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

<table>
<thead>
<tr>
<th>School</th>
<th>Marshall, Thurgood High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Marthaa Torres</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

At Thurgood Marshall Academic High School (TMAHS) we hold a vision of our school as a destination campus within the city of San Francisco, known for an exceptional academic program and consistent success in preparing students to go on to the nation’s best colleges and universities, as well as careers in the Bay Area’s top industries, including information technology, biotechnology, and hospitality and tourism. Our goal is to offer students a personalized program that allows them to identify and pursue their passions during their time in high school. Students select their classes each year based on their individual interests, progress towards graduation requirements, and college and career plans. Our Mission The mission of Thurgood Marshall is to prepare all students for excellence in their post-secondary plans and in their careers. Our Vision We will be a school that: Prepares students for excellence in their academic and professional endeavors, personal relationships, and contributions to their communities. Empowers all students to be lifelong learners by fostering critical thinking and creativity through a rigorous and relevant academic program. Supports and engages all students by building upon the unique strengths and believing in the potential of each individual. Values the diversity of our community by respecting and celebrating all groups. Values the role of families in students’ academic and personal development by strengthening communication and collaboration. Embodies the legacy of Thurgood Marshall by ensuring equity and promoting social responsibility. Socially prepares students for the real world by supporting and building relationships.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift towards a more holistic set of measures, we can produce summary data reports that can be more easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections refocuses 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 refocused 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>
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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
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/dpt/roa/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>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

Contents

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

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

Contents

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

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

Contents

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Goal #1: We will increase the percentage of all students demonstrating proficiency on the Smarter Balanced Assessment (SBAC) in English by 30% each year for the next three years.</td>
<td>Develop common writing assessments in English/Language Arts in each of the four “big idea” categories as agreed on by the department: narrative, explanatory/informational, argumentative, and research writing. Set schedule for the year for assessments. Review and adapt district writing rubrics for each of the four types of writing tasks for use with common assessments, to ensure agreement and applicability to writing tasks completed by English Learners as well as non-EL students. Review district anchor writing samples to ensure alignment with grade-level expectations district-wide, and calibrate use of rubric to assess student’s writing for each common assessment. Meet monthly to review common assessment data, and agree on modifications to instruction and curriculum based on outcomes.</td>
</tr>
</tbody>
</table>

Our most recent SBAC scores (Spring 2016) indicated 11% of our students were proficient in English Language Arts. Based on these results, improving proficiency in English Language Arts continues to be of highest priority for our school. The graph below breaks down the proficiency levels by gender, ethnicity, and SpEd and EL status. Data reflects a large portion of our student body not at grade level in English Language Arts.

**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>We intend to track the baseline + 10% proficiency each year in the internal writing performance task. After the first diagnostic test is given during the pilot month, January 2018, we will expect to see a 10% increase for the Spring 2019 school year.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our most recent SBAC scores (Spring 2016) indicated 11% of our students were proficient in English Language Arts. Based on these results, improving proficiency in English Language Arts continues to be of highest priority for our school. The graph below breaks down the proficiency levels by gender, ethnicity, and SpEd and EL status. Data reflects a large portion of our student body not at grade level in English Language Arts.

Create a diagnostic exam for the fall that measures students’ writing proficiency responding to a persuasive prompt. Each writing prompt would be tailored to each grade level from 9, 10, 11, 12. Each question will be created around the same topic. Create a holistic rubric that will measure students’ writing skills around the following criteria: Addressing the question, evidence and support, organization, grammar and mechanics. Each score would be finalized to reflect a level of proficiency. Give a pilot writing assessment and norm to the rubric as a team to ensure all teachers are calibrated. Share data with students and create goals for the Fall 2018 diagnostic exam.

**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?

**Analysis of results for Language Arts-Focal Group**

<table>
<thead>
<tr>
<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>Meet our AMAO 1 goal of moving x% of students up a proficiency level. Meet our AMAO 2 goal of reclassifying x% of students each year, including LT ELs</td>
<td>All NewComer 9th and 10th graders with a CELDT score of 1, 2, 3 will be enrolled in an ELD class in addition to their Newcomer English Class.</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?

**Analysis of Results Mathematics-All Students**

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2

<table>
<thead>
<tr>
<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>Goal #1: We will increase the percentage of all students demonstrating proficiency on the Smarter Balanced Assessment (SBAC) in Math by 5% each year for the next three years.</td>
<td>Develop a performance assessment that covers MS math, Algebra, Geometry, and Algebra 2 concepts. Students would take this assessment bi-annually, in the first 3 weeks of school, and the last 3 weeks of school. This assessment would be developed in Illuminate and we would be able to track the growth from grade to grade. Track them Develop common mastery assessments department wide that emphasize growth. Subject specific, already developed for Algebra 1 and Geometry adjusted, need to be developed for Algebra 2. Weekly assessments, Mastery of topics by course, specifically in Alg. 2. Teachers of Alg 2 will have a collaboration period to do this work. Review the mastery assessment data and plan to re-teach concepts during department retreats throughout the year. Meet monthly to review common assessment data, and agree on modifications to instruction and curriculum based on outcomes Incorporate the online math program IXL in Algebra 1, Geometry, and Algebra 2 Create common planning time for teachers to adapt, modify and differentiate the curriculum for EL students in… Algebra 2</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>Data from Spring 2016’s summative SBAC indicated that 20% of students demonstrated proficiency in their math content areas. Based on these results, improving proficiency in Mathematics continues to be of highest priority for our school. The graph below breaks down the proficiency levels by gender, ethnicity, and SpEd and EL status. Data reflects a large portion of our student body not at grade level in mathematics.</td>
<td>Goal #1: We will increase the percentage of all students demonstrating proficiency on the Smarter Balanced Assessment (SBAC) in Math by 5% each year for the next three years.</td>
<td>Math support class focusing on Numeracy math study hall. Shift from an SDC to a Co-taught Math Class. Identify students in Spring of 2017 that are slated to receive SDC, plan to integrate them into small Co-taught math classes.</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>WASC Ch.2</td>
<td>We will increase the percentage of these groups of students demonstrating proficiency on the Smarter Balanced Assessment (SBAC) in Math by 50%</td>
<td>Math support class focusing on Numeracy math study hall. Shift from an SDC to a Co-taught Math Class. Identify students in Spring of 2017 that are slated to receive SDC, plan to integrate them into small Co-taught math 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>WASC Ch.2</td>
<td>Meet our AMAO 1 goal of moving x% of students up a proficiency level. Meet our AMAO 2 goal of reclassifying x% of students each year, including LT ELs</td>
<td>All NewComer 9th and 10th graders with a CELDT score of 1, 2, 3 will be enrolled in an ELD class in addition to their Newcomer English Class.</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>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

College and Career Readiness

Describe your site’s goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.
High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

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

### Narrative describing college going culture
(Using indicators suggested above) WASC Ch.2

We have three guidance counselors, two who have an emphasis on academic counseling and classroom support and one full-time college and career counselor. We also have a GBE from JCJC and one from Upward Bound who work directly with the College and Career counselor and are present each day in the same office. We have actively supported and planned trips to various colleges and universities with an intended recruitment from 9-10 grade students. In the 2016-2017 school year, 10 and 11 grade students were given the opportunity to enroll in free SAT classes offered at TMAHS and the plan is to institute this program for the 2017-2018 school year.

### What are your targets/goals?

Our goal is to increase our graduation rate to at least 95% and that 90% have met the A-G requirements. Transcript audits in the fall and spring will allow the team to ensure students are enrolled in the required classes on track to meet the A-G requirements. We plan on having 100% participation on the placement exam for San Francisco Community College to provide students access to community college course offerings and relevant college-ready opportunities. We will also have 100% of students visit at least two post-secondary campuses by the time they graduate.

### What shifts will be required to achieve these goals?

In order to meet the 95% graduation rate, we will need to provide a wide range of course offerings, especially those that are A-G certified, and credit recovery opportunities. Students will also have direct access to placement exams and will coordinate with CCAF in order to provide equal access to all 12 grade students, when the exam is given on campus. Additionally, the counseling team will look at On-track/off-track data and work on a fall and spring semester transcript audit with students to ensure that students are informed of their progress.

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### Elementary Schools

What is your plan for promoting college and career readiness?

N/A

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### 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 for success. 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?

Teacher Teams will be cohorts and will share a common prep period. There will also be weekly staff common planning time that will focus on professional development activities, including peer observations, protocols for reviewing student work, and projects they are developing, learning and practicing new instructional strategies.

#### School-Wide Action Step(s)

All courses will develop common assessments and curriculum maps that include specific skills and concepts being taught and assessed. Teachers will develop professional capacity with regard to engaging instructional strategies that support all learners.

**How will you resource this?** (Site Budget, Specific Categorical Fund, People, etc.)

Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I

We will use our site budget to fund collaboration/retreat days for teacher teams in ELA, MATH, SCIENCE, and SOCIAL STUDIES 2 times a semester ($20,000) We will use our site budget to fund Instructional Leadership Team meetings and Operations Team Meetings after school through Stipends ($30,000) Teachers and Paras will also utilize Prop A hours to design curriculum after school.

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### Student-Centered Learning Climate

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently, 18% of our student population receives special education services. Yet, we strive to provide students the least restrictive environment and give students access to a broad range of course offerings where they have multiple opportunities to enroll in General Education classes and electives.</td>
<td>100% of our special education students will be in at least two general education classes, including our SOAR program students.</td>
<td>Where applicable, move toward LRE (least restrictive environment). For example, shift the support to more Co-taught Classes. Identify students in Spring of 2017 that are slated to receive SDC, plan to integrate them into small Co-taught classes.</td>
<td></td>
</tr>
</tbody>
</table>

| Student Engagement/Attendance | Our current chronic absentee rate is at 30%. Meanwhile our 11th grade absentee rate is at 57%. | Moving into the 2017-2018 school year, we want to decrease our chronic absentee rate by 10%. | Continue to expand recognition of students who exemplify the elements of our CREDO (Collaboration, Respect, Empathy, Determination, Open-Minded) on larger and small scale: including teacher nominations, public recognition on bulletin boards, and “shout outs” via The Phoenix broadcast, and school-wide newsletters. The SSC approved to hire a .5 attendance liaison and we intend to use the individual in that role to help with 80% outreach and interventions. |

| School Climate | Our attendance rate for the current year stands at 12%. This is an increase of 10% from the 2015-2016 school year. | Our target for suspension rate is .3% for 2017-2018, and 0.2% for 2018-2019. Our target for our 4-year graduation rate for 2016/2017 is 90%, and for 2017-2018 is 95%. Our target for discipline referrals for 2017-2018 is 1 referral on average every two days. We also want to continue building on our restorative practices. We want 75% of students to receive CREDO tickets as we recognize positive behavior. | We continue to roll out our PBIS and CREDO recognition. Through the Operations Team, define high expectations for students in the areas of academics and behavior, expanding on our schoolwide CREDO. We communicate these expectations to students and families through videos, in-class lessons, and communications to families. Expand events that celebrate student accomplishments, including spring student club performances, fall and spring pep rallies to recognize our student athletes. We hold weekly rallies in which students win school gear in order to highlight the success of our students’ CREDO attributes. Continue and expand grade level team awards ceremonies, including certificates in recognition of achievement and work habits, and special schoolwide events that recognize students who exemplify the CREDO (e.g., perfect attendance after school or lunch events). Allocate staff time to support this planning and implementation (including release periods and release days). |

### 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><strong>Parent-School-Community Engagement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
</tr>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
</tr>
<tr>
<td><strong>Targets</strong></td>
</tr>
<tr>
<td>We currently hold one school-community event per month. We want to increase our parent engagement opportunities by .10% for the 2017-2018 school year and another 10% for the 2018-2019 school year. We also want to reach .25% of parent attendance for each school wide family event.</td>
</tr>
<tr>
<td><strong>Strategies &amp; Impact</strong></td>
</tr>
<tr>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
<tr>
<td>Attendance at our ELAC meetings have averaged 30 participants and our Financial Aid workshops have averaged nearly 80 attendees for the fall and spring evening events. With the work of our family liaisons, attendance liaisons, and counseling team, we will work towards expanding the participation levels of our families.</td>
</tr>
</tbody>
</table>

We have continued to expand the parent-school-community outreach and programs for families of diverse backgrounds. We will hold regular ELAC and PTSA meetings, evening workshops for parents on financial aid and the college application process, and fieldtrips for parents and students to local colleges and universities. The feedback we received from parents, however, indicated that there continues to be a need to improve school/home communication and ties, as highlighted in satisfaction surveys, informal meetings with parents, and our recent WASC midterm review process. In order to build on this feedback, we have held community dinners to share updates on the school and provide families with the tools to support their students, ranging from learning about the SFUSD graduation requirements to learning about how to talk to their students about school.
### 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 = $5,550

$3,000 will be used for Substitutes days for Curriculum Development and to ensure that students’ IEPs are maximizing students’ educational opportunities and support $2,550 will be used for instructional supplies to support our Students with IEPs in the General Education Program, the SOAR program, and the ACCESS program.

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

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

Allocation = $99,859

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

$97,178 will be used to fund 5 sections of ELD support classes this is equivalent to 1.0 FTE. Newcomer students in 9th and 10th grade with CELDT Scores of 1, 2, or 3 will be enrolled in both ELD and Newcomer English. $2,681 will be used for supplies for EL students; this may include adapted texts, technology, or other material supplies.

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 = $72,619

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

.9 FTE ($67,286) will be used on personnel: 3 FTE PBIS Teacher Role. This role at our school to work with students on improving attendance and engagement within the school community. Specifically, we believe this will reduce our suspensions and out of class referrals, which in the 2016-2017 school year are increasing for our AA, Sped, and Latino populations, keeping them out of class. We also continue to see a high rate of truancy among these populations that we believe are impacting their academic outcomes significantly. This role would particularly focus on our implementation of Tiers I and II of the Positive Behavioral Interventions and Supports model, Restorative Practices, and interventions to address truancy..5 FTE Community Relation Specialist: Attendance, Spanish Speaking required. This position will focus on supporting our students and families around attendance..1 FTE Parent Liaison. The Family Liaison role will be to increase Family engagement overall and support our Newcomer Families navigating the school system. $4,000 will be used for a PBIS Coordinator(s) Stipend to support to increase or improve positive student engagement in the school climate through the CREDO and our PBIS interventions. The remaining $1,333 will be used for Non Capitalized Equipment (Technology upgrade)

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 = $45,000

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?

.4 FTE Parent Liaison ($25,422) The Family Liaison role will be to increase Family engagement overall and support our Newcomer Families navigating the school system. $15,000 Will be used for Substitutes for Teacher Teams to develop differentiated curriculum and assessments. These Department Retreat Days will also be used to analyze data from common assessments. $4,000 will be used for an Activities Coordinator(s) Stipend to support to increase or improve student engagement in the school climate through various lunch time and after school activities and events. The remaining $577 will be used for Non Capitalized Equipment (Technology upgrade)

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 (TIIG) 07940

Allocation = $637,216

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?

Of our TII&G allocation will be used to reduce class size in math classes and create a common planning time for our Algebra 2 teachers to create common weekly assessments, as our proficiency ratings in math are at 0% for our AA and Special Education populations, and only 4% for our Latino population. In addition, our data shows a need for additional Math Support classes; we have included 4 additional Math support classes included in our budget from this funding. Other FTEs will reduce class sizes across other subjects and the counselor to student ratio in the counseling department. Total FTE 6.8 5.2 FTE Classroom Teachers ($535,321), .9 FTE Split between 2 Counselors ($87,459), .5 Clerk ($36,960) $7,000 in extended hours to help support our Instructional Leadership Team and Operations teams to plan and evaluate our Professional Development Plan and oversee our PBIS work and School Operations, respectively. The remaining $475 will be used for Non Capitalized Equipment (Technology upgrade).

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

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

**Title I =** (31500)

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

N/A

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

**1% Title I Parent Set Aside =**

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

N/A

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

N/A

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

**Impact & Innovation Awards =**

*Referencing your plan, how do you plan to use these funds?*

N/A

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

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

*How do you plan to use these funds?*

N/A

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

**Equity Grant =** (as applicable 16-17)

*Identify Sub-group & specific actions*

N/A

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) =**

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

N/A

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)
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>1</td>
<td></td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
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<td>1</td>
<td>1</td>
<td></td>
<td>5</td>
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<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>Librarian 1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**

Our Librarian will support Curriculum Development in ELA and Social Studies, specifically integrating LGBT concepts. Our Instructional Reform Facilitator will support Instructional Professional Development and the development of common assessments in math and English and the use of those assessments to inform instruction and interventions. Our Wellness Coordinator and Community Outreach Worker will support access to social-emotional support and mental health support services by all students.
### SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.

- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - [ ] English Learner Advisory Committee (ELAC)
  - [ ] Community Advisory Committee for Special Education Programs
  - [ ] Other (list)

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

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

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

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

- 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:
## 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>Albert Lee</td>
<td>SSC Chair, Teacher</td>
<td></td>
</tr>
<tr>
<td>Alexis Beglinger</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Quinones</td>
<td>Teacher, SSC Secretary</td>
<td></td>
</tr>
<tr>
<td>Jessica Oppenheim</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Claudia Anderson</td>
<td>Acting Principal</td>
<td></td>
</tr>
<tr>
<td>Chi Mak</td>
<td>Parent Liaison</td>
<td></td>
</tr>
<tr>
<td>Nicole Powell</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Zanchou Zhang</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Fanghong Zhong</td>
<td>Parent</td>
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</tr>
<tr>
<td>Clara Martinez</td>
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</tr>
<tr>
<td>Precious Webster</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Webin He</td>
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<td></td>
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</tbody>
</table>