinator. The Learning Lab Coordinator will be responsible for developing a tutoring program that partners with local university students and volunteers, run small group instruction and support students one-on-one with their independent studies. The Learning Lab will be a space where our high-needs students, many of whom struggle with grade-level work, can get support to be successful in academics at Independence High School. The remainder of the funding, $2700, will go towards a consultant to help develop a garden-based science class that teaches students about urban farming, food justice, environmental justice and climate change and associated supplies for teaching. This is part of our Deeper Learning goal to engage students, specifically students of color and low-income students who have been unsuccessful in their previous classes.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Targeted Instruction Improvement Grant (TIIBG) 07940**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your school site receives a TIIBG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?</td>
<td></td>
</tr>
</tbody>
</table>
Select the Blyk 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 = $0 (31500)**

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

n/a

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 Asides =**

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

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

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

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

**Impact & Innovation Awards =**

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

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

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

**Principal's Innovation Fund =**

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

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

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

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

**Equity Grant =**

**(as applicable 16-17)**

**Identify Sub-group & specific actions**

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

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

**Other (PTA, external sources, School Quality Pairing/CoP work) =**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td></td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>1.0</td>
<td></td>
<td>.8</td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>1.0 Asst Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

- The assistant principal leads the special education team, oversees referral and placement of students with highly complex needs and facilitates the school’s RtI team and leads our classroom teacher coaching and feedback program. - The school counselor oversees orientation and placement of all incoming students and facilitates the Student Study Team that works with our most struggling students. She also coordinates all college activities, facilitates the Family and Community Engagement Team and serves on the school leadership team. - The wellness coordinator coordinates mental health programming, leads groups, facilitates a wellness program of informative talks and engages the student body in activities that support mind and body wellness. She also leads the Student Assistance Program and partners with outside organizations to provide our students services they need.
### SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - [ ] English Learner Advisory Committee (ELAC)
  - [ ] Community Advisory Committee for Special Education Programs
  - [ ] Other (list)

- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 9/13/2017
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>Anastasia Klafter</td>
<td>SSC Member - Principal</td>
<td></td>
</tr>
<tr>
<td>Jennifer Roffie</td>
<td>SSC Chair- Other staff</td>
<td></td>
</tr>
<tr>
<td>Beth Alberts</td>
<td>SSC Member- Alternate- teacher</td>
<td></td>
</tr>
<tr>
<td>Cicily Ennix</td>
<td>SSC Member- Teacher</td>
<td></td>
</tr>
<tr>
<td>Joseph Machado</td>
<td>SSC Member- Teacher</td>
<td></td>
</tr>
<tr>
<td>Eric Harper</td>
<td>SSC Member- Teacher</td>
<td></td>
</tr>
<tr>
<td>Linda Sawamoto</td>
<td>SSC Member- Teacher</td>
<td></td>
</tr>
<tr>
<td>Cynthia Davidson</td>
<td>SSC Member- Parent</td>
<td></td>
</tr>
<tr>
<td>Sharon Keys</td>
<td>SSC Member- Parent</td>
<td></td>
</tr>
<tr>
<td>Monique Brown</td>
<td>SSC Member- Parent</td>
<td></td>
</tr>
<tr>
<td>James Davidson</td>
<td>SSC Member- Student</td>
<td></td>
</tr>
<tr>
<td>Sean Ng</td>
<td>SSC Member- Student</td>
<td></td>
</tr>
<tr>
<td>Aaliyah Allen</td>
<td>SSC Member - Student</td>
<td></td>
</tr>
<tr>
<td>Jordan Jefferies</td>
<td>SSC Member alternate- Student</td>
<td></td>
</tr>
<tr>
<td>Brianna Brugnara</td>
<td>SSC Member alternate- Student</td>
<td></td>
</tr>
<tr>
<td>Thomas Church</td>
<td>SSC Member alternate- teacher</td>
<td></td>
</tr>
<tr>
<td>Ignacio Saldana</td>
<td>SSC Member alternate- teacher</td>
<td></td>
</tr>
<tr>
<td>Sandra Wong</td>
<td>SSC Member alternate- parent</td>
<td></td>
</tr>
</tbody>
</table>