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

<table>
<thead>
<tr>
<th>School</th>
<th>Marina Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ginny Daws</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

Marina Middle School is an incredible place! Starting in 1936, the school continues to grow and flourish through each iteration. We are building a community of students in which we value integrity, nurture creativity, place respect for each other as a priority, foster the curiosity of intellectual abilities, promote responsibility and leadership, appreciate cultural differences and feel safe to be who we are on the inside. Our challenge and our strength is to maintain a sense of family at all times while we allow for building capacity in our students, in each other and in our programs. We are dedicated to closing the achievement gap and raising our overall scores at the same time through rigorous and thoughtful instruction, providing resources for teacher development and building on needs. We have 800 students taking Math, English, Science, Social Studies, PE, Advisory and one of the following options: band, orchestra, art, drama, set design, animation, engineering, computer science, journalism, AVID, Mandarin, Cantonese, or Spanish. In addition, we are partnered with the YMCA after-school program and a number of other community based organizations who provide opportunities for our students that range from hiking, camping and sailing, music and dance events to clubs that meet at lunch. We are passionate about supporting the individual educational journeys of all of our students as we look toward the future, guided by the comprehensive strategic plan of the San Francisco Unified School District’s (SFUSD) Vision 2025. We want every child to be part of the magic of learning at Marina Middle School.
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- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan [Transform Learning, Transform Lives](#)
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

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

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

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

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

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

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

These requirements include:

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

**BSC Development Checklist**

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

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

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

3. **Budget**
   - Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
   - **All 2017-2018 Title I funds should be accounted for in the BSC**

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

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

Follow this link [https://district.sfusd.edu/dept/rea/aaq/DataDisk/default.aspx](https://district.sfusd.edu/dept/rea/aaq/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>
</table>
| (School-wide and sub-group performance in comparison to the district) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate |

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
</table>
| • 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 as 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  
• NCC Core 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>

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
</table>
| • 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>2016-2017 SBAC results showed that 55% of all students were proficient as compared to 48.7% in 2015-2016. This shows a growth of 7% and is the same as the district growth in ELA. Marina has made a 12% growth from the 2014 to 2016.</td>
<td>Increase to at least 65% of students At or Above Proficient to meet District’s 2017-2018 Proficient Percent in ELA</td>
<td>Provide opportunities for collaboration, peer coaching and observation, reflection, and sharing of best practices during Common Planning Time and extended hours.</td>
</tr>
<tr>
<td>2016-2017 SBAC RI scores show 71% of students reading at or above proficient, 69% writing at or above proficient, 79% listening skills at or above proficient, and 77% research/inquiry skills at or above proficient.</td>
<td>Increase number of students Proficient and Advanced by at least 10%</td>
<td>Collaborate with Teacher/Librarian to identify and provide access to reading material at the appropriate lexile levels. Provide reading material at varied lexile levels for Newcomers, English Learners, and students with special needs.</td>
</tr>
<tr>
<td>2016-2017 IWA report shows 16.9%. Proficient as compared to the District’s 18.1%. 2 year IWA report shows Marina Grade 6 Average Proficient &amp; Commendable were at 17.3% as compared to district’s 18.4%. Marina’s average holistic score on the IWA was 2.6 which is the same as the district average.</td>
<td>Increase the average holistic scores to above 3.0</td>
<td>Integrate technology into instruction to provide increased differentiated opportunities for reading and writing including the use of Google Docs, Google Classroom and Criterion Writing Evaluation Service for immediate feedback on written products.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>23% of all students Nearly Met Standard in English Language Arts in 2016-2017 as compared to District’s 21% and Middle School 23% and the 2015-2016 Marina SBAC results of 27% of students Nearly Met Standards.</td>
<td>Move at least 10% of the students from Nearly Met to MetStandard or Exceeded Standard in ELA and 10% of students from Has Not Met Standards to at least Nearly Met Standards</td>
<td>Integrate technology into instruction to provide increased differentiated opportunities for reading and writing including the use of Google Docs, Google Classroom and Criterion Writing Evaluation Service for immediate feedback on written products.</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 SGII?

<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>18% of AA students Met or Exceeded the Standard as compared to Districts 19% and is significantly below Marina’s overall 55% proficient percent. 2015-2016 SBAC results showed that 10% of AA students were proficient.</td>
<td>Increase to at least 25% of AA students who Meet or Exceed Standard</td>
<td>Provide opportunities for academic support through AVID classes, Academic RTI and homework support during lunch and after school through community based organizations and the after school club tutoring. Support families through PTSA and BSU events.</td>
</tr>
<tr>
<td>29% of L students Met or Exceeded the Standard as compared to Districts 25% and is significantly below Marina’s overall 55% proficient percent. 2015-2016 SBAC results showed that 25% of Marina Latino students were At or Above Proficient as compared to SFUSD 24%</td>
<td>Increase by 15% the number of L students who Meet or Exceed Standard</td>
<td>Provide opportunities for academic support through AVID classes, Academic RTI and homework support during lunch and after school. Support families through PTSA, ELAC, and Latino Families group meetings.</td>
</tr>
<tr>
<td>5% of EL students Met or Exceeded the Standard as compared to Districts 4% and is significantly below Marina’s overall 55% proficient percent. 2015-2016 SBAC results showed that 7% of EL students were proficient.</td>
<td>Increase by 15% the number of EL students who Meet or Exceed Standard</td>
<td>Provide opportunities for academic support through AVID classes, Academic RTI and homework support during lunch and after school tutoring with our Assistant Principal. Support families through PTSA, ELAC, and Family Liaison.</td>
</tr>
<tr>
<td>13% of SPED students Met or Exceeded the Standard as compared to Districts 13% and is significantly below Marina’s overall 55% proficient percent. 2015-2016 SBAC results showed that 3% of Special Education students were proficient.</td>
<td>Increase by 15% the number of SPED students who Meet or Exceed Standard</td>
<td>Provide opportunities for academic support through AVID classes, Academic RTI and homework support during lunch and after school in addition to push-in support by Special Education staff into general education classes. Support staff and families through increased communication between caregivers and case managers/service providers.</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>Increase to at least 50% of students Meeting or Exceeding Standard</td>
<td>Class Size Reduction in 8th Grade Math; Purchase ALEKS licenses for all students to differentiate math instruction and mastery; Utilize technology to deepen and explore math concepts and skills; Staff to participate in Problem Solving Cycle PDs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics—Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>23% of all students Nearly Met Standard in Mathematics</td>
<td>Move at least 10% of the students from Nearly Met to Meeting Standard in Math</td>
<td>Class Size Reduction in 8th Grade Math; Purchase ALEKS licenses for all students to differentiate math instruction and mastery followed by assessing the value of ALEKS and its affect on scores at the end of the year; Utilize technology to deepen and explore math concepts and skills; Staff to participate in Problem Solving Cycle; offer opportunities for support during lunchtime Homework Clinics and After School Program. We will be using benchmark assessments to inform instruction.</td>
</tr>
</tbody>
</table>
### Focal Group: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6% of AA students Met or Exceeded the Standard as compared to Districts 11% and is significantly below Marina’s overall 56% proficient percent. 2015-2016 SBAC results showed that 10% of AA students were proficient.</td>
<td>Increase by 15% the number of AA students who Meet or Exceed Standard</td>
<td>Provide opportunities for academic support through AVID classes, Academic RTI and homework support during lunch and after school through community based organizations and the after school club tutoring. Support families through PTSA and BSU events.</td>
</tr>
<tr>
<td>15% of L students Met or Exceeded the Standard as compared to Districts 19% and is significantly below Marina’s overall 56% proficient percent. 2015-2016 SBAC results showed that 14.7% of Latino students were proficient.</td>
<td>Increase by 15% the number of L students who Meet or Exceed Standard</td>
<td>Provide opportunities for academic support through AVID classes, Academic RTI and homework support during lunch and after school. Support families through PTSA, ELAC, and Latino Families group meetings.</td>
</tr>
<tr>
<td>10% of EL students Met or Exceeded the Standard as compared to Districts 22% and is significantly below Marina’s overall 56% proficient percent. 2015-2016 SBAC results showed that 10.1% of EL students were proficient.</td>
<td>Increase by 15% the number of EL students who Meet or Exceed Standard</td>
<td>Provide opportunities for academic support through AVID classes, academic RTI and homework support during lunch and after school with our Assistant Principal. Support families through PTSA, ELAC, and Family Liaison.</td>
</tr>
<tr>
<td>2% of SPED students Met or Exceeded the Standard as compared to Districts 13% and is significantly below Marina’s overall 56% proficient percent. 2015-2016 SBAC results showed that 1.8% of Special Education students were proficient.</td>
<td>Increase by 15% the number of SPED students who Meet or Exceed Standard</td>
<td>Provide opportunities for academic support through AVID classes, Academic RTI and homework support during lunch and after school. Support staff and families through increased communication between caregivers and case managers/service providers.</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, LTEEs, 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>5% of EL students were proficient in SBAC ELA, a decrease of 2% from previous year</td>
<td>Continue to support EL students to achieve English Proficiency</td>
<td>Continue to provide ELD support for all English Learners. Utilize AVID Excel and SDAIE strategies in all classes to provide access to core instruction.</td>
</tr>
<tr>
<td>13% of EL students were proficient in SBAC Math, a decrease of 7% from previous year</td>
<td>Continue to support EL students to achieve Math Proficiency</td>
<td>Continue to provide ELD support for all English Learners. Utilize AVID Excel and SDAIE strategies in all classes to provide access to core instruction.</td>
</tr>
<tr>
<td>27% of EL students (&lt; 5 years) were CELDT proficient, an increase of 1% from previous year and the 3 year progression is upward.</td>
<td>Increase percent of students to meet target for Annual Growth on CELDT Increase percent of EL students &gt; 5 years to meet target</td>
<td>Incorporate AVID and SDAIE strategies into all content classes.</td>
</tr>
<tr>
<td>45% of EL students (&gt; 5 years) were CELDT proficient, a decrease of 3% from previous year and the 3 year progression is upward.</td>
<td>Increase percent of EL students &gt; 5 years to meet target</td>
<td>Provide AVID EXCEL for 7th and 8th grade LTEEs.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Science 6th Grade is Implementing NGSS curriculum 7th and 8th Grade teachers piloting curriculum

Implement NGSS at 6th and pilot at 7th and 8th Monitor EL performance and improvement

Increase opportunities for inquiry and investigations. Guide students to apply science knowledge and practices to respond to open-ended and novel problems. Introduce and encourage use of discipline-specific academic language, models, and mathematics to communicate understanding orally and in writing. Plan Pd’s and time with science coach for science teachers.

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>High School Readiness indicators show 61% of Marina students are prepared as compared to 63.4% District wide.</td>
<td>Increase percentage of 8th grade students until 100% are ready for high school</td>
<td>Implement AVID classes in 6th, 7th, and 8th grades with strategies utilized across content areas; schedule college tours/field trips to increase college awareness. Regularly monitor progress on Synergy; review GPA every 9 weeks; recommend resources and supports through lunchtime and after school programs. Monitor attendance and intervene early; educate parents on the importance of regular school attendance. Collaborate with Family Liaison to support and communicate with all families. Continue Advisory and RP principles to create a safe and restorative school climate.</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

Strategies in Action: Schools

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

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

Leadership, Instructional Guidance & Professional Development

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

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

Schedule of Common Planning Time is established at the beginning of the year for collaboration by departments and grade levels as well as whole school. Opportunities during Late Arrivals/ Wednesday Workshops include focus on CCSS implementation, School Climate & Culture, Technology, and Community Building.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support for the integration of technology in classrooms</td>
<td>One 0.875 computer paraprofessional funded by WSF and Title I</td>
</tr>
<tr>
<td>Provide opportunities for teachers to collaborate, team teaching, and peer observations</td>
<td>Extended hours and substitute days funded by WSF, SCG-EL, and Title I</td>
</tr>
</tbody>
</table>
Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Students with IEPs are placed in the least restrictive environments in accordance with their IEPs</td>
<td>To the maximum extent possible, all students are educated with their age-appropriate peers</td>
</tr>
<tr>
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<td>Provide a range of placement options to provide the least restrictive environment Provide staff support when indicated to ensure equitable access to content in general education settings and in separate classroom settings</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>2016-17 reports show Marina’s chronic absenteeism rate (~90% =chronic) at 6%, a decrease of 1% from the previous year and 2% from 2014-15.</td>
<td>AA attendance rate needs to improve from 94%; 2016-17 rate to 98%. Latino attendance rate needs to improve from 86% to 95%. SPED attendance rate needs to improve from 82%; 2016-17 to 95%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitor attendance and intervene early; educate parents on the importance of regular school attendance Collaborate with Family Liaison to support and communicate with all families</td>
</tr>
<tr>
<td>School Climate</td>
<td>Suspension rate for 2016-2017 was 1%, above the Districts rate of 3.4%. AA students rate was 8.8% and SPED students 3.3% 2015-16 suspension rate was 1% with AA students rate =8.8% and SPED rate 4.9%</td>
<td>Decrease the number of suspensions to 0. Increase the number of activities to foster student engagement during lunch.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Through Social Emotional Learning lessons conducted in Advisory, students will learn about Peer Pressure, Identity, Digital Citizenship, and Conflict Resolution. Continue to implement Restorative Practices and develop / enforce school-wide expectations. A robust media center available at lunch in the library and a myriad of lunch club activities such as: ping pong, Japanese culture club, girl’s group, CYC lunch bunch, yoga, boy’s group, debate club, rainbow penguins, art, home work club, lion dance club, games, digital film, Star Wars. Aleks and coding, and healthy lunch club.</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…)
<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
<td>Written and oral communication needs to be available/translated into Spanish and Chinese more frequently and in a timely manner. Bilingual staff should be available to address parent concerns and communicate school information</td>
<td>PTSA Google group for communication between parents about school issues and events Bilingual office staff (Main office and Attendance Office = Spanish; Counseling Office = Chinese) Bilingual Family Liaison (Chinese) Bilingual Counselors (Spanish and Chinese) and School Social Worker (Spanish) Meet with Latino Families Group monthly to discuss concerns and suggest ways to involve more Latino families in the school Continue to work with CBOs to plan BSU family events Continue to have regular ELAC meetings to solicit feedback from English Learner families Increased participation by families of students with IEPs</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td></td>
<td></td>
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</tbody>
</table>
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 = $4,650

Money will be used to purchase supplies, manipulatives, and consumable workbooks for students with IEPs. Money will also be used to purchase apps for iPads to better integrate into the curriculum and to provide differentiated instruction. Instructional Supplies / Supplies = $4,650

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 = $56,509

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

Funds will be utilized for two 0.5 FTE bilingual paraprofessionals to provide primary language support in Cantonese, Mandarin, Vietnamese, and Spanish to English Learners = $53,713 extended hours to provide interpreter services at parent teacher conferences = $500 instructional supplies / supplies = $2,297

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 = $27,000

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?

Funds will be utilized to Fund one 0.2 FTE Teacher/Librarian to promote literacy especially with English Learners and Students with Disabilities = $19,436 Purchase professional development materials to support classroom teachers in standards driven lesson planning, differentiated instruction Build genre based classroom libraries with varied title reading levels so students have equitable access to high quality, high interest books. Supplies = $7,564

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

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation = $0

If your school site receives a 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 = $177,930 (31500)

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

Funds will be utilized for key word- additional, supplemental 1.0 FTE Counselor = $97,177- to support our underserved students, we are going to have an additional counselor; one 0.875 FTE Computer Paraprofessional to assist with integration of technology in classrooms, minimize the digital divide to augment the computer science teachers work. = $46,999 Extended Service for teacher collaboration and professional development for curriculum development and instructional strategies to reach struggling students = $10,000 Professional Development to increase culturally relevant pedagogy in classrooms- $10,000. Educator retreat to focus on serving the needs of African-American and Latino students- $5000. Supplies = $7,877.74

**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 = $1,921

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:** 10/27/2017

**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 = $100,000 (For Middle Schools and PK-8 Schools as applicable)

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

1) 1 Bretford Carts with 36 Chromebooks each (72) = $12,000 2) 1 cart of iPads- $15,000 3) Wifi workstation color printer = $2,500 4) Software/apps purchase = $5,000 5) Room technology (short throw projector, large projector screen, flat screen tv, virtual reality goggles, charging stations for technology = $10,000 6) Room furniture= $60,000

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

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

### Equity Grant = $0 (as applicable 16-17)

**Identify Sub-group & specific actions**

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

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

### 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)
- 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>0.5</td>
<td>0.5</td>
<td>0.5</td>
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</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 - 0.875 FTE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
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</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Nurse = ensures all students have current immunizations, health plans, and medical Section 504 plans; provide medical consultation as needed
Social Worker = provide mental health support and resources for students and families T10 = provide a safe environment; also establish relationships with students Family Liaison = acts a liaison for monolingual families and works to increase parent engagement of all families
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) **Latino Families Group**
- 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: 10/27/2017
- 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: 10/27/2017
## School Site Council Roster and BSC/SPSA 2017-2018 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brody Andrews</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Derek Brown</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ginny Daws</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Theresa Heckathorne</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Pradipti Llama</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Cece Kaufman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Kim MacPherson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Paul Manasian</td>
<td>Parent - Alternate</td>
<td></td>
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<tr>
<td>Donna Mankus</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Sarah Swanger</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Stanley Vong</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Gemma Young</td>
<td>Other Staff Alternate</td>
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</tr>
<tr>
<td>Reilly Derrick</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Stephanie Andrews</td>
<td>Teacher</td>
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</tbody>
</table>