Miraloma Elementary School is located at the base of Mount Davidson in the near center of San Francisco, California. The school serves 403 students in grades K-5. Our demographic information shows that 51% of our students are recorded as White or Other White, with 14% being Hispanic, 14% being Asian, and 5% being African American. 12% of our students are socio-economically disadvantaged. We are continuously striving to increase our demographic diversity to be representative of the San Francisco population. In regards to the School Quality Improvement Index (SQII), our students perform fairly well. Our SQII Overall Index Ratio from the 2014-2015 school year was 79/100. Our students in the 2014-2015 school year, on average 70% in Language Arts and 73% in Math continue to perform at Proficient or higher on the SBAC.

Areas of Success & Strengths
Miraloma Elementary is a welcoming community of students, parents, teachers and staff. The collaboration and support between the families and the staff is amazing! Parents are welcome and invited into the classrooms. Miraloma's active community supports outstanding enrichment opportunities in the arts - a weekly Sing-Along, Dance, Theatre (SFArtsEd), Ceramics, and Poetry. The teachers are bringing a focus on science and math with partnerships with the Lawrence Hall of Science, California Academy of Sciences, UCSF, professional development and implementation of Singapore Math, and 2 years of attendance at the Math Plus Conference with Greg Tang and Dr. Yeap Ban Har. We have an on-site gardener to lead the gardening program, as well as a full-time credentialed physical education teacher who provides quality physical education to all Miraloma students. Additionally, we work to address our students’ social and developmental challenges, with a focus on social skills, self-esteem and self-concept issues, conflict resolution, and leadership skills through the district initiative Response To Intervention (RTI). Second Step curriculum implemented weekly in all classrooms, and funding a full-time social worker to facilitate the social-emotional movement within each grade level.

Challenges
One challenge Miraloma has is in relation to trying to increase diversity within the school community. A side effect of SFUSD moving to a neighborhood school enrollment system, we have experienced a decrease in our ethnic and socio-economic diversity. While our numbers for each of the various subgroups remain fairly consistent over the past few years, our student body does not represent the diversity of San Francisco as a city. Another challenge is ensuring that all students, from the low-performing to the academically advanced, feel challenged and remain engaged throughout the school day with all of their lessons. Our highly qualified team of teachers is consistently planning for all types of learners and searching for the most current strategies and approaches to differentiated learning. Key Strategies Miraloma currently employs two part-time Reading Intervention Teachers. One teacher works primarily with 3rd-5th grade students, while the other facilitates individual and small group intervention with Kindergarten-2nd grade students. Students not reading and/or writing at grade level are targeted through our CARE Team process, with a purposeful focus on traditionally underperforming subgroups. We have two teachers on SFUSD’s Language Arts Leadership Team as well as four teachers on SFUSD’s Math Leadership Team. We are working extremely hard on our master schedule to incorporate as much Common Planning Time (CPT) as possible for our grade level teams so that they can meet together more on a weekly basis to create and implement lesson that meet the needs of every Miraloma student and align with district and state standards.

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 School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

### What Has Changed?

- **The School Data Profile section has been added**
  - 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.

- **The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression**
  - SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections 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.).

### 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.
<table>
<thead>
<tr>
<th>1. Balanced Score Card/ Single Plan for School Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. School Site Council Roster*, Signatures, Bylaws &amp; Agendas</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SSC Roster that has been verified to have parity, designating either “staff-alterate” or “parent/community-alterate” for any alternate members selected. Names listed should reflect elected members.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- SSC Bylaws</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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</td>
</tr>
<tr>
<td>- SIG Carryover Expenditures</td>
</tr>
<tr>
<td>- All 2016-2017 Title I funds should be accounted for in the BSC</td>
</tr>
<tr>
<td>- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Title I Parent Involvement Policy*</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package</td>
</tr>
</tbody>
</table>

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

**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 qualitative 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>Miraloma students are making growth with the Language Arts Core Curriculum. This is evident from our 2014-2015 SQII Data where 70% of our students are meeting/exceeding benchmark and our Mid-year data for 2015-2016 with 82% proficient. Additionally, all subgroups show growth during the 2015-2016 school year with F&amp;P and with the IDAs. Our lowest performing subgroups in Language Arts are our Students with Disabilities performing at only 17% proficient on SBAC and 30% proficient on the IABs. Our Socio-Economically Disadvantaged students performed at only 26% proficient on the SBAC with 59% proficient on the IABs this year.</td>
<td>We would like to see our students performing steady at 80% proficient/exceeding benchmark. We will also strive to have our Student with Disabilities at 35% proficient/exceeding benchmark and our Socio-Economically Disadvantaged students at 50% proficient/exceeding benchmark.</td>
<td>Teachers will continue to use the SFUSD ELA PK-12 Core Curriculum Scope &amp; Sequence with embedded Common Core State Standards (CCSS) spirals to guide instruction. We have purchased the new Lucy Calkins Reading Units of Study for all teachers and will be using this as our core reading curriculum for K-5. Teachers will continue to differentiate learning for our students with disabilities. The master schedule is being adjusted to create more common planning time for grade-level teams to work on curriculum mapping, unit planning, and lesson planning to best serve all students.</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>Miraloma teachers will continue to use Readers and Writers Workshop to deliver quality Language Arts lessons to all students. Our Tier II Interventions come from the CARE Team process, SSTs, and our PTA providing 2 Reading Intervention teachers. 1 for grades K-2nd and 1 for grades 3rd-5th. Teachers, along with our CARE Team, identify students in need of Tier II intervention and implementation of targeted Language Arts instruction and support begins.</td>
<td>Our goals for the students receiving Tier II intervention for Language Arts will be to monitor their performance on the IABs for Window 1 and Window 2 to ensure growth. We’d like to see 50% of our Tier II students in 3rd-5th meeting/exceeding benchmark by the 2016-2017 SBAC. Additionally, we will strive for 50% of our K-2nd Tier II student meeting/exceeding benchmark with Fountas &amp; Pinnell by Cycle 3 of the 2016-2017 school year.</td>
<td>Identified Academic Tier II students will work intensively with our Reading Intervention teachers, classroom teachers, Resource Specialists, part-time Speech Therapist, and paraprofessionals, utilizing both the push-in as well as the pull-out models.</td>
</tr>
</tbody>
</table>
**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

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

Our lowest performing subgroups in Language Arts are our Students with Disabilities performing at only 17% proficient on SBAC and 30% proficient on the IABs. Our Socio-Economically Disadvantaged students performed at only 26% proficient on the SBAC with 59% proficient on the IABs this year.

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

We will strive to have our Student with Disabilities at 35% proficient/exceeding benchmark and our Socio-Economically Disadvantaged students at 50% proficient/exceeding benchmark.

### What interventions are required to ensure all students reach mastery?

In addition to all supports that Tier II students receive, our classroom teachers will each identify the 2 lowest performing focal students within their classroom to target learning outcomes for our students with disabilities and our socio-economically disadvantaged students.

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**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**

In the Math portion of the 2014-2015 SBAC, 73% of our 3rd-5th grade students met/exceeded standards. In the Math portion of the 2015-2016 IAB, as of Window 2, 79% of our 3rd-5th grade students met/exceeded benchmark.

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

For the Math portion of the 2015-2016 SBAC, 76% of our 3rd-5th grade students will meet/exceed standards. In the Math portion of the 2016-2017 IAB Window 1-Window 2, 82% of our 3rd-5th grade students will meet/exceed benchmark.

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

Teachers will continue to follow and use the SFUSD Math curriculum and plan collaboratively around it. The strategies such as Math Talks, Problem of the Month, and math journaling will be utilized in all classrooms. All lesson planning and study of student work will focus on how instruction occurs in the classrooms and if consistent with the Common Core teaching practices.

---

**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?

### Analysis of Results for Mathematics-Intervention

Schoolwide strategies such as Math Talks and Problem of the Month and also shifting how we are teaching 4/5 math - smaller classes - have supported students.

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

Show growth in the groups who are at "has not met standard" and "nearly met standard".

### What interventions are required to ensure all students reach mastery?

Focus on showing their math thinking in multiple ways and having multiple strategies to solve a problem, growing number and math flexibility, and explaining in writing their mathematical thinking with vocabulary supports and sentence frames.

---

**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**

Our lowest performing subgroups in Math are our Students with Disabilities performing at only 17% proficient on SBAC and 44% proficient on the IABs. Our Socio-Economically Disadvantaged students performed at only 31% proficient on the SBAC with 44% proficient on the IABs this year.

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

We will strive to have our Student with Disabilities at 35% proficient/exceeding benchmark and our Socio-Economically Disadvantaged students at 50% proficient/exceeding benchmark.

### What interventions are required to ensure all students reach mastery? **WASC Ch.5**

Focally identified students will receive targeted individual instruction from classroom teachers as well as consideration for math tutoring and online, personalized support.

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**English Language Development (ELD)**

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

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient (RFEP)**?
**Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)**

In a narrative, describe what your analysis of the data says about your school.

**Miraloma** has a small English Learner population <10% overall. 72% of our EL students scored Intermediate to Advanced while only 28% scored beginning to Early Intermediate.

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

As we monitor EL students’ language development, our goal is to ensure at least one level of growth per year on the CELDT assessments.

**What interventions are required to ensure all students reach mastery?**

41% of our ELs are students with disabilities. These students’ language needs are being addressed through the IEP process via a specialized learning environment and direct services with a speech pathologist. All other ELs receive explicit ELD instructions through a leveled, multi-sensory research based program weekly. The early advanced and Advanced students’ ELD needs are addressed within the ELA RWW curriculum and supported through the SST process where appropriate.

---

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

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. <strong>WASC Ch.2</strong></td>
<td><strong>WASC Ch.2</strong></td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>

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**College and Career Readiness**

Describe your site’s goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

**High Schools Indicators:** On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/ goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WASC Ch.2</strong></td>
<td><strong>WASC Ch.2</strong></td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>

---

**Elementary Schools**

What is your plan for promoting college and career readiness?

Continual conversation about college will continue with the message that college is possible for ALL students. In the upper grades in particular, the use of rubrics, oral presentations, and visual presentations using technology such as Google Slides and PowerPoint will continue.

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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 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?
Site based professional development will continue to be based on a theory of action at the beginning of each year from which a professional development plan is then mapped using I LT meetings, grade level meetings, and staff professional development meetings to do this learning. We will partner with C & I as appropriate in order to do this learning.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
<th>Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Miraloma leadership team will meet in June to plan out the Professional Development Calendar for the 2016-2017 school year. The master schedule is being adjusted to create weekly common planning time for grade-level planning. We will continue to structure our weekly schedule that allows banked instructional minutes to provide 7 Early Release Days, allowing teachers to go more in-depth with planning and curriculum mapping. We will continue to have a schoolwide professional development focus that will provide opportunities for areas of growth and collaboration among teachers.</td>
<td>- PTA funding - Careful and considerate master scheduling - Common Planning Time - Early Release Days - Teachers leaders on the SFUSD teacher leadership teams.</td>
<td></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

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<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<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>Our survey data results indicate an exemplary SPED program at Miraloma. Our inclusive practices yield success in classrooms and in the overall community. Our students with specific learning differences receiving resource supports under perform their typically developing peers on assessment profiles.</td>
<td>Our goal is to ensure equity of access to the curriculum for all students receiving SPED and 504 services.</td>
<td>Miraloma uses the push-in/pull-out services program model. We aim to maximize our resources for maximum benefit through the prioritized master schedule, PD for all staff, supplemental Tier II curriculum for academic as well as social emotional learning.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>Many of our families are taking time away from school for family visits and travel. Some of our economically struggling families are chronically late to school.</td>
<td>Our goal is to ensure improved time in class for all students through attentive attendance oversight and parent communications around tardies.</td>
<td>Our goal is to ensure improved time in class for all students through attentive attendance oversight and parent communications around tardies.</td>
</tr>
<tr>
<td>School Climate</td>
<td>Our school climate is inclusive of diverse family and cultural make ups. There is a collective mindset that helps support our inclusive climate.</td>
<td>We strive to ensure that all members of the community feel included in the school culture and climate.</td>
<td>Continued implementation of Response to Intervention (RTI), Second Step, and Zones of Regulation.</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 What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miraloma has a vibrant Parent-School-Community culture where volunteerism, home school collaboration, shared parent leadership are key components to our overall success.</td>
<td>We strive to ensure that all members of the community feel included in the school culture and climate.</td>
<td>The SSC and PTA will continue to use equity centered conversations throughout the year to ensure that all students and families are represented by the representative parent leadership.</td>
</tr>
</tbody>
</table>
### 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 = 1,889,529**

We will invest this money into the salaries and benefits for our amazing teaching staff. The remainder will be used for instructional materials and 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-English Learner (SCG-EL) 07091

**Allocation = 9,176**

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 for an EL support facilitator who will support the Gen Ed teachers' ELD programs. We will also use these funds for supplemental ELA materials.

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 =**

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

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

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

#### LCFF Concentration Grant (SCG-C) 07092

**Allocation =**

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?

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

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

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

**Allocation =**

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

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

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

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

**Title I**

How do you plan to use these funds?

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

**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.

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?

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

**Principal’s Innovation Fund:**

(For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

**Equity Grant =**

(as applicable 16-17)

Identify Sub-group & specific actions

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

**QEIA Carryover = 79,169**

How do you plan to use these funds?

We will use these funds to pay for 2 Reading Intervention teachers for our Tier II and Tier III students. We will also use these funds to support 3rd-5th grade Student Conference days with teachers.

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) = 381,841**

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

Our PTA raised funds will be used to support Literacy, physical education, gardening, enrichment, professional development, teacher release time for professional development work and peer learning.

**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>Central Supports &amp; Resources</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NOTE</strong>: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter &quot;.75*&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counselor:</strong></td>
<td><strong>Social Worker:</strong></td>
<td><strong>Nurse:</strong></td>
<td><strong>Family Liaison:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td><strong>Wellness Coordinator:</strong></td>
<td><strong>CHOW:</strong></td>
<td><strong>Elementary Advisor:</strong></td>
<td><strong>T10:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td><strong>IRF:</strong></td>
<td><strong>Literacy Coach:</strong></td>
<td><strong>Academic Rtl Facilitator:</strong></td>
<td><strong>Hard To Staff:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td><strong>Other:</strong></td>
<td><strong>Other:</strong></td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Classwide SSTs, individual SSTs, Social Skills Intervention Groups, PD for teachers on social emotional curriculum, family crisis supports.
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>
</tr>
</thead>
<tbody>
<tr>
<td>✓ The SSC is correctly constituted, and was formed in accordance with</td>
</tr>
<tr>
<td>district governing board policy and state law.</td>
</tr>
<tr>
<td>✓ The SSC reviewed its responsibilities under state law and district</td>
</tr>
<tr>
<td>governing board policies, including those board policies relating to</td>
</tr>
<tr>
<td>material changes in the school plan requiring board approval.</td>
</tr>
<tr>
<td>✓ The SSC sought and considered all recommendations from the following</td>
</tr>
<tr>
<td>groups or committees before adopting this plan:</td>
</tr>
<tr>
<td>- English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td>- Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td>- Other (list)</td>
</tr>
<tr>
<td>✓ The SSC reviewed the content requirements for school plans of</td>
</tr>
<tr>
<td>programs included in this Balanced Scorecard/Single Plan for Student</td>
</tr>
<tr>
<td>Achievement and believes all such content requirements have been met,</td>
</tr>
<tr>
<td>including those found in district governing board policies, SFUSD’s</td>
</tr>
<tr>
<td>strategic plan, and in the Local Improvement Plan.</td>
</tr>
<tr>
<td>✓ This school plan is based upon a thorough analysis of student academic</td>
</tr>
<tr>
<td>performance. The actions proposed herein form a sound,</td>
</tr>
<tr>
<td>comprehensive, coordinated plan to reach stated school goals to</td>
</tr>
<tr>
<td>improve student academic performance.</td>
</tr>
<tr>
<td>✓ The school held two (2) community meetings prior to the completion of</td>
</tr>
<tr>
<td>the school site plan.</td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all</td>
</tr>
<tr>
<td>advisory committees.</td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016</td>
</tr>
<tr>
<td>✓ The SSC reviewed the impact of the school’s categorical programs and</td>
</tr>
<tr>
<td>made alterations to these investments on the basis of student achievement</td>
</tr>
<tr>
<td>data. This review was conducted on: 3/21/2016</td>
</tr>
<tr>
<td>✓ For Title I School-Wide Program Schools ONLY: Based on our comprehensive</td>
</tr>
<tr>
<td>review of school data and program goals, our SSC elects to have our site</td>
</tr>
<tr>
<td>continue as School-Wide Program.</td>
</tr>
<tr>
<td>✓ Our site has a process and budget for replacing lost or damaged</td>
</tr>
<tr>
<td>textbooks as well as a process for managing textbooks to ensure that each</td>
</tr>
<tr>
<td>student has standards-aligned textbooks or other required instructional</td>
</tr>
<tr>
<td>materials to use in class or to use at home in order to complete required</td>
</tr>
<tr>
<td>homework assignments.</td>
</tr>
<tr>
<td>✓ Our site uses an IEP Master Calendar to ensure compliance with</td>
</tr>
<tr>
<td>Special Education timelines.</td>
</tr>
<tr>
<td>✓ This school plan was adopted by the SSC on: 3/21/2016</td>
</tr>
</tbody>
</table>
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>Noah Ingber</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Alyssa Shimoda</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Diane Rosen</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Chris Linder</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Emily Romo</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Deborah Gitin</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Al Collins</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Lauren Tilston</td>
<td>Parent/Secretary of SSC</td>
<td></td>
</tr>
<tr>
<td>David Schwartz</td>
<td>Parent/Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Bernard Allen</td>
<td>Parent/Co-Chair</td>
<td></td>
</tr>
</tbody>
</table>