**SCHOOL VISION & CONTEXT**

Independence High School is an independent study program. The school is designed for students with special interests and abilities, scheduling problems, or individual needs that cannot be accommodated in a traditional school setting. It provides a highly flexible, supportive, and individualized program of instruction and academic and career counseling to assist students in the completion of their education. Students must meet course requirements and adhere to attendance guidelines prescribed by the state education code and the San Francisco Unified School District. It is located in the inner Sunset District in San Francisco and serves a unique and diverse student body from all areas of San Francisco. The student body represents the city’s culturally and socio-economically diverse population. The school opened in 1980. All Independence High School students meet one-to-one with an assigned teacher/counselor for one instructional period (60 minutes) per week to review progress on assigned work and the new assignments for the week ahead. The school traditionally offered its program to students who are age 16 or above and have earned 60 or more credits. In 2011, the school opened the One Room School House (ORSH). The One Room School House is for first time freshman who are typically 14-15 years old. Students in the ORSH attend school for at least 2 hours each day Monday through Friday. The One Room School House is a guided independent study program where the social-emotional well being of the student is understood to paramount to learning. The success of the program led to a decision to expand the program for the 2016-17 school year allowing students to continue in the program for their sophomore year. Beginning with the 2015-2016 school-year the Community Home Based Education (CHBE) was incorporated into Independence High School. Community Home Based Education is an independent study program for grades kindergarten through 8. In CHBE the parent/guardian is considered the child’s teacher under the guidance of a SFUSD supervising teacher. Each week each student and their parent/guardian meet one-to-one with an assigned teacher/counselor for one instructional period (60 minutes) per week to review progress on assigned work and the new assignments for the week ahead. Teachers and staff have curated the Independence High School’s vision/mission statement collaboratively over the past years. The mission/school vision is to provide an opportunity for each of our students to accomplish grade level skills and maximize their academic potential regardless of previous school experience, socioeconomic status, race or gender. This vision is based on the needs of students and the belief that all students can achieve at high levels. Our school’s vision/mission has guided us in our development of our Western Association of Schools and Colleges (WASC) - Expected School-wide Learning Results (ESRLS); in that: (I) Independence High Graduates are academic achievers who (1) meet or exceed the A-G requirements and/or meet SFUSD graduation requirements, (2) communicate, interpret, analyze and critique information received through written, verbal and visual medium, and (3) use technology to think critically and engage in the 21st century global society. (II) Independence High Graduates are also healthy and responsible global minded citizens who (1) make well-informed and appropriate decisions regarding personal health, physical health, and mental health, and safety, (2) demonstrate knowledge and appreciation of diverse cultures and (3) tolerate individual differences and demonstrate skills in resolving conflict through socially positive and non-violent action. (III) Independence High Graduates are self-directed and career oriented individuals who (1) demonstrate good work and study habits, including completed school-work, attendance, promptness and effective time-management, (2) set appropriate, realistic, and measurable educational, vocational, and personal goals and (3) independent learners who can gather information, perform tasks, solve problems, and advocate for themselves.

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.).</td>
</tr>
</tbody>
</table>

**Key Requirements**
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC) Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be 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

*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 [link](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><strong>Mid-Year Performance Metrics</strong> (School-wide and sub-group performance in comparison to the district)</td>
<td>• Instructional Core: ELA, ELD and Math • 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><strong>CELDT Performance and Trend</strong> (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><strong>SQII 2014-15</strong> (SQII Performance, definitions, thresholds and targets)</td>
<td>• Instructional Core: ELA, ELD and Math • Student-Centered Learning Climate • 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><strong>Fall 2015 Grades Summary Gr 6-12</strong> (School-wide and sub-group performance in 4-Core Content areas)</td>
<td>• Instructional Core: ELA, Math, Other Subject Areas • 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><strong>College Readiness School Profile</strong> ** (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.
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 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>
</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>
</tr>
<tr>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase SQII graduation rates by at least one index level (4 year graduation from level 1 to 2, 5 &amp; 6 year from level 3 to 4). Increase percentage of student participation and completion in standardized testing so performance goals can be created for future school years. Implement ESLRs rubrics so performance goals can be created for future school years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The transition to CCSS for curriculum and instruction will be continued. Our teachers will continue to develop curriculum maps and Google Classrooms to address the standards and diverse needs of our students. After this year, the far majority of our A-G course offerings will be mapped and on Google Classroom so the teachers will engage in the process of Results-Oriented Cycle of Inquiry to continuously re-draft the student curriculum. Furthermore, teachers will continue to assign and encourage students to attend our content area tutoring and classes to support success with their academics. The site will work on developing performance assessments.</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?
Based on the analysis of the results, what are your targets/performance goals?

What interventions are required to ensure all students reach mastery?

### Analysis of Results for Language Arts- Interventions

Student achievement data is difficult to report, as the state of California is in a time of transition. Historically, we have examined Standardized Testing and Reporting Program (STAR) and California High School Exit Examination (CAHSEE) results. However, with the change to California Assessment of Student Performance and Progress (CAASPP) and the suspension of the CAHSEE, we do not have consistent three-year data to review. Most recently, 67% of our 11th grade test takers scored proficient on the English Language Arts SBAC. Over a five-year STAR testing window (2009-2013), the highest proficiency percentage was 28.7% for English Language Arts. Our proficiency percentages have at least doubled. For the CAHSEE, grade 10 student scores peaked in 2015. Scores were at an all time high of 79.5% in English Language Arts. The implications of the SBAC with the respect to student performance is favorable, however, with only a small number of student tested it is difficult make vast generalizations about overall student performance. The test results show an upward trajectory in Math and English Language Arts. For the ELA SBAC, Hispanic and White student populations, as a whole, scored not proficient. Fall of 2015 grade summary shows that our students who are Latino or ELL failed ELA courses at a higher rate than all other sub-groups.

Increase SQII graduation rates by at least one index level (4 year graduation from level 1 to 2, 5 & 6 year from level 3 to 4). Increase percentage of student participation and completion in standardized testing so performance goals can be created for future school years. Implement ESLRs rubrics so performance goals can be created for future school years. Increase staff communication and collaboration to support student success, in regards to SAP, Wellness referrals, and post-SST expectations.

Interventions included access to drop in tutoring, content area tutoring classes, and content area support classes. Teachers will also provide accommodations and differentiate the curriculum so students have multiple ways to demonstrate understanding and mastery of the standards. Students that are not successful with this independent study model are scheduled for Student Support Team (SST) or IEP meetings. The team (student, family, teacher, head counselor, administrator, Wellness coordinator) meet to come up with solutions to support the student. Some of these supports include the above, recommending additional time scheduled at school or a referral to a more structured setting.

### Focal Group:

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

### Analysis of results for Language Arts-Focal Group

For the ELA SBAC, Hispanic and White student populations as a whole scored not proficient. Fall of 2015 grade summary shows that our students who are Latino or ELL failed ELA courses at a higher rate than all other sub-groups.

Increase SQII graduation rates by at least one index level (4 year graduation from level 1 to 2, 5 & 6 year from level 3 to 4). Increase percentage of student participation and completion in standardized testing so performance goals can be created for future school years. Implement ESLRs rubrics so performance goals can be created for future school years. Implement a more structured, school-wide, truancy intervention program.

Interventions included access to drop in tutoring, content area tutoring classes, and content area support classes. We offer a daily English Language Development drop-in class for our English Language Learners. CELDT data for each student has been analyzed so the teacher can provide targeted instruction in areas of need. Furthermore, teachers will use the ELD standards in tandem with the content area standards instead of isolation. Teachers will also provide accommodations and differentiate the curriculum so students have multiple ways to demonstrate understanding and mastery of the standards. Students that are not successful with this independent study model are scheduled for Student Support Team (SST) or IEP meetings. The team (student, family, teacher, head counselor, administrator, Wellness coordinator) meet to come up with solutions to support the student. Some of these supports include the above, recommending additional time scheduled at school or a referral to a more structured setting.

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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?

### Analysis of Results Mathematics-All Students

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

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

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

**WASC Ch.5**
Student achievement data is difficult to report, as the state of California is in a time of transition. Historically, we have examined Standardized Testing and Reporting Program (STAR) and California High School Exit Examination (CAHSEE) results. However, with the change to California Assessment of Student Performance and Progress (CAASPP) and the suspension of the CAHSEE, we do not have consistent three-year data to review. With that stated, most recently 30% of our 11th grade test takers scored proficient on the Mathematics Smarter Balanced Assessment (SBAC). Over a five-year STAR testing window (2009-2013), the highest proficiency percentage was at 12.5% for Mathematics. For the CAHSEE, grade 10 student scores peaked in 2015. Scores were at all time high of 84.2% in Mathematics. The implications of the SBAC with the respect to student performance is favorable, however, with only a small number of students tested it is difficult make vast generalizations about overall student performance. The test results show an upward trajectory in Math. The test results show that some subgroups are underperforming. On the Math SBAC, African American, Filipino, and White student populations as a whole scored not proficient. Fall of 2015 grade summary shows that our students who are Latino or receive Special Education services failed Math courses at a higher rate than all other subgroups.

### 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>Student achievement data is difficult to report as the state of California is in a time of transition. Historically, we have examined Standardized Testing and Reporting Program (STAR) and California High School Exit Examination (CAHSEE) results. However, with the change to California Assessment of Student Performance and Progress (CAASPP) and the suspension of the CAHSEE, we do not have consistent three-year data to review. With that stated, most recently 30% of our 11th grade test takers scored proficient on the Mathematics Smarter Balanced Assessment (SBAC). Over a five-year STAR testing window (2009-2013), the highest proficiency percentage was at 12.5% for Mathematics. For the CAHSEE, grade 10 student scores peaked in 2015. Scores were at all time high of 84.2% in Mathematics. The implications of the SBAC with the respect to student performance is favorable, however, with only a small number of student tested it is difficult make vast generalizations about overall student performance. The test results show an upward trajectory in Math. The test results show that some subgroups are underperforming. On the Math SBAC, African American, Filipino, and White student populations as a whole scored not proficient. Fall of 2015 grade summary shows that our students who are Latino or receive Special Education services failed Math courses at a higher rate than all other subgroups.</td>
<td>Increase SQII graduation rates by at least one index level (4 year graduation from level 1 to 2, 5 &amp; 6 year from level 3 to 4). Increase percentage of student participation and completion in standardized testing so performance goals can be created for future school years. Implement ESLRs rubrics so performance goals can be created for future school years.</td>
<td>Interventions included access to drop in tutoring, content area tutoring classes, and content area support classes. Teachers will also provide accommodations and differentiate the curriculum so students have multiple ways to demonstrate understanding and mastery of the standards. Students that are not successful with this independent study model are scheduled for Student Support Team (SST) or IEP meetings. The team (student, family, teacher, head counselor, administrator, Wellness coordinator) meet to come up with solutions to support the student. Some of these supports include the above, recommending additional time scheduled at school or a referral to a more structured setting.</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?

---

*The transition to CCSS for curriculum and instruction will be continued. Our teachers will continue to develop curriculum maps and Google Classrooms to address the standards and diverse needs of our students. After this year, the far majority of our A-G course offerings will be mapped and on Google Classroom so the teachers will engage in the process of Results-Oriented Cycle of Inquiry to continuously re-draft the student curriculum. Furthermore, teachers will continue to assign and encourage students to attend our content area tutoring and classes to support success with their academics. Students need to complete district/site based Apprentice, Expert, & Milestone Task performance assessments. The site will work on developing performance assessments.*
### Analysis of results for Mathematics-Focal Group

**WASC Ch.2**

On the Math SBAC, African American, Filipino, and White student populations as a whole scored not proficient. Fall of 2015 grade summary shows that our students who are Latino or receive Special Education services failed Math courses at a higher rate than all other sub-groups.

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

Increase SQII graduation rates by at least one index level (4 year graduation from level 1 to 2, 5 & 6 year from level 3 to 4). Increase percentage of student participation and completion in standardized testing so performance goals can be created for future school years. Implement ESLRs rubrics so performance goals can be created for future school years. Implement a more structured, school-wide, truancy intervention program.

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

Interventions included access to drop in tutoring, content area tutoring classes, and content area support classes. As appropriate, RSP teachers focus their efforts on supporting with math concept mastery. Teachers will also provide accommodations and differentiate the curriculum so students have multiple ways to demonstrate understanding and mastery of the standards. Students that are not successful with this independent study model are scheduled for Student Support Team (SST) meetings. The team (student, family, teacher, head counselor, administrator, Wellness coordinator) meet to come up with solutions to support the student. Some of these supports include the above, recommending additional time scheduled at school or a referral to a more structured setting.

### 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, LTELs, 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. <strong>WASC Ch.2</strong></td>
<td>Increase SQII graduation rates by at least one index level (4 year graduation from level 1 to 2, 5 &amp; 6 year from level 3 to 4). Increase percentage of student participation and completion in standardized testing so performance goals can be created for future school years. Implement ESLRs rubrics so performance goals can be created for future school years. All students identified as ELL will score a 4 or 5 on the CELDT.</td>
<td>Interventions included access to drop in tutoring, content area tutoring classes, and content area support classes. We offer a daily English Language Development drop-in class for our English Language Learners. CELDT data for each student has been analyzed so the teacher can provide targeted instruction in areas of need. The ELD teacher will consult with the supervising teacher. Furthermore, teachers use to ELD standards in tandem with the content area standards instead of isolation. Teachers will also provide accommodations and differentiate the curriculum so students have multiple ways to demonstrate understanding and mastery of the standards. Students that are not successful with this independent study model are scheduled for Student Support Team (SST) meetings. The team (student, family, teacher, head counselor, administrator, Wellness coordinator) met to come up with solutions to support the student. Some of these supports include the above, recommending additional time scheduled at school or a referral to a more structured setting.</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. <strong>WASC Ch.2</strong></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

### Narrative describing college going culture (using indicators suggested above)

Our school offers an array of options to support a college and career culture. We have a full time Head Counselor who helps students with college applications, scholarships, and the FAFSA. We partner with UCSF’s Early Academic Outreach Program (EAO) to help students with college readiness. We also partner with City College of San Francisco to help students complete the matriculation steps including offering the Placement Test and Counseling services on site to our students. Concurrent enrollment is encouraged and supported at City College and Skyline. We partner with community based organizations Bridges, New Door, Genesys, and YouthWorks to help students access internships and jobs. The flexibility of the independent study program allows students the opportunity for additional credit acquisition or recovery through their individualized scheduling. Teachers regularly discuss post-secondary plans with students; documentation of those conversations happens every semester. We hold college application week and FAFSA completion workshops. The school has actively researched career paths that can be obtained through City College or a trades program. The Mission YMCA currently has a culinary arts program for SFUSD high school students. We are making arrangements to have this program provided at Independence.

### What are your targets/goals?

Increase SQII graduation rates by at least one index level (4 year graduation from level 1 to 2, 5 & 6 year from level 3 to 4). Increase percentage of student participation and completion in standardized testing so performance goals can be created for future school years. Implement ESLRs rubrics so performance goals can be created for future school years.

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

To increase graduation rates, a shift will need to occur in amount of time spent counseling off track students. Independence will focus on making sure off track students are counseled individually about the opportunities they can utilize to get back on track including credit recovery at our school site, CCSF credit recovery, evening School, and summer school. To increase the FAFSA completions, a shift will need to occur in our school culture. Independence needs to focus on school initiative that targets raising awareness, increasing completion rate, and tracking progress. This initiative will include using School Messenger and flyers to raise awareness about the importance of the FAFSA to students and their families. To help increase the completion rate, we will offer multiple FAFSA workshops with translation as well as make it a required homework assignment for Seniors. Lastly, we will monitor and track progress using the District reports on the FAFSA completion to ensure target is being met. Funding has been set aside in our 2016-17 school budget for necessary equipment and supplies for the culinary arts program.

Elementary Schools

What is your plan for promoting college and career readiness?

NA

Strategies in Action: Schools

In Transform Learning, Transform Lives, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties.

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development
Schools with coherent instructional guidance can articulate the what and how their site's instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site's current context, what steps, from a leadership perspective, do you need to take to deepen your site's coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

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

Site efforts will focus around curriculum development and revision. Support will be given to ensure that ROCI is at the forefront of our efforts. Site administration will support teachers through instructional coaching. Teachers will grow from each other through inter-visititation. Staff will learn from and assist each other through school created processes of observation and feedback. The site will build staff technology literacy skills. Site will engage in regular data-analysis. Staff will engage in district sponsored professional development. Site will create a process of selecting non-district professional development in which to participate in order to support site vision and Vision 2025.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Build technology literacy skills 2 At least one teacher participate in each district content area PD 3 Teachers engage in ongoing curriculum development and revision 4 Regular data-analysis to inform decision making 5 Create a process for determining participation in off-site PD</td>
<td>1 Prop A funding 2 Prop A funding 3 Built into school schedule 4 Built into school schedule 5 Site budget</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 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>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>We have about a 10-15% Special Education population. We have an over-representation of White students (32% compared to 17% schoolwide) and an underrepresentation of African American and Latino students. Students referred for evaluation are mainly referred due to mental health issues; again there is an over-representation of White students. All students here are out of general education for less than 10 percent of the day. Students are expected to meet the same standards as their general education peers.</td>
<td>Increase SQII graduation rates by at least one index level (4 year graduation from level 1 to 2, 5 &amp; 6 year from level 3 to 4). Increase percentage of student participation and completion in standardized testing so performance goals can be created for future school years. Implement ESLRs rubrics so performance goals can be created for future school years.</td>
<td>Reverse inclusion: all students can self-select to access Specialized Academic Instruction. Offer services according to data: students can receive additional minutes if appropriate. Referral for a more restrictive placement: for students that need more structure and supports to access their education the team acts to ensure that the offer of FAPE is appropriate</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>With our mid year Chronic Absenteeism rate at 16%, our attendance rates continue to improve. The structure of our school is not conducive learning for some of our students; the rate reflects that notion. That rate is not only for students’ time here at Independence but also at other schools throughout the year.</td>
<td>Increase SQII graduation rates by at least one index level (4 year graduation from level 1 to 2, 5 &amp; 6 year from level 3 to 4). Decrease SQII Chronic Absence rates by at least one index level (from level 1 to 2). Implement ESLRs rubrics so performance goals can be created for future school years.</td>
<td>Increase SQII graduation rates by at least one index level (4 year graduation from level 1 to 2, 5 &amp; 6 year from level 3 to 4). Decrease SQII Chronic Absence rates by at least one index level (from level 1 to 2). Implement ESLRs rubrics so performance goals can be created for future school years.</td>
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</tr>
</tbody>
</table>
### School Climate

Our school climate is exceptional. The site Culture Climate Survey results from 2015 show that we are above district percentages for family, students and staff in all categories. Our percentages we between 10 and 27 percent higher than the district averages. Furthermore, all reported sub-groups are above district percentage. We have a zero suspension rate.

Increase SQII graduation graduation rates by at least one index level (4 year graduation from level 1 to 2; 5 & 6 year from level 3 to 4). Implement ESLRs rubrics so performance goals can be created for future school years. Maintain SQII percent of students suspended index level (level 10).

RTI/PBIS: We will continue to engage in district sponsored PD; the site will continue with the rollout RP: We will continue to use restorative practices to build and maintain our positive and healthy school community. Wellness: Wellness Center provides capacity building for both students and adults around health & wellness topics. Wellness also provides staff PD around how to best work with students who suffer from mental health, trauma and issues that impact LGBTQ youth.

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>In addition to holding a fall family event, the school will offer at least one spring event. Maintain high percentage of family sense of belonging.</td>
<td>School outreach: Utilize School Messenger for family contact On site: Maintain open door policy with families; build opportunities for families to engage with site: This year we are launching the FACE (Family and Community Engagement) Team to work specifically on increasing both student and family engagement. This team of teachers and staff will meet weekly facilitated by the counselor and work on strategies and events such as Open House, expansion of club and activity options, creation of a PTA or PTA, creation of a Student Council, expansion of community events and expansion of business and community non-profit partnerships. We will know we are successful when we see more families attending events, more student attendance (in class and at clubs and activities).</td>
</tr>
</tbody>
</table>

The Independence High School orientation/enrollment process includes an individual student/family meeting with school administration, Head Counselor, the student’s teacher, and Wellness. This approximately 1 hour meeting is to build a foundation of open communication between the student/family/and school. The school culture includes being extremely responsive to any student/family concern building relational trust and communication. We make it a priority to have all family meetings (SSTs, IEPs, as well any other scheduled and unscheduled meetings) be solutions oriented. We are in regular communication with all our families. Ninety percent (90%) of our families that participated in the Culture Climate reported a sense of belonging/school connectedness. Our 2015 back to School Night was the highest in school history. We offer FAFSA workshops, and a Senior Luncheon for our graduates and their families. We have an active and compliant School Site Council which has been instrumental in curating this Balanced ScoreCard.
### 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**

Allocation = $1,300

Instructional supplies 1300 This money is used to purchase instructional supplies for our students with special needs, specifically to provide accommodations and allow for access to the curriculum.

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) Allocation

Allocation = $2,202

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

Supplies 2202 This money is used to purchase supplies to support language acquisition for our ELL students.

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) Allocation

Allocation = $33,837

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

Instructional Supplies 30,596 Supplies 3241 This money is used to purchase instructional supplies and supplies to support credit acquisition and post secondary planning and preparation.

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) Allocation

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?

Assistant Principal .10725 FTE The AP will work with staff in developing curriculum, formative and summative assessments and rubrics that are accessible to all of our students including low income, English Language Learners, African American, Latino and SPED. Another area of focus will be staff professional development with a focus on instructional coaching. The work of this position will be tasked to support these students and their families in educational success; graduation and transition to college and/or gainful employment.

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) Allocation

Allocation = $0

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

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

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

<table>
<thead>
<tr>
<th>Title I</th>
<th>31500</th>
</tr>
</thead>
</table>

**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)

**1% Title I Parent Set Aside:** 0

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:** 0

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

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

**Principal's Innovation Fund:** 0  
(For Middle Schools and PK-8 Schools as applicable)

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

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

**Equity Grant:** 0  
(as applicable 16-17)

**Identify Sub-group & specific actions**

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

**QEIA Carryover:** 0

**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)
<table>
<thead>
<tr>
<th>Other (PTA, external sources, School Quality Pairing/CoP work) = 0</th>
</tr>
</thead>
</table>

**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>Support Type</th>
<th>FTE</th>
<th>Social Worker</th>
<th>Nurse:</th>
<th>Family Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>1.0</td>
<td>0</td>
<td>.5</td>
<td>0</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>1.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>CHOW:</td>
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<td>0</td>
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<td>Literacy Coach:</td>
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<td>0</td>
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<tr>
<td>Academic Rtl Facilitator:</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hard To Staff:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Librarian</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Head Counselor: Coordinate SSTs
Wellness Coordinator & Nurse: Coordinate SAP and Section 504s.
T-10: Promote a safe and caring school. Greet and interact with all students, families and visitors.
Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 25, 2016.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/22/2016
- 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: 3/22/2016
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>Jennifer Roffle</td>
<td>Chair; Other School Staff</td>
<td></td>
</tr>
<tr>
<td>Anastasia Klafter</td>
<td>Principal</td>
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<tr>
<td>Viola Nez</td>
<td>Student</td>
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<td>Vicky Chong</td>
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<td>Alice Kuang</td>
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<td>Malawaina Quarters</td>
<td>Parent</td>
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<tr>
<td>Susanne Wong</td>
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<td>Cynthia Davidson</td>
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