2016-2018 Balanced Score Card:
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>Martha Stefany Torres</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

At Thurgood Marshall, we hold a vision to prepare students for excellence in their academic and professional endeavors, personal relationships, and contributions to their communities. We have articulated that this means that:
- We will empower all students to be lifelong learners by fostering critical thinking and creativity through a rigorous and relevant academic program.
- We will support and engage all students by building upon the unique strengths and believing in the potential of each individual.
- We will value the diversity of our community by respecting and celebrating all groups.
- We will value the role of families in students’ academic and personal development by strengthening communication and collaboration.
- We will embody the legacy of Thurgood Marshall by ensuring equity and promoting social responsibility.
- We will socially prepare students for the real world by supporting and building relationships.

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.

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

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

These requirements include:

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

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

- SIG Carryover Expenditures

- All 2016-2017 Title I funds should be accounted for in the BSC

- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are 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

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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](#) 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?

<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. WASC Ch.2</td>
<td>Based on these results, our target for proficiency in ELA for all students is 37% by Spring 2016, 42% by Spring 2017, and 47% by Spring 2018.</td>
<td>Develop common assessments in English/Language Arts aligned to Common Core Standards in both the gen ed and newcomer pathways. Utilize data to determine needed instructional and curricular changes, and to communicate progress and areas for growth to students and families. Develop consistent expectations for writing across all subjects through training of all staff in school-wide writing scaffolds and calibration on assessment of student proficiency in writing. Work in Grade Level Teams on instructional practices that increase the level of rigor across classes.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results 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>The proficiency rates of our subgroups based on the Spring 2015 SBAC for ELA were as follows: AA Subgroup: 14% EL Subgroup: 9% SPED Subgroup: 15% Latino Subgroup: 26% This reflects that we have a large portion of our student body that is not at grade level in English Language Arts.</td>
<td>As stated above, our target for proficiency in ELA is 37% by Spring 2016, 42% by Spring 2017, and 47% by Spring 2018.</td>
<td></td>
</tr>
</tbody>
</table>
Based on the analysis of the results, what are your targets/performance goals?  

| 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 SQI? |
| --- | --- | --- |
| Analysis of results for Language Arts-Focal Group | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? |
| Among our EL population are a number of students with interrupted formal education (SIFE). These students are included within our EL subgroup results (9% proficiency rate in ELA) but face their own unique challenges in reaching proficiency in academic subjects by the time they leave high school. | Our target for proficiency in ELA is 37% by Spring 2016, 42% by Spring 2017, and 47% by Spring 2018. | We will implement the following interventions to support our focal student population, SIFE students, reach mastery: -Supplemental ELD course for identified SIFE students - Additional scaffolds embedded within content classes to address the needs of our SIFE population |

**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>Based on these results, our target for proficiency in Math for all students is 29% by Spring 2016, 34% by Spring 2017, and 39% by Spring 2018.</td>
<td>Continue to assess and monitor student proficiency on specific CCSS math standards using common “micro-assessments” across math classes. Continue to hold math common planning time meetings biweekly to review math common assessment data and discuss instructional and curricular adjustments. Expand math common assessments to special education and newcomer math classes. Work in Grade Level Teams on instructional practices that increase the level of rigor across classes.</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 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>The proficiency rates of our subgroups based on the Spring 2015 SBAC for mathematics were as follows: AA Subgroup: 0% EL Subgroup: 21% SPED Subgroup: 0% Latino Subgroup: 0% This reflects that we have a large portion of our student body that is not at grade level in mathematics.</td>
<td>As stated above, our target for proficiency in math is 29% by Spring 2016, 34% by Spring 2017, and 39% by Spring 2018.</td>
<td>We will implement the following interventions for students who need additional support to reach mastery: - Supplemental intervention classes for gen ed and EL students focusing on specific high-leverage math content standards - Small group instruction and individualized scaffolds for identified students receiving special education services - Targeted tutorial sessions to students based on performance on specific standards, as measured by ELA microassessments.</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?
### Analysis of results for Mathematics-Focal Group

**WASC Ch.2**

Based on the analysis of the results, what are your targets/performance goals?

Our target for proficiency in math is 29% by Spring 2016, 34% by Spring 2017, and 39% by Spring 2018.

What interventions are required to ensure all students reach mastery?

We will implement the following interventions to support our focal student population, SIFE students, reach mastery:
- Supplemental math course for identified SIFE students
- Additional scaffolds embedded within content classes to address the needs of our SIFE population

### 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)?

**WASC Ch.2**

Based on the analysis of the results, what are your targets/performance goals?

Based on these results, our target is to have 60% of our EL students move up one proficiency level on the CELDT (AMAO 1), and 20% of our EL students attaining the English proficient level on the CELDT (AMAO 2).

What interventions are required to ensure all students reach mastery?

Continue to work with Internationals Network for Public Schools to implement their model of language and content integration, and provide coaching and professional development for all teachers in our newcomer pathway.

Continue to provide a supplementary ELD course for all newcomer EL students; build greater alignment between pathway ELD and pathway English classes.

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

**Analysis of Results - All Students**

For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.

**WASC Ch.2**

Based on the analysis of the results, what are your targets/performance goals?

Our goal is to effectively provide support to English learners within our elective courses as well as those courses they take within the newcomer pathway.

What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

Expand professional development and coaching for teachers of newcomers outside of the newcomer pathway (PE, VAPA, College and Career, and CTE), with options for support both within the day and through release days.

### 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

**WASC Ch.2**

Narrative describing college going culture (using indicators suggested above)

**WASC Ch.2**

What are your targets/goals?

What shifts will be required to achieve these goals?

**WASC Ch.5**
In 2015-2016 we were able to fund a full time college and career counselor at Marshall. This allowed us to better coordinate the work of outside CBOs supporting college-access with the efforts of our counselors and other staff, as well as increase the level of direct support we were able to provide students in the financial aid and college application process.

Our goals are to increase our 4-year graduation rate to 95% for all subgroups, and increase our college matriculation rate to a corresponding 95% as well. Expand options for a personalized program to promote completion of credits and persistence in enrollment, including the inclusion of community college courses, independent study, and an alternative course schedule as needed. Work to promote communication with students and families regarding progress towards meeting high school requirements through a variety of means (standards-based progress reporting, student-led parent-teacher conferences. We will work to ensure all students are proficient in the use of a range of technologies prior to graduating, including Microsoft and Google applications.

**Elementary Schools**

What is your plan for promoting college and career readiness?

**Strategies in Action: Schools**

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

**Leadership, Instructional Guidance & Professional Development**

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

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

We will provide teachers with a collaboration period built in to the school day in which they will participate in professional development activities, including peer observations, protocols for reviewing student work and projects they are developing, learning and practicing new instructional strategies.

<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 professional development on features of rigorous classrooms, including content-specific professional development. Develop and use a rubric that describes levels of rigor; continue to gather and reflect on data, with student input, on evidence of rigor in classrooms through ILT and teacher instructional rounds.</td>
<td>We will utilize our site budget to support a collaboration period for all teachers in which they will participate in these professional development activities as a part of the regular workday.</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

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

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

**School Climate**: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
### 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>For 2016-2018 our target is to support access to a general education setting for our students receiving special education services. Our target for 2016-2017 is to increase the percentage of these students who are able to access general education classes by 10%. Provide coaching support to general education teachers regarding strategies to support students receiving special education services in mainstream classrooms.</td>
<td></td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>Our target for 2016-2017 is 10%, and for 2017-2018 our target is 7%</td>
<td>Expand recognition of students who exemplify the elements of our CREDO on larger and small scale: including teacher nominations, public recognition on bulletin boards, names over PA system, and “shout outs” via THE PHOENIX broadcast, and schoolwide newsletters.</td>
</tr>
<tr>
<td>School Climate</td>
<td>Our target for suspension/expulsion rate is 1% for 2016-2017, and 0.5% for 2017-2018. 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 2016-2017 is 1 referral per day, and for 2017-2018 is 1 referral on average every two days. As a school community, define high expectations for students in the areas of academics and behavior, expanding on our schoolwide CREDO. 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. 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).</td>
<td></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>For 2016-2018, our target is to have 85% of families surveyed state that there is strong school-home communication and that they participate as active partners in their students’ education at Thurgood Marshall.</td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
</tbody>
</table>

In 2015-2016 our school continued our outreach and programming for families, including holding 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.
Continue to implement opportunities for families to engage with the school, including school governance bodies (ELAC and SSC) informational workshops, field trips targeted at families and students, and community building/social events. Expand to include volunteer opportunities. Increase regular communications to parents, including newsletters through email (weekly) and mail (monthly), and through the use of the district’s new automated phone and text system. Implement student-led parent-teacher conferences on a trial basis with a number of students, to include student presentations of current work and reflection on needed areas of growth.
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 = 6,600

We will use these funds to support supplemental instructional activities for students receiving special education services. Expenditures will include supplemental instructional materials and technology, and experiential learning activities within and outside of the classroom.

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 = 91,395

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

We will use these funds to provide supplemental courses, materials, and activities for English Learners, as well as professional development for teachers of English Learners. Specifically, we will use $40,878 to pay for 0.6 FTE of certificated staff, for an intervention class in English and intervention class in math class for identified EL students, along with a Spanish language development class to support the development of literacy in students’ first language, which research shows will help them develop their literacy in English as well. Additionally, we are designating $10,000 for supplemental materials for EL classes and activities such as field trips to extend learning. Lastly, we will also have $24,438 for extended hours and release days for teachers of EL’s to continue to develop their pedagogical knowledge and adapt curriculum for this targeted population.

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 = 102,700

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

We will use our SCG-LI allocation to support supplemental services, supports, and materials for our low income students. Of this, $30,607.47 will fund 0.5 FTE out of 0.75 FTE of a second family liaison position to supplement our centrally funded position, providing focused outreach to and support for Spanish-speaking families. Additionally this year $72,092.53 will fund 0.64 FTE of a second head counselor role. We are utilizing these funds to support a second head counselor 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. Lastly, we are setting aside the balance of $510 for supplemental materials in support of the activities above, which are also being supported by unrestricted funds as well.

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 = 35,000

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?

We will use our Concentration Grant allocation to support supplemental services and supports for our low income and EL students. Of this, $15,303.73 will fund 0.25 FTE out of 0.75 FTE of the second family liaison position described above, to supplement our centrally funded position, providing focused outreach to and support for Spanish-speaking families. The remaining $19,696.27 will fund 0.1761 FTE of a second head counselor role. As articulated above, we are utilizing these funds to support a second head counselor role at our school to work with students on improving attendance and engagement within the school community, because 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.

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)
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 TIIBG allocation, $139,542 will be used to reduce class size in math classes, as our proficiency rates in math are at 0% for our AA and Special Education populations, and only 4% for our Latino population. The majority of this allocation, $496,473 will be used to fund 5.243 FTE to reduce class sizes across other subjects and the counselor to student ratio in the counseling department. We have also set aside $1201 to support release days for teachers to work on adapting curriculum and learning instructional strategies to better support EL and Low Income students.

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

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

- **Amount**: $31500

*How do you plan to use these funds?*

Not applicable.

*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.

Not applicable.

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

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

## Impact & Innovation Awards

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

Not applicable.

*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?*

Not applicable.

*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*

Not applicable.

*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

*How do you plan to use these funds?*

Not applicable.

*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?

Not applicable.

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td></td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>1.0 Librarian</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Our IRF will support the development of common assessments in math and English and the use of those assessments to inform instruction and interventions. Our Wellness Coordinator 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:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
</tr>
<tr>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td>✓</td>
</tr>
<tr>
<td>English Learner Advisory Committee (ELAC)</td>
<td></td>
</tr>
<tr>
<td>Community Advisory Committee for Special Education Programs</td>
<td></td>
</tr>
<tr>
<td>Other (list)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
</tr>
</tbody>
</table>
| 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: 2/4/2016 | ✓      |
| 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: 3/22/2016 | ✓      |
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>Marthaa Torres</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Alexis Beglinger</td>
<td>Teacher (SSC Chair)</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Quinonez</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Albert Lee</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Helen Lee</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Philip Crawford</td>
<td>Other School Staff</td>
<td></td>
</tr>
<tr>
<td>Kevin Wu</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Clara Martinez</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Zhuohong Chen</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Carman Lau</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jose Mendoza Guerrero</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Xinyao Huang</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>