MISSION MIRALOMA ELEMENTARY SCHOOL is the home of a diverse and inclusive community that respects and celebrates the differences and strengths of each member. Our mission is to nurture the whole child through dynamic and authentic learning experiences that spark curiosity and guide students to uncover new interests, passions and creative expression. Teachers, parents and administration work together to provide a safe and supportive environment for students to discover new things and embrace mistakes as learning opportunities as students grow towards independence. Vision Our goal is for all students at Miraoma to enjoy learning and achieve their personal best. We aim to guide all students to become resourceful and resilient lifelong learners who persevere when presented with academic, social and emotional challenges. We strive to teach students to be active participants in their community and advocates for social justice. We wish for students to leave Miraoma with a solid foundation for success, knowing that they have the tools needed to navigate the changing world. Who are we? Miraoma Elementary is located on Mount Davidson in the near center of San Francisco. There are 392 students in grades K-5. 50% of our students are White, 14% Hispanic, 13% Asian, and 4% African American. 15% of our students are socio-economically disadvantaged and 12% qualify for special education. We are continuously striving to increase our demographic diversity to be representative of the San Francisco population. Our school performed well on the most recent School Quality Improvement Index (SQII). Our SQII Overall Index from the 2015-16 school year was 10/10 in both English and Math. On the SBAC exam, 88% of our students were proficient in Language Arts and 71% were proficient in Math. Areas of Success & Strengths Miraoma Elementary is a welcoming community of students, parents, teachers and staff. The teachers voted on an instructional focus of writing at the start of the year, and they have collaborated within and across grade levels on every writing spiral. The collaboration and support between the families and the staff is truly exemplary. Miraoma’s active community supports outstanding enrichment opportunities in the arts - a weekly Sing-Along, Dance, Theatre and Ceramics thanks to a contract with SFArtsEd and parents are always welcome and invited into the classrooms. Our Outdoor Education consultant leads students in hands-on learning in our garden, and our full-time credentialed physical education teacher provides quality physical education to all Miraoma students. Additionally, we fund a full-time social worker to support social-emotional needs within each grade level. She support our work to address our students’ social and developmental challenges with a focus on social skills, self-esteem, conflict resolution, and leadership skills through the district initiative Response To Intervention (RTI) and the Second Step curriculum which is implemented in all classrooms. Challenges Miraoma’s lack of racial and socio-economic diversity continues to be a concern. 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 significant concern is our staff turnover. With San Francisco’s high cost of living, retaining teachers is becoming more and more problematic every year. Key Strategies Miraoma 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 have worked 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 on a weekly basis to create and implement lessons that align with district and state standards and meet the needs of every Miraoma student.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift 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>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections 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 towards these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

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

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

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

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.

- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

- SSC Bylaws

- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.

### 3. Budget

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

- All 2017-2018 Title I funds should be accounted for in the BSC

### 4. Title I Parent Involvement Policy

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

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

Follow this [link](https://district.sfusd.edu/dept/roa/aoa/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>- Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>- Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

Contents

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

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

Contents

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

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

Contents

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>We would like to see our three major subgroups continue to show growth on the SBAC and an overall school score of 75% proficient/exceeding benchmark would be desirable. We will strive to have our students with disabilities at 35% proficient/exceeding benchmark, our socio-economically disadvantaged students at 50% proficient/exceeding benchmark and our Hispanic population continue their upward trajectory towards 65% - We scored 67% proficient for W1 of F&amp;P in 2016-17 so our target for F&amp;P for W1 for 2017-18 is 72% proficiency - We scored 74% proficient for W1 of RI in 2016-17 so our target for RI for W1 for 2017-18 is 79% proficiency</td>
<td>After reviewing the SFUSD ELA Core Curriculum Implementation Rubric, we identified that most teachers at our site are in the “Integrated” stage of implementation when it comes to our Curriculum Maps, aligning our Unit &amp; Lesson Plans with CCSS Instructional Shifts, and with the Analysis of Student Work. 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. We will continue our instructional focus on writer’s workshop. To support this work, 12 of our teachers will be attending the summer writer’s workshop professional development at Clarendon Elementary, with facilitators from Teachers College. In 2017-18, we will focus our efforts differentiating learning for our students with disabilities. The master schedule has been adjusted to create more common planning time for grade-level teams to support our focal students, and go deeper with our writing instruction. To go deeper, we will integrate the Lucy Calkins Units of Study together with our SFUSD writing spirals, maximizing the benefits of each to support our students.</td>
</tr>
</tbody>
</table>

Mirafoma students are making growth with the Language Arts Core Curriculum. This is evident in our mid-year F&P data for grades K-2 that shows a positive change of 2.3% from Window 1 of 2015-2016 to Window 1 of 2016-17. Our SBAC results show a small negative slide of 1% from last year to this year however our overall score of 68% atabove proficient is a point of pride. Most importantly, our three major subgroups all showed tremendous growth between the last SBAC to our most recent SBAC. Our lowest performing subgroups in Language Arts are our Students with Disabilities performing at 39% proficient on SBAC however, they grew by 11.4% from the previous year. Our Socio-Economically Disadvantaged students were the next lowest performers at 41% proficient on the SBAC however they grew by 16%. Finally, our lowest performing racial group - our Hispanic students scored 55% atabove proficient showing a positive change of 9% from the previous year. We hope to continue this trend with our subgroups, with the ultimate goal of closing the achievement gap.

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?
Miramar 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. One for grades K-2 and one for grades 3-5. Teachers, along with our CARE Team, identify students in need of Tier II intervention and implementation of targeted Language Arts instruction and support begins.

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 2017-2018 SBAC. Additionally, we will strive for 50% of our K-2nd Tier II student meeting/exceeding benchmark with Fountas & Pinnell by Cycle 3 of the 2017-2018 school year.

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 “push-in” and “pull-out” supports.

**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?

Our lowest performing subgroups in Language Arts are our Students with Disabilities performing at 32% proficient on SBAC and 29% proficient on the F&Ps in grades K-2. In grades 3-5, 33% of our Student with Disabilities were proficient on the RI. Our Socio-Economically Disadvantaged students were 42% proficient on the SBAC with 47% proficient on the F&Ps and 57% proficient on the RI. Finally, our Hispanic students were 54.5% proficient on the most recent SBAC exam.

All three of these subgroups came very close to reaching their target/performance goals from the last BSC. Our new goal for the upcoming SBAC exam is to have our Student with Disabilities at 40% proficiency, our Socio-Economically Disadvantaged students at 50% proficiency and our Hispanic students at 60% proficiency.

In addition to all supports that Tier II students receive, our classroom teachers will each identify 3-5 of their lowest performing focal students within their classrooms to target learning outcomes for our students with disabilities and our socio-economically disadvantaged students.

---

### 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?

In the Math portion of the 2015-2016 SBAC, 71% of our 3rd-5th grade students met or exceeded standards. In the Math portion of the 2016-2017 IAB, as of Window 2, 53% of our 3rd-5th grade students met/exceeded benchmark.

For the Math portion of the 2015-2016 SBAC, 70% of our 3rd-5th grade students were proficient. For the 2016-17 SBAC, our target is for 75% to be proficient. Furthermore, in the Math portion of the 2017-2018 IAB Window 1-Window 2, our target is for our 3rd-5th grade students to meet/exceed benchmark.

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?

School-wide 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.

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. Finally, our goal for our Hispanic students is to reach 60% proficiency.

Students will receive targeted individual instruction and small group support from classroom teachers. Additionally, students will receive individualized math instruction through online/adaptive curriculum.

---

**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

Our lowest performing subgroups in Math are our Students with Disabilities. Even though they improved by 15% from the previous year's SBAC, they were only 32% proficient on the 2015-16 SBAC. Our Socio-Economically Disadvantaged also made gains between the previous two SBAC exams, improving their proficiency by 6%. Nevertheless, our Socio-Economically Disadvantaged students performed at only 36% proficient on the SBAC. Finally, our Hispanic students grew by 9% to achieve a proficiency of 54% on the SBAC.

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

Our target performance goals for this coming year are to have our Student with Disabilities at 40% proficiency, our Socio-Economically Disadvantaged students at 50% proficiency and our Hispanic students at 60% proficiency.

What interventions are required to ensure all students reach mastery?

Our teachers will continue to identify focal students and support them through small group and individual instruction. Online adaptive curriculum for grades 3-5 will be utilized to support individual students and our RSP teachers will continue with their intervention for students with IEPs.

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, LTEs, recently reclassified)

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

WASC Ch.2

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 and an overall proficiency of at least 50% on the SBAC.

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. They receive direct services with a speech pathologist and many receive support from our RSP teachers. All other ELs receive explicit language arts instruction through leveled small group lessons and dynamic lessons weekly. The early advanced and Advanced students’ ELD needs are addressed within the ELA reader's and writer's workshop curriculum and they are supported through the SST process where appropriate. Finally, our school site pays for two Literacy Specialists who support our most underperforming English Learners.

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?

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

WASC Ch.3

College and Career Readiness

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

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

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

Narrative describing college going culture (using indicators suggested above)

WASC Ch.2

What are your targets/goals?

What shifts will be required to achieve these goals?

WASC Ch.3

Elementary Schools
What is your plan for promoting college and career readiness?

Miralema currently has an 18% participation rate in the Kindergarten to College "K2C" program. The district average is 16%. We are above the district average by 2 percentage points in terms of K2C participation, although district-wide this percentage appears to be relatively low and we would like to exceed the district average even further. Our PTA is planning to increase more awareness and family participation through targeted Kindergarten-specific events and programming in the Spring of 2017, at our August Kindergarten Orientation and at our "Back to School Night". Room parents will also take an active roll in promoting the K2C program.

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 based on a staff-wide selected instructional focus. Our professional development plan is then mapped using ILET meetings (“Instructional Leadership & Equity Team) driving the focus for grade level meetings and staff professional development meetings. 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.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Miralema leadership team will meet at the end of May to plan out the Professional Development Calendar for the 2017-2018 school year. Our staff will select a school-wide instructional focus and we will align our professional development to provide opportunities for collaboration and calibration amongst our grade levels. The master schedule will continue to be adjusted to ensure weekly common planning time for grade-level planning. We will continue to structure our weekly schedule to allow for banked instructional minutes to provide 7 Early Release Days, allowing teachers to go more in-depth with planning and curriculum mapping.</td>
<td>- PTA funding - Careful and considerate master scheduling - Common Planning Time - Early Release Days - Teachers leaders on the SFUSD teacher leadership teams.</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 (RTI) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

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

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

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

---

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students with Disabilities/ Promotion of Inclusive Practices

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 underperform their typically developing peers on assessment profiles.

Our goal is to ensure equity of access to the curriculum for all students receiving SPED and 504 services.

Miraloma uses the push-in/pull-out services program model and we promote our inclusion model by “mainstreaming” and “reverse-mainstreaming” whenever possible. We aim to maximize our resources for maximum benefit through a master schedule that prioritizes collaboration and PD for all staff. We also support supplemental Tier II curriculum for academics as well as social emotional learning whenever possible.

Student Engagement/ Attendance

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. Along with promoting car-pooling when appropriate, we are trying to solve this by providing SFUSD transportation when IEPs allow for this.

Our goal is to maximize time in class for all students through attentive attendance oversight and parent communications around tardies and absences.

SFUSD’s new system of automatically calling families when they have an unexcused absence will help us ensure better attendance oversight and parent communications around tardies. We will continue to support this goal through in-person conversations about attendance and tardies at conferences, SST’s and IEP’s.

School Climate

Our school climate is inclusive and we proudly embrace diverse family and cultural make-ups. There is a collective mindset that helps support our inclusive climate and we celebrate it with regularity.

We will continue to embrace all members of our community and nurture our inclusive community. We will take advantage of opportunities such as “Inclusive Schools Week,” “Black History Month” and “Pride” to celebrate our whole community.

We will continue the implementation of Restorative Practices, Response to Intervention (RTI), Second Step, and Zones of Regulation.

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

| Narrative describing Parent-School-Community culture | Targets | Strategies & Impact |
| 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….) | What is the strategy & how will you know you were successful? |
| Miraloma has a very involved parent community and they actively support the school through a combination of financial support and volunteer hours to enhance the school community experience. These financial efforts yield approximately 450K annually via grants, donations and our school auction. Parents and guardians are heavily involved in a variety of ways, ranging from fundraising, donating time helping and volunteering in the classroom, leading committees, attending field trips and participating in our community events like the Fun Run, the annual Auction and regular PTA parent programs. | We strive to ensure that all members of the community feel included in the school and we invest heavily in our positive culture and climate at Miraloma. | 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 parent leadership. |
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 = $3,250

For students who need more intensive behavioral support, we would like to ensure that every teacher or staff member have facilitated time to meet and develop a plan that includes using common language and rewards/ consequences that are easily managed by the entire team. We would also like to see more time built-in between our moderate-severe classroom teachers, enrichment teachers and classroom teachers to kick off inclusion and mainstreaming efforts by developing a plan in accordance with the child’s IEP. We would also like to ensure 2-3 progress-monitoring meetings at other points in the year to check in around inclusion and mainstreaming efforts, celebrate successes and make revisions to plans as needed. Given the potential for collaboration and the need for time after school to complete the above activities, these funds could best be used for substitutes or extended hours for collaboration between General Education, Special Education and enrichment teachers to develop inclusion plans for our SDC students for a united whole school approach.

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 = $5,806

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 supplemental ELA materials with a focus on more robust guided reading and classroom libraries in every room.

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 TIIBG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

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

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

**Title I = (31500)**

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)

**Other (PTA, external sources, School Quality Pairing/CoP work) = $449,443**

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

We will combine these funds with our WSF funds to allow us to pay for a class-size reduction teacher, 2 reading intervention teachers for our Tier II and Tier III students, the other half of our social worker (ensuring her full-time support), .2 of our PE teacher (ensuring full-time support), an extra .2 of VAPA to allow for grade-level collaboration time, and an extra .5 noon monitor who is our "recess coordinator." We will also use these funds to purchase extra sub days to support peer-observations and "F & P Days" for our 3rd-5th grade teachers. Finally, we will use these funds to support a more robust use of technology at our school. We will be purchasing more laptops for our students, projectors for our classrooms, and we will continue to purchase new adaptive software for both ELA and math across K-5.

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)
**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>role</th>
<th>support</th>
<th>role</th>
<th>support</th>
<th>role</th>
<th>support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>Social Worker:</td>
<td>Nurse:</td>
<td></td>
<td>Family Liaison:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.75</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Our social worker (funded .5 by central office and .5 by the school site) will take the lead on all SAP/CARE meetings and support teachers with their SST referrals. Using various methods of informal and formal assessment to determine student need, this person will work strategically to bridge the communication and collaboration between teachers, families and community partners to ensure effective wrap-around services for our students most in need. The social worker will also provide direct counseling services and work with USF to manage an intern that will provide direct services. Our elementary advisor will support families with attendance issues, she will provide student support during recess, lunch and during passing periods, and she will help in our front office with administrative support.
### 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:

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

- [x] 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.

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

- [x] 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.

- [x] 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.

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

- [x] The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/11/2017

- [ ] For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.

- [x] 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.

- [x] Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

- [x] This school plan was adopted by the SSC on: 9/11/2017
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>Christine Linder</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Diane Rosen</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Alyssa Shimoda</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lori Chambers</td>
<td>Other Staff Member/ Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Kimberly Stewart</td>
<td>Parent/ Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Lauren Tilston</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Meghan Wallace</td>
<td>Parent/ SSC Secretary</td>
<td></td>
</tr>
<tr>
<td>Jon Deane</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Liz Hamel</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>