### SCHOOL VISION & CONTEXT

Context: Lawton Alternative School is a K-8 city-wide school. We are a combination elementary and middle school. One sixth of the students come from our local zip code. We serve families from diverse backgrounds across the city. Approximately 25% of our students are English learners. 75% of our students come from an Asian background and over 51% of our students are Socio-Economically Disadvantaged. 6.5% of Lawton’s students are Latino, 3% African Americans, and about 7% are White. Approximately 9% receive Special Education services. Families choose Lawton because of our strong academics, excellent arts and music enrichment, commitment to outdoor education, and our stable, experienced, and highly qualified teaching staff.  

Mission: Lawton K-8 Alternative School seeks to prepare each student to achieve their maximum potential academically, culturally, socially, and emotionally in an environment that fosters respect for all.  

Vision: Students at Lawton are encouraged to do their personal best, become independent critical thinkers, strive to reach their full academic potential, be joyful learners, and understand that tenacity and overcoming mistakes and setbacks are keys to long term success. We endeavor to become better citizens through adherence to our motto, “Respect, Responsibility and Compassion.”
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SECTION I: Overview and Key Components

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply: to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

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

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
All 2016-2018 School-Wide Action Steps, aligned to the District's priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

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

### 3. Budget
- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support.

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

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

Follow this [link](https://district.sfusd.edu/dept/roa/ao/ado/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

Contents

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D+F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NSC College Data (high school only)** provides college attendance trends for high school graduates

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

Contents

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

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

Contents

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts—All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>Increase writing skills as reflected in the IWA tests in 3rd grade so that 50% of students are proficient or greater and in 6th grade so that 65% of students overall are proficient or higher.</td>
<td></td>
</tr>
</tbody>
</table>

While over 70% (and in some categories over 80%) of students meet or exceed proficiency levels on the ELA component of SBAC, barely 30% of 3rd graders and about 55% of 6th graders meet or exceed proficiency on the Integrated Writing Assessment.
Administration and staff will work to fully implement Readers and Writers Workshop. Teachers will use the 16 Proactive Classroom Management Skills to Support Academic Engagement. Teachers will use blended learning and online subscriptions to IXL and BrainPop to support retention and learning. Core Curriculum 1. Teachers will use the SFUSD ELA PK-12 Core Curriculum’s Scope and Sequence with embedded Common Core State Standards (CCSS) (spirals) to guide instruction. 2. Curriculum maps, unit plans and lesson plans will be produced and revised for each grade level; for English Language Learners and students with IEPs, teachers will amplify and differentiate instruction within the core that supports literacy and/or English language development by attending to the CA ELD Standards and the Universal Design for Learning (UDL) model. Instruction 3. Teachers will embed CCSS shifts in alignment with the intended instructional purpose into the collaboratively generated curriculum maps, unit plans, and lesson plans: • Identify, gather, analyze and evaluate evidence through thorough reading of complex text(s) • Close reading of complex texts to build knowledge through literary texts and content-rich nonfiction • Engage in high level academic discussion and conversations about evidence from text • Present elaborative and evaluative techniques in writing using evidence from text (Narrative, Informative/Explanatory, Opinion) 4. Teachers will implement SFUSD’s Comprehensive Approach to Literacy. • Interactive Read-Aid, Shared Reading, Guided Reading, Independent Reading, Reading Conference • Interactive Writing, Shared Writing, Independent Writing, Writing Conference, Guided Writing, Word Study Assessment / Self-Assessment 5. Teachers will use Fountas & Pinnell Benchmark Assessment System as the universal screening assessment for K-2. All sites where Fountas & Pinnell Benchmark Assessments are not in use SRI is the reading assessment for grades 3-10, 6. Teachers will make continuous use of formative assessments to inform instruction and identify needed differentiation. 7. 3rd grade students will participate in the district-wide Integrated Writing Assessment (IWA). 8. Teachers will reflect on their practice using SFUSD’s CCSS ELA Informal Evidence Collection Tool to inform CCSS implementation progress. 9. Teachers will participate in grade level meetings with a focus on examining student work that demonstrates evidence of the CCSS shifts.

**Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RTI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?**

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our data show that students are generally doing very well except for our focal group (African American, ELL and Students with Special Needs). 22% of African American students met or exceeded proficient levels on the ELA SBAC; 50% of ELL students, and 24% of Students with Special Needs.</td>
<td>Our target is to increase the number of students who meet or exceed standards in each group by 15%.</td>
<td>Students in Tier Two will receive support either from our Academic RTI Reading Intervention Specialist and her paraprofessional in the form of either pull out or push in services. Also, our reading specialist will train teachers in supporting leveled reading and writing assignments.</td>
</tr>
</tbody>
</table>

**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?
<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our data show that students are generally doing very well except for our focal group (African American, ELL and Students with Special Needs). 22% of African American students met or exceeded proficient levels on the ELA SBAC; 50% of ELL students, and 24% of Students with Special Needs.</td>
<td>Our target is to increase the number of students who meet or exceed standards in each group by 15%.</td>
<td>Our Reading Intervention Specialist will provide supports to ELL students as well as low performing ELA students from all grade levels. Our Special Ed case managers and paraprofessionals will use best practices in inclusive settings to support the general ed teacher in meeting the goals of our Students with Special Needs.</td>
</tr>
</tbody>
</table>

### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results 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. WASC Ch.2</td>
<td>An astounding 82% of students who took the SBAC in Math met or exceeded standards. Of the 82%, 51% of elementary school students (ES) and 55% of middle school students exceeded standards in the Math SBAC. Reduce the 4% of students who have not met standards to 2% and reduce the percentage of student who nearly met standards from 14% to 10%.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**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. 

WASC Ch.2
1.) Teachers will continue to use the SFUSD Mathematics Core Curriculum, including Grade Level Scope & Sequence, Math Teaching Toolkit (MTT) and Units of Study, with embedded Common Core State Standards (CCSS – Content & Practice) to guide instruction. High quality instruction includes the use of manipulative and multiple representations. 2. Teachers design their lessons to make clear the target mathematics using student discourse and student work as described in the Math Teaching Toolkit (5 practices for Orchestrating Productive Mathematics Discussions, p.25, http://www.sfusdmath.org/5-practices-for-orchestrating-productive-math-discussions.html) 3. Lesson plans will continue to be produced and/or modified at each grade level: • For all students, according to the information gathered from the Tasks in each Unit, teachers will adjust instruction by providing missing background information, clarifying misconceptions, or compressing given lessons when proficiency is shown. • For English Language Learners and students with IEPs, teachers amplify and differentiate instruction within the core using strategies embedded in the Units of Study, the Math Teaching Toolkit, and by attending to the CA ELD Standards and the Universal Design for Learning (UDL) model. 4. Teachers extend their use of Math Talks to bring forward student misconceptions, supply background information, or extend previous lessons. (MTT p. 22, http://www.sfusdmath.org/signature-strategy-2-math-talks.html) Expectations: Instruction 5. Teachers continue to focus on 3 Signature Strategies as described in the Math Teaching Toolkit as the method for improving student discourse and reasoning (http://www.sfusdmath.org/math-teaching-toolkit.html); • Three Read Protocol (MTT, p. 10, http://www.sfusdmath.org/signature-strategy-1-3-read-protocol.html) • Math Talks (MTT, p. 22, http://www.sfusdmath.org/signature-strategy-2-math-talks.html) • Participation Quiz/Group Feedback (MTT, p. 28, http://www.sfusdmath.org/signature-strategy-3-participation-quiz-group-feedback.html) 6. Teachers create opportunities for students to produce and revise oral and written explanations that their classmates can understand. In collaboration with peers, teachers will reflect on their practice with regard to student discourse using tools that help them capture or describe vital student actions such as the 5x8 Card, the Small Measures Student Survey, or the use of video. Expectations: Assessment 7. Teachers continue to use the Math Tasks in each unit as formative assessments to inform instruction and identify needed differentiation. The purpose, associated question and guidelines for each task type can be found in the Math Teaching Toolkit, pp 6-7. 8. Teachers will look for opportunities to shift to a practice of re-engagement from a practice of re-teaching. Re-engagement means examining the task from a different perspective rather than doing the same task over, or critiquing approaches and making connections rather than adding more practice of learned procedures. (http://www.insidemathematics.org/classroom-videos/formative-re-engaging-lessons) 9. Teachers will continue to participate in grade level meetings with a focus on examining student work to inform future instruction. 10. Teachers will continue to administer the SFUSD mathematics interim assessments and use the results to inform future instruction. 11. Teachers will use the 16 Proactive Classroom Management Skills to Support Academic Engagement. 12. Teachers will use blended learning and online subscriptions to IXL and BrainPop to support retention and learning.
**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>Of the 8 African American students who took the SBAC in Math, 4 did not meet standards and 2 nearly met standards. Only 2 met or exceeded standards (25%). Nearly 62% of EL students are proficient or above. 33% of the 27 Students with Special Needs (or 9 students) met or exceeded standards.</td>
<td>Goals for our focal group are to reduce those students who do not meet standards by 50% and reduce the number of students who nearly met standards by 25%.</td>
<td>Teachers will differentiate learning. Students will get support in the PRIDE after school program during tutoring and homework sessions. SpEd case managers will work in an inclusive setting to support student achieve their goals.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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<tbody>
<tr>
<td>Of the 8 African American students who took the SBAC in Math, 4 did not meet standards and 2 nearly met standards. Only 2 met or exceeded standards (25%). Nearly 62% of EL students are proficient or above. 33% of the 27 Students with Special Needs (or 9 students) met or exceeded standards.</td>
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<td>Teachers will differentiate learning. Students will get support in the PRIDE after school program during tutoring and homework sessions. SpEd case managers will work in an inclusive setting to support student achieve their goals.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, 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. WASC Ch.2</td>
<td>2016-2017 Targeted Performance Goals: • Increase SBAC proficiency by 5%-10% • Increase CELDT Reclassification Rate by 20%.</td>
<td>Funds allocated for instructional aide to provide instructional support for EL. Under Performing and Economically Disadvantaged students. - EL and Focal students are monitored for early intervention by teachers, counselor/LSP and SAP team. - Teachers and administration participate in the SST and SAP process with counseling, LSP and school psychologist. - Behavioral RTI implemented. - Small group instruction, Targeted Group Interventions, behavioral contracting, positive peer reporting, self-monitoring, good behavior game. - Small group social skills training, Second Step SEL competency. - Teachers develop culturally relevant pedagogy to promote students’ self-esteem and academic achievement. - Students’ backgrounds, cultures and home languages are integrated with classroom curriculum and instruction to nurture appreciation for diversity. - SDAIE strategies are used throughout the instructional day. ELs practice academic vocabulary and language in all core subject areas in oral and written forms. - Integrating the Visual and Performing Arts to access students’ multiple intelligences.</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. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

College and Career Readiness

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is already a strong culture of student aspiration to attend college. Many students aspire to enter Lowell HS as part of their college and career path.</td>
<td>* Increase growth mindset of students * Improve student self-efficacy * Improve student self-management and self-regulation * Improve student study skills</td>
<td>Increase expectations of the lowest performing students by having high expectations for all students. Teachers will use Blackboard Configuration and incorporate positive study skills such as note taking in the curriculum, investigate, research, and provide leadership opportunities for 2nd-8th grade students. Partner with the School Social worker and yard supervisors to incorporate social skill building through structured games during recess times Partner with Outside CBOs to promote social skills development. Integrate technology across the grade levels and curriculum, implementing the site technology plan. Create opportunities for leadership, mentoring, and social skills groups that focus on specific RTI Behavioral interventions to promote success for our African American, English Learners, and Special Education students.</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

A Certified Classroom Integration Technology Specialist (CTIS) will continue to provide Computer Science instruction to grades K-8. Technology Standards outlined in Lawton’s comprehensive 2016-2018 Site Technology Plan were adopted from the Long Beach Unified School District and are in sync with the goals of SFUSD’s Vision 2025. Students learn word processing, research skills, digital citizenship, and technology integration aligned with the ELA and Math Common Core.

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-based professional development will be implemented twice a month following our PD plan supporting SEL, PAX training (Tier 1 support), accountability (training teachers to use BASIS, Illuminate, and SBAC), training in how to educate traumatized children, supporting both Academic and Behavioral RTI, Lesson Study, and Next Generation Science Standards. Teachers have the opportunity to earn extended calendar hours to learn about reading intervention and leveled reading. Teachers are encouraged to use Prop A hours to attend district organized PD in both content, SEL, and SpEd. In addition, approximately $9,000 in Principal Innovation Funds and Discretionary Funds are set aside to pay for teachers to attend conferences relevant to supporting the school's professional development priorities.

### School-Wide Action Step(s)  
- Carefully plan specialist schedule to provide elementary teacher with grade level planning time. • Plan and facilitate a year-long PD sequence • ILT will spend its May meetings planning for PD priorities for the following year. • Plan and facilitate a staff retreat for the first two days of service. • Engage the ILT to plan and implement a peer observation system in which teachers are released from their classrooms to observe and give feedback to each other around our school's PD focus • Engage staff in PD on inclusive practices and PBIS • Train teachers to prepare students to run student led Parent-Teacher conferences. • Train teachers to use PAX Good Behavior games with greater fidelity • Train teachers to use 16 Proactive Classroom Management Strategies • Train teachers to expand use of Readers and Writers Workshop

### How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
- Site budget  
- Specific categorical funds  
- Prop A  
- Site funded sub release  
- Site ART Coach  
- District supplied coaches

## Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

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

#### Analysis of Data

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2% students are in Special Education schoolwide. There are currently seven referrals to Special Education this year. 2 are African American students, 1 is an EL student. All our students who are mild/moderate are in fully inclusive classes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets</th>
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</thead>
<tbody>
<tr>
<td>• Decrease the # of AA students referred to Special Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students who are Sped identified will be included in 1 or more general classes as determined by IEP goals. Lawton has fully implemented the Stetson Inclusion Model. Lawton's master schedule reflects the inclusion of special education students on a general education roster. However, in future years, a better job will be done in creating more balanced heterogeneous classes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Engagement/Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve African American and Special Ed student attendance rates by 10%</td>
</tr>
</tbody>
</table>
According to the SQII 2015-16 data, 3% of students demonstrate chronic absenteeism. In 2015-2016, no suspensions were issued. 69% of English Learners were Reclassified. Lawton has a very high rate of attendance. Our African American students, however, have consistently posted a lower rate of attendance, with 15% demonstrating Chronic Absenteeism. (1 AA student is chronically absent for whom a SART contract has been signed.)

| School Climate | Reduce suspension rates and increase sense of safety. | Improve direct supports to students by social worker, counselor by teaching students about zones of regulation and restorative practices. Teachers should be better trained and more routinely use School-Wide Positive Behavior Interventions and Supports • Second Step (Social-Emotional Curriculum) • 16 Proactive Classroom Management Strategies • Physiology for Learning: Diet, Exercise, Sleep, Hygiene • Restorative Practices • Culturally and Linguistically Relevant Pedagogy • Early Intervention • Behavioral RTI Success will be measured by: • Expansion of the Lawton BSU • Parent Education Outreach • RTI Check in Check out with school social worker • ARTI for students • Parent education through ELAC • Improved attendance • Reduced referrals to the office • Reduced suspensions • Reduced referrals to SAP/SST |

| 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><strong>EL Parents • AA/Latino Parents • M.S. Parents • All Parents</strong></td>
<td></td>
</tr>
</tbody>
</table>

We have a very active parent community that works primarily through the PTA, but also direct classroom volunteering, and community events. We have revised and reconstituted our ELAC this year. Also, for the first time, we have a parent meeting at the Bayview YMCA for our families that live in the Visitacion Valley and Bay View communities.
Efforts to improve school community ties include: - Monthly parent teas, opportunities for parents to speak directly with the principal - Quarterly multicultural family nights, highlighting music, art, games, movies, safety, technology, science, winter holiday celebrations, etc. - School Site Council and PTA meetings have been changed to encourage greater parent participation - Two Shared Decision making Town Hall meetings with the greater school community to provide parents with the opportunity to have input - Parent-teacher-administration meeting at the Bayview YMCA, Home- School Communications: • Implementation of school messenger systems (email, Text, Voice messages) • Wednesday Envelopes • PTA Newsletter • SEL Parent Surveys • Kinder Orientation and play dates prior to entering school • Parent-Teacher conferences, newsletters, home-school connections • Parent survey results and identifying areas of success and improvement • Direct Feedback to Principal at PTA, SSC, and parent teas.
### 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 = $3,650**

Provide Special Ed teachers and case manages with supplies to work on students’ IEP goals, differentiate instruction, provide general 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)

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

**Allocation = $61,541**

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

Pay for reading specialist and paraprofessional to provide direct supports to EL students both in and out of the general ed classroom. Reading specialist will also support leveled reading instruction by general ed teachers. This is the best use of funds because it gives intense supports to 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)

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

**Allocation = $27,000**

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

Pay for academic paraprofessional salary and benefits to support EL students in the general ed class environment. This is to make sure that EL student has full 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)

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**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)

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

**Allocation = $0**

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

**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 = (31500)

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

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

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

Impact & Innovation Awards =
Referencing your plan, how do you plan to use these funds?

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

Principal’s Innovation Fund =
(For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

Equity Grant =
(as applicable 16-17)

Identify Sub-group & specific actions

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

Other (PTA, external sources, School Quality Pairing/CoP work) = $17,500

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

Use funds to pay for Education Outside program.

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>.5 - Assistant Principal</td>
<td>.6 - PE</td>
<td>1.0 VAPA</td>
<td>.2 Musical Instruments</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

- Counseling Services
- Implementation of RP & RTI
- SAP/SST Processes
- School Wide Discipline/Supervision/Pupil Services
SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - [ ] English Learner Advisory Committee (ELAC)
  - [ ] Community Advisory Committee for Special Education Programs
  - [ ] Other (list) PTA
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/20/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 3/15/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amen Sedrakian</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Marlies Lewis</td>
<td>Teacher/Coordinator</td>
<td></td>
</tr>
<tr>
<td>Avril Swan</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Bruce Teng</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Elain Loy Teng</td>
<td>Parent - alternate</td>
<td></td>
</tr>
<tr>
<td>Edna Wong</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Jason Lee</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Jenny Louie</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Julia Fung</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Katrina Tilds</td>
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<tr>
<td>Kevin Hayes</td>
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<td>Winnie McGeorge</td>
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<tr>
<td>Melissa Lee</td>
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<td>Namita Banga</td>
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<tr>
<td>Ray Chan</td>
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<td>Sarah Houchlei</td>
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<td>Sharon Lee</td>
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<tr>
<td>Steven Lavezzo</td>
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