Marina serves approximately 800 students in grades 6, 7 and 8 and strives to prepare all students for high school, college and career through a rigorous academic program and a comprehensive array of electives including band, orchestra, computer science, visual arts, drama, journalism, AVID (Advancement Via Individual Determination) and Introductory Spanish and Mandarin. We have high expectations for all students and focus on challenging students in differentiated learning environments where students have access to technology rich instruction, individualized projects, a variety of clubs and structured supports integrated into the school day and after school. ALEKS (a web-based individualized math learning system) and Criterion (a web-based writing evaluation tool) licenses are provided for all students. Secondary Dual Language Program – Cantonese is offered for 6th grade students continuing language pathways. All students participate in our exemplary physical education program including units on biking, martial arts, gymnastics, and our fitness lab with stationary bicycles and rowers. We are engaged in two specific strategies for continuous school improvement through: 1) a technology use plan to intentionally integrate technology into learning to prepare 21st century learners and close the existing digital divide; and 2) improving school climate by building relationships using models of Behavioral RTI and Restorative Practices. We are implementing the Visual and Performing Arts Common Core Standards. We are actively working to increase family engagement through community building, parent/caregiver outreach, and connections with Community Based Organizations.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

### What Has Changed?

<table>
<thead>
<tr>
<th>The School Data Profile section has been added</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

| The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression. | 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 shifts the focus 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.) |

### Key Requirements

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

These requirements include:

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

### BSC Development Checklist

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

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

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

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

3. **Budget**

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

4. **Title I Parent Involvement Policy**

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

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

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

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

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

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

| Analysis of Results Language Arts-All Students | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals?
|-----------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------
| Mid-year IAB-ELA Percent Near, At, or Above Standard of 77% (Window 1) and 83.3% (Window 2) shows positive movement as compared to 2014 - 2015 ELA Proficient Percent of 43%. 2015-2016 SBAC results showed that 48.7% of all students were proficient as compared to 42.6% in 2014-2015. | Increase to at least 50% of students At or Above Proficient to meet District’s 2015-2016 Proficient Percent in ELA | Use SFUSD’s ELA PK-12 Core Curriculum’s Scope and Sequence with embedded Common Core State Standards (CCSS) (spirals) to guide instruction. Provide opportunities for collaboration, peer coaching, reflection, and sharing of best practices during Common Planning Time and extended hours.
| Mid-year SRI Percent 21% Proficient and 23% Advanced (Window 2) shows positive movement as compared to 2014 - 2015 18% Proficient and 21% Advanced but is still below the District MS Mean of 47.1% however the SRI 7.1% percent growth of At or Above Proficient. Window 1 to Window 2, is above the District MS Mean of 4.0% September 2016 RI results show 18% Advanced and 22% Proficient | Increase number of students Proficient and Advanced by at least 10% | Administer the Scholastic Reading Inventory (SRI) as the universal screening assessment Continuously use formative assessments to inform instruction and identify needed differentiation. 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.
| Average Holistic Scores for Grade 6 IWA from 2013-14 and 2014-15 showed a slight increase from 2.4 to 2.6. Mid-year report shows 15.9% Proficient as compared to the District’s 18.1% 2 year IWA report shows Marina Grade 6 Average Holistic Score increased from the previous year of 2.5 to 3.0 which exceeded SFUSD Grade 6 Score of 2.9 | Increase the average holistic scores to above 3.0 | 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.

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

| Analysis of Results for Language Arts-Intervention | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery?

| 1) Administration of the Scholastic Reading Inventory (SRI) as the universal screening assessment 2) Continuously use formative assessments to inform instruction and identify needed differentiation 3) 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. | Increase the average holistic scores to above 3.0 | 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. |
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.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7% of AA students Met or Exceeded the Standard as compared to District's 19% and is significantly below Marina's overall 43% proficient percent. 2015-2016 SBAC results showed that 10% of AA students were proficient.</td>
<td>Increase to at least the District's 16% of AA students who Meet or Exceed Standard</td>
<td>Provide opportunities for academic support through AVID classes and homework support during lunch and after school Support families through PTSA and BSU events</td>
</tr>
<tr>
<td>22% of L students Met or Exceeded the Standard as compared to District's 27% and is significantly below Marina's overall 43% proficient percent. 2015-2016 SBAC results showed that 24.6% 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 and homework support during lunch and after school Support families through PTSA and ELAC and with our two 0.5 FTE Family Liaisons</td>
</tr>
<tr>
<td>3% of EL students Met or Exceeded the Standard as compared to District's 13% and is significantly below Marina's overall 43% proficient percent. 2015-2016 SBAC results showed that only 4% 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 and homework support during lunch and after school Support families through PTSA and ELAC and with our two 0.5 FTE Family Liaisons</td>
</tr>
<tr>
<td>4% of SPED students Met or Exceeded the Standard as compared to District's 14% and is significantly below Marina's overall 43% proficient percent. 2015-2016 SBAC results showed that 0% 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 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>

**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 Cyle</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>25% 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; Utilize technology to deepen and explore math concepts and skills; Staff to participate in Problem Solving Cyle; offer opportunities for support during lunchtime Homework Clinics and After School Program</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>0% of AA students Met or Exceeded the Standard as compared to District’s 11% and is significantly below Marina’s overall 41% 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 and homework support during lunch and after school Support families through PTSA and BSU events</td>
</tr>
<tr>
<td>10% of L students Met or Exceeded the Standard as compared to District’s 19% and is significantly below Marina’s overall 41% 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 and homework support during lunch and after school Support families through PTSA, ELAC, and Latino Families group meetings Add 0.5 FTE Spanish speaking Family Liaison</td>
</tr>
<tr>
<td>17% of EL students Met or Exceeded the Standard as compared to District’s 22% and is significantly below Marina’s overall 41% 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 and homework support during lunch and after school Support staff and families through increased communication between caregivers and case managers/service providers</td>
</tr>
<tr>
<td>4% of SPED students Met or Exceeded the Standard as compared to District’s 13% and is significantly below Marina’s overall 41% 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 and homework support during lunch and after school Support families to achieve English Proficiency on CELDT Increase percent of EL students &gt; 5 years to meet target Continue to provide ELD support for all English Learners Provide AVID EXCEL for 7th grade LTELS Incorporate AVID strategies into all content classes</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELS, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary report indicates EL students exceed target in 2014-2015 and is slightly below target currently for 2015-2016 for Annual Growth on CELDT EL students &lt; 5 years at attaining English Proficiency on CELDT above target in both 2014-2015 and 2015-2016 EL students &gt; 5 years have not met target English Proficiency percentage for the past 3 years</td>
<td>Increase percentage of students to meet target for Annual Growth on CELDT Continue to support EL students to achieve English Proficiency on CELDT Increase percent of EL students &gt; 5 years to meet target</td>
<td>Continue to provide ELD support for all English Learners Provide AVID EXCEL for 7th grade LTELS Incorporate AVID strategies into all content classes</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>
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.

**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</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(using indicators suggested above)</td>
<td>Maintain and increase percentage of 8th grade students ready for high school</td>
<td>Implement AVID classes in 6th and 7th grade with strategies utilized across content areas; schedule college tours/field trips to increase college awareness. Regularly monitor progress on School Loop; review GPA every 9 weeks; recommend resources and supports through lunchtime and after school program. Monitor attendance and intervene early; educate parents on the importance of regular school attendance. Add 0.5 FTE Spanish speaking Family Liaison to current 0.5 FTE Chinese speaking 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 of 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 Arrival 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>two 0.875 computer paraprofessionals funded by WSF and Title I</td>
</tr>
</tbody>
</table>
Provide opportunities for teachers for collaborative teaching and peer observations

Provide professional development for paraprofessionals to better support students especially in content areas

Structure mentoring/coaching to support newer teachers

Extended hours funded by WSF and Title I

Extended hours and substitute days funded by WSF and Title I

### Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>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>
<td>Student Engagement/Attendance</td>
<td>Attendance rates have slowly increased from 96.3% in 2010-2011 to 97.8% in 2014-2015 and 98% om 2015-2016 as compared to SFUSD’s 97.4%. 2015-2016 reports show Marina’s chronic absenteeism rate (&lt;90% = chronic) at 7.0%, and decrease of 1.3% from the previous year.</td>
<td>AA attendance rate needs to improve from 91.4%; 2015-16 rate = 93% L attendance rate needs to improve from 96.5%; 2015-16 rate = 95.8% SPED attendance rate needs to improve from 95.6%; 2015-16 rate = 94.9%</td>
</tr>
<tr>
<td>School Climate</td>
<td>Suspension rate for 2014-2015 was 2.9% (22 students), above the Districts rate of 1.6% AA students rate was 20.6% and SPED students 9.3% 2015-16 suspension rate was 1% (8 students) with AA students rate = 8.8% and SPED rate 4.9%</td>
<td>Decrease the number of suspensions to 0</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.

**Parent-School-Community Engagement**
<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...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents are welcome and encouraged to participate in parent engagement events as well as student activities (dances, field trips) and volunteer opportunities (e.g. library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reach out and invite all families to be a part of the Marina School Community 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></td>
<td></td>
</tr>
<tr>
<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 Counselor 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 and District's Family Engagement Coordinator to plan BSU family events Continue to have regular ELAC meetings to solicit feedback from English Learner families Continue to encourage participation by families of students with IEPs</td>
<td></td>
<td></td>
</tr>
</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**: $5,750

  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 technology into the curriculum and to provide differentiated instruction. Instructional Supplies / Supplies = $5,750

**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**: $51,754

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

  Money will be used to fund one 0.5 FTE bilingual paraprofessional to provide primary language support in Cantonese, Mandarin, and Vietnamese to English Learners = $25,898 extended service to provide interpreter services at parent teacher conferences = $500 Extended hours for professional development = $5,000 instructional supplies / supplies = $20,356

**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**: $20,000

  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?

  Money will be used to purchase professional development materials to support classroom teachers in standards driven lesson planning, differentiated instruction. In addition, money will be used to build genre based classroom libraries with varied reading levels so students have equitable access to high quality, high interest books. Supplies = $20,000

**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)

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

- **Allocation**: $0

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

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

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

Title I = 192,181

How do you plan to use these funds?

Money will be used to fund 1.0 FTE Counselor = $94,928 0.875 FTE Computer Paraprofessional to assist with integration of technology in classrooms and minimize the digital divide = $45,322 Extended Service for teacher collaboration and professional development = $2,000 ALEKS licenses to provide individualized differentiated math support to all students = $27,000 Supplies = $20,931 Travel / Conferences = $2000

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.

Money will be used for printing costs and supplies for parent engagement events and for refreshments during those events. Supplies = $1,921.81

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 3/18/2016

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) 2 Bretford Carts with 36 Chromebooks each (72) = $25,000 2) Extended hours /substitute days for conferences and professional development = $10,000 3) Update / replace 1st generation iPads and Chromebooks = $35,000 4) Software/apps purchase = $5,000 5) Robotics materials for coding/app development classes = $5,000 6) Classroom technology (doc cameras, short-throw projectors, printers) = $10,000 7) Classroom furniture = $5,000 8) Charging cabinet / cases /Android tablets for app development = $5,000

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)

QEIA Carryover = 0

How do you plan to use these funds?
Select the Bryk Essential that most aligns to the use of these funds:

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

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>
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<tbody>
<tr>
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<td>1.0</td>
<td>0.5</td>
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<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.0</td>
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</table>

<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic Rtl Facilitator:</th>
<th>Hard To Staff:</th>
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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.0 AP</th>
</tr>
</thead>
</table>

Two to three high leverage strategies that will be accomplished:

Nurse = ensures all students are up-to-date with immunizations and health 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
AP = ensure all students have access to necessary instructional materials, coordinate and facilitate all assessments to ensure data is available to inform instruction
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 25, 2016.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/16/2016
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 9/16/2016
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derek Brown</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Mollie Matull</td>
<td>Community Member Alternate</td>
<td></td>
</tr>
<tr>
<td>Cece Kaufman</td>
<td>Community Member Alternate</td>
<td></td>
</tr>
<tr>
<td>Allen Zigman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Paul Manasian</td>
<td>Parent Alternate</td>
<td></td>
</tr>
<tr>
<td>Kim MacPherson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Timothy Hiler</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Donna Mankus</td>
<td>Classroom Teacher</td>
<td></td>
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<tr>
<td>Shauna Poong</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Stanley Vong</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Sarah Swanger</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Gemma Young</td>
<td>Other Staff Alternate</td>
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</tr>
<tr>
<td>Joanna Fong</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Brody Andrews</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Tiffany Tran</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Tiffany Ng</td>
<td>Student</td>
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</table>