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

<table>
<thead>
<tr>
<th>School</th>
<th>Malcolm X Elementary School</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Elena Rosen</td>
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</tbody>
</table>

SCHOOL VISION & CONTEXT

The mission of our school is to create knowledgeable, conscientious citizens that are prepared to succeed in the 21st century. Malcolm X Academy provides a caring and safe learning environment with small class-sizes for our students. We are committed to partnering with families and community members to ensure that our students have equitable educational outcomes and to enhance each student's creativity, self-discipline, and ability to act as responsible citizens. Malcolm X Academy is a small elementary school located in Bayview-Hunters Point. We proudly serve a population of less than 100 students who are predominantly African American (68%) with a Latino/Hispanic students that comprises an additional 11% of our student body. 100% of our student population receives free and reduced lunches. Teachers use a variety of instructional strategies to engage and meet the needs of our diverse learners. Our Instructional Leadership Team and staff have determined that a comprehensive approach to balanced literacy, CCCS mathematics program, and the workshop model are the primary pedagogical approaches that will lead to student success. In addition, the following high leverage approaches are implemented school-wide: • Collaborative practices • Structured Oral Interactions and Academic Discourse • Social-Emotional Learning and Relationship Building through community circles and Restorative Practices in Conjunction with a Wellness Center and SEL curriculum. • Targeted student interventions and tiered support • Integration of Technology
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 Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

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

**Transform Learning, Transform Lives** is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build on 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><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC.</td>
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<tr>
<td></td>
<td>With the advent of the School Quality Improvement Index and our shift toward a more</td>
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<tr>
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<td>holistic set of measures, we can produce summary data reports that can be easily</td>
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<tr>
<td></td>
<td>accessed from the BSC document.</td>
</tr>
<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to</td>
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<tr>
<td><strong>one section, as a single progression.</strong></td>
<td>school-wide analysis, including analysis of available data and identification of</td>
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<td></td>
<td>student groups. This has not changed. This year, however, the School-Wide Analysis</td>
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<td></td>
<td>and School Planning sections have been combined into one section. Combining these</td>
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<tr>
<td></td>
<td>sections pivots the focus away from identifying and gathering data to analyzing</td>
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<td>data, complementing it with site-based qualitative and anecdotal variables, and</td>
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<td>determining the appropriate and deliberate actions, interventions and resources.</td>
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<td>Sites are called on to consider all students and targeted or focus students, across</td>
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<td>different tiers. This refreshed approach links the analysis to the targets and</td>
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<td></td>
<td>identified strategies and actions in one section, irrespective of terminology</td>
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<tr>
<td></td>
<td>(Problems of Practice, Critical Areas of Need, etc.)</td>
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</tbody>
</table>

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

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

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

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

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

- **SSC Roster** that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.

- **SSC Signatures** (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

- **SSC Bylaws**

- **SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.**

### 3. Budget

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

- All 2017-2018 Title I funds should be accounted for in the BSC

### 4. Title I Parent Involvement Policy

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

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

Follow this (https://district.sfusd.edu/dept/raa/aao/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 15-16 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>In order to see annual growth targets of a 10% increase in proficiency on the SBAC and to average 75% of our students meeting or exceeding the the standard of reading as measured by the EOY F&amp;P 2018, we intend to focus on improving the following: We intend to focus on targeting Interactive Read Alouds to move all teachers to beginning implementation. We intend to improve differentiation in writing and vocabulary development as targeted measures for improving teachers capacity to unit &amp; lesson plan based on student work in Writing Workshop.</td>
<td>WASC Ch 5</td>
</tr>
</tbody>
</table>

Our student data is showing increases in proficiency in reading and ELA, and a stagnation in writing. Our school wide focus on differentiation in reading has lead to an increase in teacher’s capacity to better differentiate within Reading Workshop. After reviewing the SFUSD Comprehensive Approach to Literacy Implementation Rubric, we identified that most teachers at our site fall into either Beginning Implementation or Integreted Implementation for all of the CAL components (RW, WW, & WS), except for Interactive Read-aloud in which we see a range from awareness to integrated Implementation. After reviewing the SFUSD E/ELA Core Curriculum Implementation Rubric, we identified that most teachers at our site are in the beginning stages of implementation with regards to collaborative curriculum maps, Unit & Lesson Plans, and Analysis of Student Work.

In order to see annual growth targets of a 10% increase in proficiency on the SBAC and to average 75% of our students meeting or exceeding the the standard of reading as measured by the EOY F&P 2018, we intend to focus on improving the following: We intend to focus on targeting Interactive Read Alouds to move all teachers to beginning implementation. We intend to improve differentiation in writing and vocabulary development as targeted measures for improving teachers capacity to unit & lesson plan based on student work in Writing Workshop.

We will Continue to provide students with: Small group or individual reading support at least once a week. Access to genre-based and leveled libraries and have opportunities for weekly book shopping. All classrooms will utilize a balanced literacy approach that is based on CCCS TC Writing and Reading Units, close reading, interactive writing, word study with Words Their Way, promoting evidenced based thinking, and intentional use of reading logs and reader’s notebooks. In order to foster independence and practice self-regulation in assessment situations teachers will utilize ELA quick checks throughout the year to give students practice as well as to collect formative data. In Prek we will continue to integrate daily literacy activities like signing in and library time into our PreK classrooms.Teachers will also use IRA, puzzles, songs and other small group learning activities to strengthen letter recognition, CAP, and phonemic awareness. We will increase our focus on providing students and teachers: All students will receive small group or individual writing support at least once a week. Teachers will also receive professional development on writing strategy groups and 1:1 conferring. We will increase our vocabulary development by creating a schedule that targets vocabulary building at least once a week, as well as integrates vocabulary development into focused science and social studies instruction. In K-2 we will focus on using interactive and shared writing so students will learn how to build complex sentences.
**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 school has become integrated in accelerating reading growth and supporting our tier 2 students within the classroom during Reading Workshop. We need to implement similar structures to support our tier 2 students in writing by differentiating through conferencing and pulling strategy groups.</td>
<td>In order for each student to make the accelerated reading growth goal of 1.5 years as evidenced by F&amp;P assessments we will continue to provide support for all three tiers of students. Teachers will continue to grow in their capacity to differentiate through conferencing, guided reading groups, and strategy based groups. Teachers will also continue to grow in their capacity to differentiate in Writing Workshop.</td>
<td>Our RTI teacher and Literacy Specialist will provide 1:1 or small group reading interventions utilizing Reading Recovery and LLI for all tier 3 and many of our tier 2 students. All students reading below grade level will receive small group or individualized reading instruction at least three times a week from their classroom teacher. Teachers will utilize technology, pull additional strategy groups, and utilize conferencing to provide additional differentiated support to students as needed.</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 SQQI?

<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 African American students are still struggling with sentence variety and complexity, integrating complex vocabulary in writing and understanding complex vocabulary in reading.</td>
<td>Improve in our capacity to utilize interactive writing in grades K-2 and conferring and strategy groups in grade 3-5 to target sentence and vocabulary needs to move our students in the Word Choice &amp; Sentence Structure part of the rubric from a average score of a 2 to a 3 on the SFUSD rubric.</td>
<td>Our staff will engage in a text study of Culturally Responsive Teaching and the Brain and target integrating Academic Conversation into all content areas. Our staff will receive PD and coaching support in Interactive Writing, vocabulary development, and differentiation in Writing Workshop.</td>
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</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. <strong>WASC Ch.2</strong></td>
<td>Based on analysis of our SBAC results, we are targeting an annual 10% increase of proficiency on the math SBAC. Additionally, we will maintain the number of students Meeting or Exceeding on the Math Milestone Task to 65% rate of proficiency by the end of 2016-2017. In order to achieve these results we will be targeting teachers capacity to implement math talks, integrate technology, and differentiate with centers and strategy groups.</td>
<td>We will continue to engage our students with the SFUSD CCCS curriculum, emphasize math talks and academic discourse, and engaging students in developing mathematical reasoning and problem solving skills and provide planning support for teachers so that they can differentiate based on student understanding. Next year we will strengthen our utilization of technology, centers and strategy groups as strategies for differentiating and engaging students in the content, as well as offering them regular opportunities for fluency practice, showing their thinking with multiple strategies, and productive struggle. We will also utilize quick checks to collect summative data and diagnostic data for each unit and build test taking skills for our students.</td>
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**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>
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</thead>
</table>
Our tier 2 students need extra differentiated support to build fluency, mathematical reasoning, and efficient problem solving strategies to accelerate their growth. Teachers are proficient providing whole group instruction, but range from awareness to beginning implementation regarding differentiation in math.

Increase teachers capacity to coach students into utilizing more efficient problem solving strategies, integrate technology, opportunities for fluency practice and engaging in productive struggle.

Next year we will strengthen our utilization of technology, centers and strategy groups as strategies for differentiating and engaging students in the content, as well as offering them regular opportunities for fluency practice, showing their thinking with multiple strategies, and productive struggle. We will also utilize quick checks to collect summative data and diagnostic data for each unit and build test taking skills for our students. We will provide students the opportunity to productively struggle on complex tasks, as well as regular opportunities for on demand, mixed review math.

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>In order to meet our goal to have 30% of our African American students perform proficient on the 2016-2017 SBAC-Math, we will increase our teachers’ capacity to provide students opportunities to explain their thinking by implementing math talks, gallery walks, and differentiation with centers and strategy groups.</td>
<td>We will provide students an opportunity to apply mathematical concepts to real life situations, work in groups and partnerships and talk about their thinking through math talks and gallery walks. We will also engage students with technology and gamification of key core math concepts. We will utilize strategy groups in math as a tool for differentiating. Students who are below grade level will receive small group math instruction, as well as 30% of math practice at their &quot;just right&quot; grade level and 60% of math practice at grade level. We will also implement a school-wide text study for culturally responsive teaching practices. Teachers will participate in professional development on culturally responsive practices in the classroom. Initially we will focus on integrating 2 practices into classroom instruction. We will utilize our RTI team to support math with our African-American students and provide push-in and pull-out support.</td>
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### 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>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</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? WASC Ch.5</th>
</tr>
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<tbody>
<tr>
<td>In order to meet our goal to continue to have all students grow at least one proficiency level and to have 75% of our long-term ELLs obtain CELDT proficiency before graduating from Malcolm X Academy, we will continue to utilize support staff to pull out our ELD students 30 minutes to target vocabulary development, conventions, reading complex texts, and evidence based writing.</td>
<td>We will continue to utilize support staff to offer 30 minutes of either pull out or push in ELD Instruction for ELL students. We will continue to integrate Academic Conversation, grammar, close reading, and evidence based writing into our comprehensive ELD lessons as well as our Tier 1 instructional Practices. Additionally, we will support our ELL students in class by utilizing close reading protocols, focusing on Academic vocabulary and providing scaffolds so that students can explain their thinking orally and in writing.</td>
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</table>

### Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>For these departments, data is not collected centrally. Consider data points that are internally developed</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</th>
</tr>
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</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 Graduation 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>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

At Malcolm X we are promoting college and career readiness by focusing in the following ways: Building student leadership skills through our student council and Jr. Coach program. Focusing on growth mindset, self-efficacy, and self-regulation through our SEL curriculum and RP. Promoting achievement and excellence through showcasing students for both academic and nonacademic talents. Provided students with a rigorous learning environment where they can engage in academic conversations, have access to learning experiences integrated with technology, and participating in enrichment activities like the African-American Read in and the schoolwide spelling bee.

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?

We will continue to provide monthly Professional Development opportunities in: Literacy, Mathematics, Equity mindset, unpacking Restorative Practices/SEL, Curriculum, and technology. We will provide teachers with a coaching model that allows for opportunities to engage in deep, light, and on call coaching to either extend learning from a PD or provide differentiated support for teachers as needed. The teachers will continue to collaborate weekly by engaging in ROCI during Grade Level Collaboration. Additionally, planning support will be provided for in ELA and Math. We will supplement our site-based Professional Development with district opportunities by utilizing our Prop A funds.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
</table>

and Math, engage in ROCI by setting SMART goals during Grade Level Collaboration, and facilitate 1:1 meetings between intervention teachers and classroom teachers. Prioritize Literacy and STEM as Instructional Foci for the year. Our ILT, Equity Lead Team, and BLT will continue to analyze schoolwide data as a tool for monitoring and adjusting our students’ progress. In particular we will be focusing on improving our assessment system by introducing assessments to measure growth mindset and self-regulation, developing additional math assessments, and modifying our use of F&P assessments. As a result of their input, Professional Development and coaching opportunities will be provided in Literacy, Mathematics, Equity Mindset, unpacking Restorative Practices/SEL Curriculum, and Technology.

We rely on a mixture of Prop A, Sub release days, and Early dismissal days to maximize planning support for our teachers in both ELA and mathematics. Our Literacy Coach and IRF organize and provide planning support for our teachers. In addition our teachers meet with our Academic RTI facilitator, Literacy Specialist, and RSP teacher for 1:1 to discuss the academic progress and needs of our IEP and Tier 2 and 3 students. On a weekly basis our teachers engage in GLC that is facilitated by our IRF and Literacy Coach and supported by our VAPA teachers. During that time they engage in ROCI. Our Literacy Specialist, IRF, RSP, and literacy Coach provide coaching support for classrooms teachers. Our Professional Development opportunities are lead by various leadership team members (BLT, ILT, Technology Team, Wellness Team, and Equity team) to ensure that we are providing our staff with an intentional and well-balanced model of Professional Development. We utilize our site budget to fund a literacy specialist to help increase the amount of students we can serve, to aide our coaching team, and help extend our literacy program into our Afterschool Program.
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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Data</strong></td>
</tr>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
</tr>
</tbody>
</table>
Parent-School Communities Ties

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

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

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

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

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td>Who you are reaching/missing (And how you know...)</td>
<td>We would like to see an increase in the number of parents attending PTO and SSC meetings, as well as Parent Principal Chats. We would like to see an increase in attendance for events showcasing the achievements of our students. We would like to have a revised version of our schools vision by the end of the 2017-2018 school year that better reflects the values of students, parents, and staff members.</td>
</tr>
</tbody>
</table>

We engage our families in a variety of ways aimed at celebrating student achievements, building relationships, maintaining communication, and learning together. We do this through our school and family events throughout the year (Black History month, literacy night, STEM night, PTO day, Spelling Bee, Field day, etc.), parent principal chats, and through our committees. We have an active group of parents who are invested in supporting the school. Participation in school leadership roles like SSC and PTO continues to have participation rates of less than 8 parents. It is evident that we need to continue to work on parent engagement, fostering relationships amongst families, and eliciting parent feedback so that we can continue to become a more responsive and inclusive school environment.
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 = $650

We have allocated all of the funds to supplies so that we can purchase a mixture of instructional supplies, modified learning materials, incentives, and other necessary items to provide students with adequate accommodations and modifications and promote student-centered inclusive classrooms.

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 = $3,483

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

We have allocated almost the entirety of our funds ($2,915) to pay for our literacy specialist who provides literacy coaching in ELD instruction for our classroom teachers. The remaining funds will go to Instructional Supplies aimed at meeting the targeted needs of our EL students.

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

Supplemental Concentration Grant - Low Income (SCG-LI) 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 = $55,000

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

The majority of the funds are to support differentiation by hiring a part time paraprofessional which is aimed at improving academic achievement and creating student-centered learning environments that are inclusive. The remaining funds will be utilized to fund consultants aimed at supporting the health and wellness of students through puberty education and our outdoor education program. Some funds will be set aside for supplies to support student-centered learning environments.

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) 07040
Allocation = $238,279

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?

The majority of the funds are to maintain small class sizes by paying for a classroom teacher per grade aimed at improving academic achievement and creating student-centered learning environments that are inclusive. Some funds will be set aside for supplies to support student-centered learning environments.

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

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

<table>
<thead>
<tr>
<th>Title I</th>
<th>$26,811</th>
<th>(31500)</th>
</tr>
</thead>
</table>

How do you plan to use these funds?

The majority of the funds are to staff our SpEd paraprofessional additional hours to make her full time. Our paraprofessional offers pull out and push in support improve academic achievement and aid in the creation of student-centered learning environments that are inclusive. Some of the remaining funds will utilized to fund consultants aimed at supporting the health and wellness of students through puberty education (Superstar Health Education- Jenne Devine). The last of the funds will be set aside for supplies to support student-centered learning environments.

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 = $268

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.

The funds will be used as family engagement funds for academically related community events and incentives for parent participation.

| 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 = (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) = $0

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

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
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>Full Time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>1.0</td>
</tr>
<tr>
<td>Social Worker</td>
<td>0.5</td>
</tr>
<tr>
<td>Nurse</td>
<td>1.0</td>
</tr>
<tr>
<td>Family Liaison</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>0.75</td>
</tr>
<tr>
<td>CHOW</td>
<td>0.8</td>
</tr>
<tr>
<td>Elementary Advisor</td>
<td></td>
</tr>
<tr>
<td>Academic RtI Facilitator</td>
<td></td>
</tr>
<tr>
<td>Hard To Staff</td>
<td>yes</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>0.2 PE Teacher</td>
<td>1.0 Librarian</td>
</tr>
<tr>
<td>0.4 Vapa Teachers &amp; 0.2</td>
<td>Other:</td>
</tr>
<tr>
<td>instrumental teacher</td>
<td></td>
</tr>
<tr>
<td>0.875 T-10</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

We will utilize these resources to improve both our school culture and climate as well as academic achievement. By continuing to staff our wellness center, improve the implementation of RP and SEL curriculum on site, and increase the opportunities for student engagement in leadership roles and schoolwide academic activities will improve the culture and climate of the school as evidenced by suspension rates, referrals, surveys, and attendance data. We will also utilize staff to continue our commitment to improving differentiation and therefore academic achievement for all tiers of students in mathematics and literacy.
SECTION V: Recommendations and Assurances

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

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

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

- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.

- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.

- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/27/2017

- 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: 9/27/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ginal Bissell</td>
<td>SSC President (Staff)</td>
<td></td>
</tr>
<tr>
<td>Chynna Randle</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Darlene Alvarez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Charon McElroy</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Donnisha Tucker</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Elena Rosen</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Timothy Puranen</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Melissa Durst</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Deirdre Elmansoumi</td>
<td>Staff- UBC Rep.</td>
<td></td>
</tr>
<tr>
<td>Denise Brown</td>
<td>Community Member Alternate</td>
<td></td>
</tr>
<tr>
<td>Izegbe Newt</td>
<td>Staff Alternate</td>
<td></td>
</tr>
<tr>
<td>Shakil Karim</td>
<td>Community Member Alternate</td>
<td></td>
</tr>
<tr>
<td>Vanessa Williams</td>
<td>Community Member</td>
<td></td>
</tr>
</tbody>
</table>