### School Vision & Context

Jefferson Elementary is a large school with a small school feel. Jefferson's unique location allows for dynamic partnerships with the greater community and the enhancement of educational opportunities for both students and teachers. The teachers and staff at Jefferson are curious learners who are passionate about creating and delivering meaningful and authentic learning. Students come to Jefferson with a range of talents and interests that are enhanced by the numerous educational programs. The arts and sciences are key strengths that directly impact student success as well as peer mentoring and classroom buddy programs. With a diverse student population, Jefferson takes a holistic approach and continuously focuses on differentiating instruction that meets the needs of each student. Implementation of Reader's and Writer's Workshops and teacher collaboration are strategies used to support differentiation. Students leave Jefferson as well-rounded citizens with skills to visualize and create a future of success for themselves and their community.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

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

These requirements include:
- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
### 1. Balanced Score Card/ Single Plan for School Achievement

- All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

### 2. School Site Council Roster*, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

### 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

### 4. Title I Parent Involvement Policy*

- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package

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

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

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
**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?

**Analysis of Results Language Arts-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.

WASC Ch.2

Based on the 2014-15 Smarter Balanced Assessments, 64% of students were proficient or above in English Language Arts. These data are similar to results from F&P assessments (65.6% meets or exceeds standard) and SRI assessments (66.4% meets or exceeds standard). Our IAB assessments however show 80.9% of all students near, at, or above the standard. Data from the 2015-16 SBAC show a decrease of 1.06% with 62.4% of all students proficient.

Our goal for the 2016-2018 school years is to have 80% of students meet or exceed standards on SBAC, F&P, and SRI assessments.

1. Teachers will continue to implement the four SFUSD spirals: Narrative, Informative, Opinion, and Research. 2. Grade level teams will collaborate in order to design and implement unit plans for each spiral. 3. Teachers will continue to monitor and assess student reading levels (F&P & SRI assessments) as well as analyze student work samples. 4. Teachers will continue to implement best practices including Reader's and Writer's Workshops.

**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?

**Analysis of Results for Language Arts-Intervention**

Our Hispanic or Latino students, English Learners, Students with special needs, and socio-economically disadvantaged students are performing below the average for all Jefferson students based on F&P, SRI, IAB data, and the 2015-2016 SBAC data.

There will be 10% positive growth on all ELA assessments for students identified for academic tier two interventions.

1. Teachers will meet monthly to analyze student work samples from students identified as needed tier two academic interventions. 2. Our literacy coach will provide targeted small group instruction using LLI or Wilson's. 3. Classroom teachers will use guided reading to provide targeted small group instruction.

**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?
### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>At least 41% of students with special needs will meet or exceed the standards in ELA during the 2016-18 school years.</td>
<td>1. RSP teachers and SDC classroom teachers will use the Leveled Literacy Intervention (LLI) or the Wilson's Reading System to provide targeted support. 2. RSP and SDC teachers will collaborate with general education classroom teachers in order to provide accommodations and/or modifications for students with special needs. 3. Students with special needs will be mainstreamed into the general education classroom during core academic instruction when appropriate.</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 - All Students</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 2014-15 Smarter Balanced Assessment data, 63.1% of students were proficient in Math. The 2015-16 IAB data show 70.4% of students near, at, or above the standard in math. Data from the 2015-16 SBAC show an increase in 2.24% with a total of 65.3% proficient.</td>
<td>Our goal for the 2016-18 school years is to have 80% of students proficient or above in Math based on SBAC and IAB data.</td>
<td>1. Teachers will continue to implement the SFUSD's Core Curriculum that includes Units of Study and Math Tasks. 2. Teachers will collaborate in order to share best practices related to math talks, three read protocol, and group feedback. 3. Teachers will analyze student work samples to design lessons that support student learning.</td>
</tr>
</tbody>
</table>

### Focal Group:

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics - All Students</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>Our English Learners, Students with special needs, and socio-economically disadvantaged students are performing slightly below the average of all Jefferson students on the IAB math assessments and 2015-16 SBAC.</td>
<td>There will be a 10% positive growth on IAB assessments for students identified for academic tier two interventions for math.</td>
<td>1. Teachers will provide short-term targeted small group instruction for students needing reteaching or additional opportunities fluency in computation and basic math skills. 2. Teachers will meet monthly to analyze work samples from students identified as needing tier two academic support in math. 3. Teachers will communicate with families and provide home activities that will support basic math skills.</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...
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>In the 2016-17 school year, we hope to see 65% annual growth for our ELs.</td>
<td>1. Students will be grouped by proficiency levels for designated ELD. 2. Teachers will include strategies for supporting ELs on lesson plans and will discuss these strategies during monthly grade level meetings. 3. The bilingual paraprofessional will work with Chinese ELs to provide targeted small group instruction. 4. The literacy coach will use LLI to provide targeted instruction to ELs in a small group setting.</td>
</tr>
</tbody>
</table>

About 30% of Jefferson students are English Learners. The 2015-16 CELDT data show these 163 students performing at the following levels: Beginning: 14.7% Early Intermediate: 14.7% Intermediate: 36.8% Early Advanced: 24.5% Advanced 9.2% 56.5% of ELs met the annual growth on CELDT in less than 5 years with 28% (25.4% target) and for more than 5 years 55.6% (52.8% target). Our ELs continue to score below all Jefferson students on the 2015-16 SBAC in ELA and Math with 50.9% proficient in ELA and 59.3% in Math compared to 62.4% ELA and 65.3% Math school wide.

<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? <strong>WASC Ch.5</strong></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>We hope to see a 10% positive change on CST scores for students with special needs for the 2016-17 school year.</td>
<td>1. Continue to teach Science at least twice a week in all grade levels. 2. Continue partnerships with local organizations such as UCSF, Aquarium of the Bay, California Academy of Sciences. 3. Continue to have PTA financial support to provide Education Outside for all classrooms including SDC classes and to fund the Science Coordinator position that helps prep FOSS kits, co-plan, and co-teach science lessons. 3. Continue professional development in Science with a focus on Next Generation Science Standards. 4. Continue field trips that extend learning beyond the walls of the classroom. 5. Continue to celebrate and promote science with families through garden days and Science Night.</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? <strong>WASC Ch.5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 CST results show 82.3% of Jefferson students performed proficient or above in Science compared to the district average of 62.4%. Jefferson's Science CST scores were above the district average for the following ELs 40% vs 25% Socio-economically disadvantaged: 74.4% vs. 50.8% Females: 97.2% vs. 62.2% Hispanic/Latino: 100% vs. 33.6% Two or more races: 100% vs. 71.9% The one area that Jefferson scored below the district average was with students with special needs. This will be the focal student group for Science.</td>
<td>We hope to see a 10% positive change on CST scores for students with special needs for the 2016-17 school year.</td>
<td>1. Continue to teach Science at least twice a week in all grade levels. 2. Continue partnerships with local organizations such as UCSF, Aquarium of the Bay, California Academy of Sciences. 3. Continue to have PTA financial support to provide Education Outside for all classrooms including SDC classes and to fund the Science Coordinator position that helps prep FOSS kits, co-plan, and co-teach science lessons. 3. Continue professional development in Science with a focus on Next Generation Science Standards. 4. Continue field trips that extend learning beyond the walls of the classroom. 5. Continue to celebrate and promote science with families through garden days and Science Night.</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? <strong>WASC Ch.5</strong></th>
</tr>
</thead>
</table>

### Elementary Schools

What is your plan for promoting college and career readiness?
At Jefferson we provide students with a solid foundation in STEAM (Science, Technology, Engineering, Art, Math) as well as English Language Arts so that students will be ready for college and have a variety of skills to support a range of careers. We also use general unrestricted funds for .4 library and media specialist. Our librarian/media specialist provides student and teacher support around information technology. Students in grades 3-6 have weekly designated technology time in addition to library time where they focus on using technology such as google apps for education. Jefferson has partnerships with UCSF where graduate students in the Science fields come to Jefferson to co-teach Science lessons. This provides students an opportunity to be inspired by professionals in the Science fields. Jefferson also has author's day where Bay Area authors come to Jefferson and teach students about their writing process and describe how it’s possible for any student to become a successful author.

### 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?

A variety of structures were created during the 2015-16 school year to promote professional learning and collaboration, which will continue and deepen in the upcoming school years. These structures include the creation of an Instructional Leadership Team (ILT), grade level release time, and grade level planning. During the 2015-16 school year, professional development was provided during staff meetings. For the 2016-17 school year, there will continue to be two staff meetings per month, but structured monthly grade level meetings and committee and leadership groups will also be meeting. Site-Based PD will be aligned with the priorities in the BSC and will use best practices such as data driven decision making, teacher collaboration, peer observation, and instructional coaching.

### School-Wide Action Step(s) | How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)
---|---
1. Continue two staff meetings per month to cover business and operational management. 2. Implement additional grade level planning meetings on a monthly basis. 3. Use literacy coach to support implementation of Reader's and Writer's workshop. 4. Use literacy coach to support EL instruction. 5. Provide teachers with three release days during the school year for observations, data analysis, and planning. | 1. Union contract provides time for two staff meetings per month. 2. Union contract provides time for up to 6 additional hours of site-based meetings. 3. Literacy coach is funded .3 from SCG-EL Funds. 5. WSF General Unrestricted Funds will provide teachers with 3 release days per school year.

### Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Students with special needs

Students with special needs at Jefferson are below school averages in all areas including reading, math, and attendance based on data from F&P, SRI, IAB ELA and Math, and SQII. Students with special needs will have an increase in attendance in order to have access to quality education. Students in SDC classrooms will be mainstreamed into general education classrooms when appropriate.

1. Attendance will be monitored and phone calls home will be made for students with low attendance.
2. Classrooms will be designated for mainstream of students before the start of the school year.
3. Teachers will be provided with copies of student IEPs in order to support student learning while mainstreamed in the general education classroom.
4. General education and special education teachers will meet on a monthly basis to support inclusive practices.

### Student Engagement/Attendance

Based on SQII data, our Hispanic/Latino students were our lowest performing subgroup in terms of attendance and received a rating of 3. Our students with special needs were even lower with a rating of 1. We will increase from a rating of 3 to at least a 5 on SQII for our Hispanic/Latino students and from a 1 to a 4 for our students with special needs.

1. Use BASIS to monitor and track attendance.
2. Continue to message the importance of regular and on-time attendance in school.
3. Make phone calls to families of students with low attendance and provide support to families when needed.

### School Climate

74.8% of students understand the school wide behavior rules and expectations and 70% of students report feeling safe at school based on 2015-16 culture climate survey. Parents report higher numbers with discipline and rules being 90.5% and safety 90.0%.

Decrease number of students who need tier two behavioral interventions. Implement Tier 2 interventions with fidelity and data collection.

1. Use environmental observation checklists to ensure teachers are providing a safe and supportive classroom climate.
2. Use RTI team to create school behavior plan that includes PBIS and school wide norms.
3. Use PTA funds in order to provide structured play during recess and lunch.

### 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>
<th>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>We would like to see at least 30% of families respond to the SEL/ Culture Climate survey and continue to see increases in family responses each year. We would also like to see our EL families participate in community meetings.</td>
<td>1. Directions for the SEL/ Culture Climate survey will be sent home in different languages using the family cards provided by SFUSD. 2. Jefferson will host &quot;Community Voice&quot; meetings that provide opportunities for all families to express concerns and ask questions about school priorities. Translators will be provided for Chinese and Spanish at these meetings. 3. Community Voice meetings will alternate times in order to provide families with varying schedules the opportunity to attend.</td>
<td></td>
</tr>
</tbody>
</table>

Our community continues to draw the same group of parents to parent meetings and school events. The parents that attend our PTA meetings are also the parents who are members of our PTA and SSC. We are not reaching families from our Chinese and Latino/Hispanic community and parents of our ELs.
### 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** = 3,450

$1,411 of these funds will be used for substitutes in order to provide release time for RSP and SDC classroom teachers. This release time will be used for these teachers to observe other special education related best practices in the district and to collaborate with the general education teachers in order to support all students with special needs in the general education classroom setting. $2,039 will be used for instructional material and supplies to support students with special needs.

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

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

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

**Allocation** = 58,728

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

$54,376 of these funds will be used for salary and benefits for a Literacy Coach and a bi-lingual paraprofessional. These additional staff members will provide small group targeted instruction for English Learners and to support classroom teachers with necessary scaffolding and supports in the classroom. The bilingual paraprofessional will also be used to support parental involvement and home/school communication. This will help our teachers communicate with families in order to provide strategies for families to support students at home.

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

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

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

**Allocation** = 0

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

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

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

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

**Allocation** = 0

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

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

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

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

**Allocation** = 0

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

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

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

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

### Title I

<table>
<thead>
<tr>
<th>Amount</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)
How do you plan to use these funds to support your school-wide actions?

Our PTA provides financial support in order to support a variety of programs at Jefferson. These programs include the arts such as ceramics, dance, drama, singing, and partnership with SF Opera. The PTA also supports our Science programs by providing funding for Education Outside, a Science Coordinator, and field trips. For the 2016-17 school year, we hope to offer structured play during recess and lunch time to support social development of all Jefferson 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)
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</th>
<th>FTE</th>
<th>Social Worker</th>
<th>Nurse</th>
<th>Family Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW</td>
<td>Elementary Advisor</td>
<td>T10</td>
<td></td>
</tr>
<tr>
<td>IRF</td>
<td>Literacy Coach</td>
<td>Academic Rtl Facilitator</td>
<td>Hard To Staff</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>Librarian</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

The social worker will implement the social emotional curriculum Second Step in classrooms in order to model for teachers as well as get to know the students in each classroom. The social worker is also part of the RTI team who will be responsible for providing tier two behavioral interventions. Our librarian is a library media specialist for library, information literacy, and technology instruction. She also supports teacher learning around district online systems and assessments.
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: 9/15/2016 |
| ✅ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ✅ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ✅ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ✅ | This school plan was adopted by the SSC on: 9/15/2016 |
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>Kim Adams</td>
<td>Principal</td>
<td>Kim Adams</td>
</tr>
<tr>
<td>Helen Kanbara</td>
<td>Teacher</td>
<td>Helen Kanbara</td>
</tr>
<tr>
<td>Morgan Proctor</td>
<td>Teacher</td>
<td>Morgan Proctor</td>
</tr>
<tr>
<td>Karen Walton</td>
<td>Paraprofessional</td>
<td>Karen Walton</td>
</tr>
<tr>
<td>Lucy Wang</td>
<td>Parent-President</td>
<td>Lucy Wang</td>
</tr>
<tr>
<td>Telli Robinson Judge</td>
<td>Parent</td>
<td>Telli Robinson Judge</td>
</tr>
<tr>
<td>Jen Eis</td>
<td>Parent</td>
<td>Jen Eis</td>
</tr>
<tr>
<td>Sarah Imber Safdar</td>
<td>Parent</td>
<td>Sarah Imber Safdar</td>
</tr>
</tbody>
</table>