2016-2018 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

School | Mission Education Center Elementary School
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Principal | Carla A. Llewelyn-Vasquez

SCHOOL VISION & CONTEXT

Who we are: Mission Education Center is a K-5 elementary school designed for newly arrived Spanish speaking immigrant students. This transitional program helps the EL newcomer students achieve the necessary skills and confidence in order to succeed in other district schools to which they will transfer at the end of one to two years. During their time at MEC, we strive to help our students gain some fundamental basics of English language; foster their academic, social and emotional growth in their new home environment; and support them and their families to navigate and understand our education system. Our program has been very successful to advance newcomer students, many who often come with little, interrupted, or no schooling experience. At the core of our program are basic good teaching practices based on establishing supportive and trusting relationships with the classrooms, with families, and amongst the school staff and community at large. Our program provides a wrap around support system to benefit our students and their families so that they can thrive, gain confidence, and accelerate in academic, social, and personal growth. Our teachers are Spanish bilingual and credentialed to work with our newcomer population. Our main goals are oral English proficiency, academic success in Spanish and English, and orientation to life in a new community. We encourage parents to become engaged in and supportive of their child's education, through bi-weekly parent education workshops and support groups. We work collaboratively with community agencies such as SF School Volunteers, Bay Area Community Resources, Mission Science Workshop, Mission Graduates, Performing Arts Workshop, Education Outside, Naturebridge, WildCare, SF Ballet, Rotary Club, and the Lion's Club.

Successes/Strengths: - Dedicated, talented, caring, stable staff - Students who have been at MEC for at least one year make enormous gains in social-emotional growth, SLA, math skills and ELD. - Strong parent engagement program

Challenges: - Students arrive throughout the year, often having experienced trauma before and en-route to US. Enrollment varies from day to day. -98% of newcomer students arrive far below grade level, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate in Spanish. -99% of students receive free and reduced lunch

Key Strategies: - Academic: Improve quality of student discourse, reading comprehension, ELD, and math skills through the implementation of the SFUSD Core Curriculum, differentiated instruction, Comprehensive Approach to Literacy, small strategic groups, structured language practice strategies, and culturally and linguistically responsive engagement strategies. - Social-Emotional/The Human Element: Welcoming each and every family with an orientation, support, caring, and listening. Fostering in each family a sense of knowing that their participation, what they bring is valuable to offer/contribute; their language, culture, experiences and life knowledge are not only acknowledged but celebrated. Relationships are valued and matter.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 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><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

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

These requirements include:

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

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

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

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

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

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

   - SSC Bylaws

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

3. **Budget**

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

   - SIG Carryover Expenditures

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

   - Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

4. **Title I Parent Involvement Policy***

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

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

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

Follow this [https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx](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 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>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the analysis of our SLA data results, we expect 95% of MEC students who have been here for at least one school year to show growth of one grade level or more in SLA. 100% Participation in F &amp; P (K-2), CRLP-RESULTS (3rd-5th), and SFUSD interim SLA assessments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the SFUSD Core Curriculum and the CCSS in Spanish. Implement the CCSS strategies, such as, close reading, reading from informational text, academic vocabulary and conversations, student discourse, writing from source material, literacy and integration across the content areas, unit planning, spirals, collaboration, reflection, ROCI, higher level questioning, student discourse, and professional development. Implement the Comprehensive Approach to Literacy, including guided reading &amp; writing, interactive read-a-louds &amp; writing, shared reading &amp; writing, independent reading &amp; writing, reading &amp; writing conferences, and word study. Implement differentiated instruction, culturally and linguistically responsive engagement strategies and universal design learning.</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 for Language Arts-Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the analysis of the results, what are your targets/performance goals?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What interventions are required to ensure all students reach mastery?</th>
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</thead>
</table>

98% of all MEC students enroll/arrive throughout the school year far below grade level in SLA, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the F & P, CRLP RESULTS, and district SLA assessments, 90% of the students who have been here for at least one school year, improve at least one or more grade levels in SLA, making enormous yearly gains.
98% of all MEC students enroll/arrive throughout the school year far below grade level in SLA, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the F & P, CRLP RESULTS, and district SLA assessments, 90% of the students who have been here for at least one school year, improve at least one or more grade levels in SLA, making enormous yearly gains.

Based on the analysis of our SLA data results, we expect 98% of MEC students who have been here for at least one school year to show growth of one grade level or more in SLA. Students who need more supports, such as, pre-literate and under-schooled will have the same expectation of growing at least one grade level in SLA based on the F & P, CRLP-RESULTS, and district SLA interim assessments.

IRF, Resource Teacher, Special Ed Staff, paraprofessionals, family liaison, AmeriCorps Teacher, and classroom teachers will provide interventions, inclusive practices, & differentiated instruction to individual and strategic groupings of students who need additional supports. Classroom teachers will collaborate with ExCEL after-school program leaders and school day support staff to ensure all students receive the support and instruction needed to reach performance goals.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-literate, under-schooled, English Learner Spanish speaking newcomer students</td>
<td>Based on the analysis of our SLA data results, we expect 95% of MEC students who have been here for at least one school year to show growth of one grade level or more in SLA. Students who need more supports, such as, pre-literate and under-schooled will have the same expectation of growing at least one grade level in SLA based on the F &amp; P, CRLP-RESULTS, and district SLA interim assessments.</td>
<td>IRF, Resource Teacher, Special Ed Staff, paraprofessionals, family liaison, AmeriCorps Teacher, and classroom teachers will provide interventions, inclusive practices, &amp; differentiated instruction to individual and strategic groupings of students who need additional supports. Classroom teachers will collaborate with ExCEL after-school program leaders and school day support staff to ensure all students receive the support and instruction needed to reach performance goals.</td>
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</table>

### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <strong>WASC Ch.2</strong></td>
<td>80% of MEC students who have been here at least one year, will show at least one grade level growth in math skills.</td>
<td>Teachers will implement the SFUSD Math Core Curriculum units and CCSS. They will increase opportunities and support for student discourse and higher level thinking/questioning skills, thereby increasing student explanations and revision of math problems to their peers and in their math journals. Teachers will provide rich mathematics tasks for all students, including academic math language. Peers, IRF, resource teacher, paraprofessionals, and classroom teachers will use the SERP 5 X 8 observational tool to look for student discourse, focusing on the second sentence. Teachers will use the Math Teaching Toolkit to implement key strategies, such as Math talks, Three Read Strategies, Group-work Feedback, and in addition, math notebooks, questioning strategies, and re-engagement strategies. All students will be engaged in meaningful and rigorous mathematics that allow for the development fo the Standards of Mathematical Practice.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WASC Ch.5</strong></td>
<td>Teachers will implement the SFUSD Math Core Curriculum units and CCSS. They will increase opportunities and support for student discourse and higher level thinking/questioning skills, thereby increasing student explanations and revision of math problems to their peers and in their math journals. Teachers will provide rich mathematics tasks for all students, including academic math language. Peers, IRF, resource teacher, paraprofessionals, and classroom teachers will use the SERP 5 X 8 observational tool to look for student discourse, focusing on the second sentence. Teachers will use the Math Teaching Toolkit to implement key strategies, such as Math talks, Three Read Strategies, Group-work Feedback, and in addition, math notebooks, questioning strategies, and re-engagement strategies. All students will be engaged in meaningful and rigorous mathematics that allow for the development fo the Standards of Mathematical Practice.</td>
<td></td>
</tr>
</tbody>
</table>
98% of all MEC students enroll/arrive throughout the school year far below grade level in mathematics, many are under-schooled, have interrupted/sporadic schooling, and many are pre-literate. However, after analyzing the Math Milestone Tasks and the IAB, we know that these assessments are misleading as they do not reflect the growing enrollment that occurs throughout the year. These assessments do not show growth overtime, they only reflect skills taught during a unit. MEC teachers will continue to use teacher made assessments, portfolios, observation, teacher checks, unit checks/assessments, and old EM yearly and unit assessments to show growth over time and to help inform instruction. MEC students need a lot of support with the shifts in questioning, higher level thinking, problem solving, and student discourse required in the new SFUSD Math Common Core.

80% of MEC students who have been here at least one year, will show at least one grade level growth in math skills.

IRF, Resource Teacher, special education staff, instructional aides, AmeriCorps Volunteer, family liaison, tutors, and ExCEL staff will collaborate with classroom teachers to support students and provide interventions, inclusive practices, small flexible and strategic groupings, and 1 to 1 support for focal students and students who need additional support.

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-literate, under-schooled, English Learner Spanish speaking newcomer students who have had limited experiences with Mathematics skills.</td>
<td>Focal students will make gains based on assessments listed above.</td>
<td>IRF, Resource Teacher, special education staff, instructional aides, AmeriCorps Volunteer, family liaison, tutors, and ExCEL staff will collaborate with classroom teachers to support students and provide interventions, inclusive practices, small flexible and strategic groupings, and 1 to 1 support for focal students and students who need additional support.</td>
</tr>
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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)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELS, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

100% of MEC students are Spanish speaking newly arrived immigrant students who are at Level 1 in English. Based on the Lau Plan, newcomer students receive 1 hour of ELD instruction. During the 2015-2016 school year, MPD provided MEC teachers with 5 full days of Systematic ELD training and instructional materials. The newcomer students remain at MEC for only 1-2 years and then transfer to other district schools.

Based on Systematic ELD assessments, 60% of MEC students will increase one level in ELD.
MEC teachers will implement the new ELD Standards through a variety of strategies, such as Systematic ELD, RALLI, REL, Rigby OWE, CAROUSEL, TESOROS, and other teacher made materials. Teachers will use structured language practice, sentence frames, student discourse, and differentiated language instruction to increase the quality and quantity of written and verbal engagement in English. When possible teachers will use content and academic language to teach ELD/ELA in order to accelerate learning. All MEC students will receive one hour a day of structured ELD by classroom teachers. Itinerant teachers provide additional English Language Development during their lessons/classes. Teachers will use structured language practice along with vocabulary development for students to continue their language development and student discourse. Itinerant teachers will use parallel language structures around school and class expectations, (e.g., Be careful, Be Responsible, Be Respectful) in classes. This language will create a bridge in language and expectations (frameworks) for students moving on to their new schools.

Other Subject Areas (Secondary Schools, optional for Elementary)

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

College and Career Readiness

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

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

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

<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>WASC Ch.2</td>
<td>WASC Ch.5</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

100% of MEC students will participate in K through College Accounts, with 70% of MEC parents participating in the parent workshops on graduation requirements and career planning information. Bi-monthly parent meetings and support groups will focus on accelerating student achievement and promoting the importance of a college education and/or a vocational education. Classroom teachers implement the shifts in the CCSS which promote critical thinking and career awareness. Past MEC students who are in college, have graduated from college, or have a career will speak to current MEC students about their personal journeys and experiences in the US school and university systems.

Strategies in Action: Schools

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

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development

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

MEC staff has started writing in cross grade level teams with the IRF, the SFUSD Core Curriculum spirals and maps at each grade level and for each spiral (Narrative, Informative/Explanatory, Opinion, and Research), as part of the Tier 2 and 3 grant. The IRF, Humanities, & MPD staff will continue to provide PD around the spirals and mapping. In addition, PD will be provided by the IRF and MPD to help staff implement the Comprehensive Approach to Literacy, specifically focusing on Guided Reading and Interactive Read-a-louds. The MEC Math Teacher Leaders will provide PD to staff on the implementation of the Math Core Curriculum, focusing on the Math tool kit. Staff will also revisit the Systematic ELD PD from 15-16 school year. RTI and Restorative Practices PD will also continue to be supported and revisited. Technology Lead and district provided PD in Google Docs and Drive. Substitute days, travel & conferences, and extended hours will be offered to support teachers attending PD and peer observations.

<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>-Plan and facilitate a year-long PD sequence around Comprehensive Approach to Literacy, Math Tool Kit Strategies, Systematic ELD, Restorative Practices. - Build staff capacity to utilize Google Docs and Drive, supported with on-site PD, using Technology Lead, IRF, and district-provided module that will be delivered in September 2016. - Expand Time for grade level and cross grade levels to meet with IRF for collaborative learning and reflective practice. - Engage staff in PD in inclusive practices, B-RTI/PBIS, and Restorative Practices. - Develop the ILT to plan and implement PD to staff on the school's PD focus.</td>
<td>IRF, teacher leaders, and district personnel will lead staff PD on the SFUSD Core Curriculum, Math tool kit, ELD, and Restorative Practices/RTI. Staff will attend appropriate conferences. Prop A and extended hours will be given to staff for PD. Extended hours - LCFF Grant and Core Pairing Funds Substitute Days - WSF, Title I, and Core Pairing Funds Travel and Conferences - SCG-EL, Title I, and Core Pairing Funds Consultants - WSF</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>MEC is a newcomer school and we do not assess students for RSP services until they have been here at least one year, unless we suspect a cognitive concern or they have come from their countries with documentation. MEC’s speech therapist will assess students with speech concerns. At this time, we have 5 IEPs for RSP and 10 IEPs for speech therapy. A few of these students will transfer to another district school in August.</td>
<td>MEC staff will identify, assess, include any students who come to MEC with speech concerns, documentation from their countries and/or suspected cognitive and severe disabilities</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>10% of our students this year have had chronic absences, however, many of those absences are excused absences. 17% of our students are at risk for chronic absences 73.5% have satisfactory attendance</td>
<td>We would like to reduce chronic absenteeism to only 5% and improve daily attendance to 98%.</td>
</tr>
</tbody>
</table>
We will phone parents daily when students are absent. We will keep records of all excuses. We will encourage parents who have immigration or doctor appointments to bring students to school before or after these appointments. We will have smoothie parties, certificates and other rewards for good attendance.

School Climate

- We have no suspensions. We developed an office referral form for major disruptive behavior. Spring data from SEL/Climate/Culture survey indicated areas of growth to be in: Student-Self Management, Social Awareness and students’ sense of safety at school.

- Staff will continue to attend Restorative Practices and PBIS training and new staff will attend these workshops, too. Staff will continue to to review data, identify next steps and implement strategies to improve SEL/Climate and Culture.

- Staff will implement restorative practices and office discipline referral form for major disruptive behavior. Institute and publicize widely our use of School wide “Expectativas.” Posters with the Expectativas both general and for specific areas are posted around the school. Students receive raffle tickets when they are caught following the expectativas. Raffles are held weekly. A Student of the Week from each class is selected. Recognition assemblies are held weekly. Additional talks and assemblies held to discuss school safety and students’ perception of safety at school. Anti-bullying assemblies will be held once per semester. Classroom community circles will also include questions around: growth mindset, social awareness and self-management. Each new parent at MEC will receive a packet with the “Expectativas” to review with their children. At the beginning of the school year and each semester, students will review the expectativas with their families as a family assignment.

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>
</table>
| 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…)
All of MEC parents are parents of newcomers to this country, are themselves newcomers, or they have been living here for awhile and have been separated from their children and are now reuniting with them. MEC staff welcome each and every family with at least an hour of orientation. We foster a strong sense of community and offer bi-monthly parent workshops and support groups. We have large turn outs for all of our meetings, workshops and groups. Parents feel safe and supported at MEC and they build a community of other families who are experiencing the same thing. We encourage our families to become strong advocates for their children. We spend time training them in both SSC and ELAC committees, so that when they transfer to other schools, they will be strong voices for their children. Parents have returned every year after being in new schools asking for more support in how to navigate the new school. |
| -100% completed SEL/Climate Family Surveys -50% attendance at parent workshops, meetings, and/or support groups -95% attendance at parent/teacher conferences -Continue to work with Buen Samaritano, Mission Graduates, CARECEN, BACR, Caminos, Parents for Public Schools, and other organizations who support new immigrant families |
| -100% completed SEL/Climate Family Surveys -50% attendance at parent workshops, meetings, and/or support groups -95% attendance at parent/teacher conferences -Continue to work with Buen Samaritano, Mission Graduates, CARECEN, BACR, Caminos, Parents for Public Schools, and other organizations who support new immigrant families |
Family Liaison will continue to engage families, disseminate information, deepen our wrap around community approach, lead and co-present workshops, support groups, volunteers, newsletter, parent room, parent information table. School social worker will continue to work with families in crisis, through helping them with housing, legal issues, health issues, trauma, support groups for students and parents. Positive Workshop Evaluations, Positive Completed Family Surveys, Needs and Priorities Surveys. Large attendance at meetings, workshops, conferences. Parents after leaving MEC are now members of their new schools’ ELAC and SSC. Parent participation in school events and volunteering.
### 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**: 150

  - Instructional Supplies: $150 to support our RSP teacher to teach and support classroom teachers with appropriate 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-English Learner (SCG-EL) 07091

- **Allocation**: 47,717

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

  MEC will use the monies from SCG-EL in the following ways: To fund the following position: .5 FAMILY LIAISON - $30,607, the Family Liaison provides bilingual services for Newcomer Spanish speaking immigrant families, she coordinates family engagement activities, leads and presents bi-monthly support groups and workshops, she writes and distributes the weekly bulletin, she leads and coordinates the SSC and ELAC, she supports families with their enrollment applications & field trip permission slips, and she provides families with outside resources and information; INSTRUCTIONAL MATERIALS/SUPPLIES - $9,110 - to provide teachers and students with bilingual and English instructional materials needed to support and teach EL newcomer students; LIBRARY BOOks - $5,000 - to provide students and teachers outstanding bilingual and English literature for our library; and TRAVEL & CONFERENCES - $3,000 - to provide MEC staff an opportunity to attend conferences that support the education of EL students, such as CABE.

  **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**: N/A

  - 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**: 50,000

  - If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

  MEC will use the LCFF Concentration Grant $50,000 in the following ways: To fund the following positions: .5 BILINGUAL PARAPROFESSIONAL - $25,898 and .25 BILINGUAL PARAPROFESSIONAL - $12,949 (split with .25 TIIBG): Bilingual paraprofessionals provides primary language support (Spanish) and ELD supplemental instruction and support working with EL newcomers to access the core curriculum. The bilingual paraprofessional provides academic interventions in the form of small flexible groups, 1 to 1 support, guided reading and small group strategy work to support meeting benchmarks and accelerating academic proficiency in Spanish and English. EXTENDED HOURS for PARAPROFESSIONALS - $600 to provide childcare and support at parent workshops and meetings. INSTRUCTIONAL MATERIALS - $5,752.94 to provide bilingual and English instructional materials to teachers and students needed to support and teach EL newcomer students. STUDENT TRANSPORTATION/FIELD TRIPS - $3,800.00 to provide EL newcomer students hands on academic experiences, such as NatureBridge, WildCare, Crissy Field science field trips.

  **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**: 23,000

  - 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?
MEC will use the TIIBG $23,000 in the following ways: To fund the following position: .25 BILINGUAL PARAPROFESSIONAL - $12,949 (split with .25 LCFF Concentration Grant): Bilingual paraprofessional provides primary language support (Spanish) and ELD supplemental instruction and support working with EL newcomer students to access the core curriculum. The bilingual paraprofessional provides academic interventions in the form of small flexible groups. 1 to 1 support, guided reading and small group strategy work to support meeting benchmarks and accelerating academic proficiency in Spanish and English. SUPPLIES - $5,050.98 - to purchase supplies to support our instructional programs and the management/operations of the school; NON-CAPITALIZED EQUIPMENT - $5000 - to provide technology to enhance computer and iPad access.

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 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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>37,104</td>
<td>31500</td>
</tr>
</tbody>
</table>

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

MEC will use the Title I funds $37,104 in the following ways: To fund the following position: .5 BILINGUAL PARAPROFESSIONAL - $25,898: Bilingual paraprofessionals provide primary language support (Spanish) and ELD supplemental instruction and support working with low income EL newcomers students to access the core curriculum. The bilingual paraprofessional provides supplemental academic interventions in the classroom in the form of small flexible groups, 1 to 1 support, guided reading and small group strategy work to support meeting benchmarks and accelerating academic proficiency in Spanish and English. SUBSTITUTE DAYS- $5000 - to provide substitute days for teachers to be released for analyzing assessments, collaboration, peer observations, and professional development. CERTIFICATED EXTENDED HOURS- $2000 FO in order to present workshops, collaboration, enrollment fair, professional development, school site council meetings and retreat and tutoring for students. INSTRUCTIONAL AIDES- EXTRA HOURS- $910.00 for childcare, parent workshops, preparing food and materials for parent workshops, tutoring students communication with parents, and collaboration with staff. SUPPLIES - $1,295.96 - to purchase supplies to support our instructional programs and the management/operations of the school to supplement the program for our low income students. TRAVEL & CONFERENCES - $3000 - to provide MEC staff an opportunity to attend conferences that support the education of low income EL students, such as CABE.

**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: 371**

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.**
$371 will be used to fund parent involvement activities for low income students and their families - this includes funding for literacy, math, and nutrition night materials to provide workshop evening focused on engaging our socio-economically disadvantaged families. The 2015-2016 Parent Involvement Policy and School Compact: Title I School-Level Parental Involvement Policy Mission Education Center 2015-2016 STATEMENT OF PURPOSE: Mission Education Center (MEC) values the collaboration between home, community and school. The involvement of parents and community members is an essential component of developing high achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Mission Education Center has developed a written Title I parent involvement policy with the input from parents, teachers, staff, and the principal. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision making and volunteer activities, we encourage active participation by: • Holding an annual Title I meeting to inform parents of school wide program requirements and their rights which occurs at our Back-to-School Night meeting each fall • Offering a flexible number of meetings Mission Education Center offers a variety of opportunities for regular meetings including monthly School Site Council meetings, twice a year Community Meetings, monthly English Language Advisory Committee (ELAC) meetings, monthly parent education workshops/meetings Parents are welcome to schedule an appointment with teachers, principal, family liaison and/or learning support professional at any time throughout the year • Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs and the Title I parental involvement policy The academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard/Single Plan for Student Achievement (BSC/SPCA) and through Community Meetings. • Providing parents of Title I students with timely information about school program, including academic information regarding curriculum and assessment, through: o Back to School Night and Open House o Monthly Parent Education Workshops o Family Health Nights o School Site Council meetings o Parent and Community Resource Binder located in the Main Office o Family Liaison open office hours o Parent Handbook sent home annually (Fall of each school year) o Parent conferences; families are also welcome to schedule appointments with teachers, principal, family liaison and/or learning support professional at any time during the school year o Weekly school newsletter The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC/SPSA School-Parent Compact MEC has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact is included in the Back to School packet each Fall and upon newcomer enrollment/registration, which occurs throughout the year. School-parent compact is attached-See Attachment A. Building Capacity for Involvement MEC engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: • Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. o Data reviews and monitoring of student achievement is reviewed by School Site Council. These meetings are open to all parents, staff and community members o Parents receive student CST, STS, and CELDT scores in the mail and teachers explain academic content standards, assessments and how parents can assist their student’s progress during Back To School Night presentations and parent conferences o On-site family liaison coordinates parent workshops to understand academic program and how parents can work as partners in monitoring student progress • Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. o Weekly newsletters include upcoming meeting dates, time and location and include suggestions on how parents can work with their students at home o Meeting agendas are posted on the community bulletin board and the school website o The Parent and Community Resource Binder located in the main office includes: • School/Meeting Calendar • Parent/Student Handbook • Volunteer Applications/Information • Curriculum and Assessment Information Accessibility MEC provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. In addition, child care is provided for each meeting. Adopted by MEC’s School’s School Site Council on 2/10/2016. ATTACHMENT A: Parent-School Compact MISSION EDUCATION CENTER – SCHOOL PARENT-SCHOOL COMPACT 2015-2016 School Year It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life. Staff Pledge: I agree to carry out the following responsibilities to the best of my ability: • Teach classes through interesting and challenging lessons that promote student achievement. • Endeavor to motivate my students to learn. • Have high expectations and help every child to develop a love of learning. • Communicate regularly with families about student progress. • Provide a warm, safe, and caring learning environment. • Provide meaningful, daily homework assignments to reinforce and extend learning • Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. • Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school’s high academic standards. • Respect the school, students, staff and families. Teacher/Student Pledge: I agree to carry out the following responsibilities to the best of my ability: • Come to school ready to learn and work hard. • Bring necessary materials, completed assignments and homework. • Know and follow school and class rules. • Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. • Limit my TV watching and instead study or read every day after school. • Respect the school, classmates, staff and families. Student/Parent/Guardian: I agree to carry out the following responsibilities to the best of my ability: • Provide a quiet time and place for homework and monitor TV viewing. • Read to my child or encourage my child to read every day • Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition. • Regularly monitor my child’s progress in school. • Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences. • Communicate the importance of education and learning to my child. • Respect the school, staff, students, and families. Parent/Guardian:

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 2/10/2016

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

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards =

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

N/A

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: personnel)
- 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?
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Guidance</td>
<td>(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
</tr>
<tr>
<td>Professional Capacity</td>
<td>(LCAP Priorities: Basic)</td>
</tr>
<tr>
<td>Student-Centered Learning</td>
<td>(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
</tr>
<tr>
<td>Parent-School-Community</td>
<td>(LCAP Priorities: Parental Involvement)</td>
</tr>
</tbody>
</table>

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

*Identify Sub-group & specific actions*

**QEIA Carryover =**

*How do you plan to use these funds?*

**Other (PTA, external sources, School Quality Pairing/CoP work) = 15,000**

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

To Be Determined: We are anticipating - CORE PAIRING WORK - $15,000. Funds use will be decided once this is official.
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>Support</th>
<th>Social Worker</th>
<th>Nurse</th>
<th>Family Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>.5</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>VAPA:</td>
<td>PE: .4</td>
<td>Librarian: .4</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

-SOCIAL WORKER AND FAMILY LIAISON will provide bilingual supports and services for Newcomer Spanish speaking immigrant families by coordinating family engagement activities, leading and presenting bi-monthly support groups and workshops, writing and distributing the weekly bulletin, leading and coordinating the SSC and ELAC, supporting families with their enrollment applications & field trip permission slips, and providing families with outside resources and information, such as health, housing, legal, counseling, tutoring. In addition, the SOCIAL WORKER will lead our B-RTI and Restorative Practices Program. She will lead the BASIS, SST and SAP programs. She will provide behavior support, individual and group counseling on-site. -PE TEACHER - will provide PE classes to our students and coach teachers to provide PE classes to our students, making sure, we are teaching the mandatory 200 minutes every 10 days. - VAPA arts and music teachers - they will provide our newcomer students with highly engaging art and music classes, supporting our students and teachers to integrate the arts into our Core Curriculum. -LIBRARIAN - she will provide integrated lessons using literature to support the Comprehensive Approach to Literacy.
### SECTION V: Recommendations and Assurances

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

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

- [ ] The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- [ ] The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- [ ] The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - [ ] English Learner Advisory Committee (ELAC)
  - [ ] Community Advisory Committee for Special Education Programs
  - [ ] Other (list)
- [ ] The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
- [ ] This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- [ ] The school held two (2) community meetings prior to the completion of the school site plan.
  - 1. One meeting to gather input from the school community including all advisory committees.
  - 2. One meeting to present plan upon its completion before March 25, 2016.
- [ ] The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/20/2016
- [ ] For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- [ ] Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- [ ] Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- [ ] This school plan was adopted by the SSC on: 9/20/2016
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla A. Llewelyn-Vasquez</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Lilly Chow</td>
<td>Classroom Teacher</td>
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<tr>
<td>Ricardo Cortez</td>
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<tr>
<td>Lilia Pulido</td>
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<tr>
<td>Adelina Duncan</td>
<td>Family Liaison</td>
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<tr>
<td>Rebeca Tupul</td>
<td>Parent</td>
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</tr>
<tr>
<td>Secia Trochez</td>
<td>Parent</td>
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</tr>
<tr>
<td>Jorge Culajay</td>
<td>Parent</td>
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</tr>
<tr>
<td>Melisa Lopez</td>
<td>Parent</td>
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</tr>
<tr>
<td>Katia Flores</td>
<td>Parent</td>
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</tbody>
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