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

<table>
<thead>
<tr>
<th>School</th>
<th>Ortega, Jose Elementary School</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Benjamin Klaus</td>
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</tbody>
</table>

SCHOOL VISION & CONTEXT

Who We Are: Jose Ortega Elementary School, is a school community with a culturally diverse population, that provides a rich, stimulating educational experience that challenges all students to reach their fullest potential. Teachers use a variety of differentiated instructional strategies to fit the needs of all students, with an emphasis on integrating literacy across content areas. Our Mandarin Immersion program helps students develop Mandarin language skills from kindergarten until fifth grade. Our Full Inclusion, RSP, and Speech programs ensure that students receive Special Education services that help them meet their Individual Education Plan (IEP) goals. Our Special Day Pre-K Program provides a structured curriculum for 3, 4, and 5 year olds that qualify for the mild/moderate program. Our new full-day General Education Pre-K program will provide students with kindergarten readiness skills and Mandarin enrichment. Our Science/Eco-literacy Program, with support of the science consultants, provides students with weekly hands-on science experiments, which helps our students to become scientifically and ecologically literate. Our community garden and our greening projects are connected with science education. Students receive 100 minutes of physical education weekly. Artists-in-Residence provide students with opportunities to build creativity in both visual and performing arts. The Stonesdown Y coordinates an onsite after school program that provides a nurturing environment for our students. We implement Restorative Practices, Behavioral and Academic Response to Intervention to create a supportive, safe, and inclusive environment where students, parents and staff work cooperatively to sustain a positive school climate. Areas of Strengths: Our school's science program allows students to experience hands-on science experiments weekly, Pre-K-5th. We would like to build our STEM instruction. Our balanced literacy program incorporates Reader's and Writer's Workshop models in all classroom K-5th. Pre-K students are introduced to early literacy skills. Our Mandarin Immersion program allows students to become multilingual. The implementation of Restorative Practices and Response to Interventions has helped to create a safe and fair climate for students at our school. We focus on holistic teaching and the social emotional learning for every student. We will continue to have professional development around social emotional learning and we are providing workshops for our families. We are a diverse community that values all cultures. Areas of Challenge: One challenge this year has been the lack of support staff needed during the implementation of best practices for social emotional learning. There is also a need for more staff to organize games during lunch recess. We are preparing for green schoolyard construction for the summer of 2017. Key Strategies: This year we have continued our focus Culturally and Linguistically Responsive Pedagogy and Practices. We have been involved in this PLC for the past two years. We continue to learn more about pedagogy and practice to support all students in the classroom, regardless of their race, ethnicity, socio-economic status, gender, or family structure. We are implementing ways to make the curriculum more reflective of the students in our classrooms.
### 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>
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<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>
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Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:
- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Ongoing 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/raa/aao/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>
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<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math&lt;br&gt;Student-Centered Learning Climate</td>
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</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 prepopped 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

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<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
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<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
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</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&lt;br&gt;Student-Centered Learning Climate&lt;br&gt;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.
- SQLI thresholds for each metric
- Powerpoint related to the new “growth” measure

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Based on our 2016 SBAC results, our target goal is to have 65% of our students reach proficiency on the 2017 SBAC. Our target goal is for 65% of our 3-5 grade students perform proficient or above on the RI by June 2018 and 90% perform proficient on the F and P in K-5.</td>
<td>All Classrooms will provide multiple opportunities for students to engage in rich conversational discourse to support critical and creative thinking. All students reading below the targeted level at their grade, will be in a Guided Reading Group at least 2X per week. Students will have access to many fiction and nonfiction books at their level, through leveled classroom libraries and the resource library. Culturally responsive pedagogy and practices when teaching ELA. Reader’s Workshop: mini lesson, independent practice, conferencing with students, reading notebooks, partner and group work. Writer’s Workshop: mini lessons, independent practice with choice of topic, assessment rubric, conferring, self editing, writing notebooks, editing and reflecting, publishing. Word Study/Chinese character study: systemic and consistent, NUA strategies, whole class and small group instruction, vocabulary (character stroke order) instruction, in word roots, affixes, and targeted phonics instruction. Interactive Read Alouds: Culturally and linguistically responsive books. Shared Reading with complex texts Shared Writing Interactive reading and writing Close reading: multiple reads of a text to with a purpose and closely analyze text.</td>
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55.1% of our 3-5 grade students performed proficient on the SBAC. 55% of our 3-5 grade students performed proficient or above the RI. 85.2% of our K-5 grade students performed proficient or advanced on F&P assessment window #2

**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?
### Analysis of Results for Language Arts - Intervention

Teachers will continue to use Readers and Writers Workshop to deliver quality Language Arts lessons to all students. Our Tier II Interventions will come from the SAP Team process, SSTs, and Academic Response to Intervention Teacher. Teachers, along with our SAP Team, identify students in need of Tier II intervention and implementation of targeted Language Arts instruction and support begins.

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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<tbody>
<tr>
<td>Our goals for the students receiving Tier II intervention for Language Arts will be to monitor their performance on the IABs for Window 1 and Window 2 to ensure growth. We’d like to see 50% of our Tier II students in 3rd-5th meeting/exceeding benchmark by the 2017-2018 SBAC. Additionally, we will strive for 50% of our K-2nd Tier II student meeting/exceeding benchmark with Fountas &amp; Pinnell by Cycle 3 of the 2017-2018 school year.</td>
<td>All of the above Tier 1 interventions and additional strategies are used for Tier 2 support. LLI instruction Student wait time giving students time to process information Sentence frame Individual Learning Plans Non EL students receive targeted instruction during designated ELD time. Interventions occur with more frequency After school tutoring Students will also be referred to work with the ARTIF SAP, SST Individual Learning Plan</td>
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### Focal Group: For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

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

19.4% of African Americans performed proficient on the SBAC ELA. 35.6% of English Learners performed proficient on the SBAC ELA. 69.2% of African Americans performed proficient on the F&P. 74.6% of English Learners performed proficient on the F&P. 18.5% of African Americans performed proficient or above on the RI and 32.1% of English Learners performed proficient or above on the RI.

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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<tr>
<td>Based on our 2016 SBAC results, our target goal is to have 30% of our African American students and 45% of our English Learners reach proficiency on the 2017 SBAC. Our target goal for F&amp;P is 80% of our African American students and 85% of our English Learners will read at proficiency or above. For RI, our target goal is 30% of our African Americans and 45% of our English Learners will perform proficient or above.</td>
<td>Students who are reading below targeted level at their grade level will be in a Guided Reading Group at least 3X a week. In addition, they will be included in other differentiated small group instruction 2X a week, including Strategy groups and Conferring. Students will also be referred to work with the ARTIF.</td>
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### Mathematics Core Curriculum

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

### Analysis of Results Mathematics - All Students

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

59% of our 3-5 grade students performed proficient on the SBAC. 66% of our 3-5 grade students performed proficient or above on the IAB window #2. 63% of our K-5 grade students performed proficient or advanced on the Math Performance Task for window #2.

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
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<tr>
<td>Based on our 2016 SBAC results, our target goal is to have 70% of our students reach proficiency on the 2017 SBAC. Our target goal is for 76% of our 3-5 grade students perform proficient or above on the IAB by June 2018 and 73% perform proficient on the Math Performance Task K-5.</td>
<td>The following Tier 1 strategies are implemented to ensure that all students reach mastery in math: Ongoing grade level planning meetings and professional development using the following: Everyday Counts Calendar Math SFUSD Math Common Core Professional Development SFUSD Math Curriculum Units Math Practices and Principles Strategies from the SFUSD math departments toolkit Culturally responsive teaching and practices when teaching math, math talks 3 read protocols math notebooks partner math review centers multisensory/active showing thinking in multiple ways culturally responsive and relevant pedagogy teaching using supplemental materials, in addition to the SFUSD provided materials access to online math applications</td>
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#### 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 RIT Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

### Analysis of Results for Mathematics - Intervention

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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### 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?
13% of African Americans performed proficient on the SBAC Math. 54% of English Learners performed proficient on the SBAC Math. 17% of African Americans performed proficient on the Math IAB Window 2. 55% of English Learners performed proficient on the Math IAB Window 2. 17% of African Americans performed proficient or above on the Math Performance Task window 2 and 56% of English Learners performed proficient or above on the Math Performance Task window 2.

Based on our 2016 SBAC results, our target goal is to have 30% of our African American students and 65% of our English Learners reach proficiency on the 2017 SBAC. Our target goal for Math IAB is 30% of our African American students and 65% of our English Learners will read at proficiency or above. For Math Performance Task, our target goal is 30% of our African Americans and 65% of our English Learners will perform proficient or above.

In addition to all of the Tier One strategies, Students will engage in small group instruction 3x a week. Classrooms will have print rich walls Anchor charts

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**English Language Development (ELD)**

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

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient (RFEP)**?

**Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, recently reclassified)**

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

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

Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups. There is a need to focus on improving overall math performance for demographic subgroups.

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

The above Tier1 strategies and additional Tier 2 strategies: Short-term targeted instruction via small groups through re-engagement lessons, individual extensions, and math games. Use visual and digital resources to reinforce math concepts small group tutoring SAP, SST Individual Learning Plan

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**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.

**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?**

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**College and Career Readiness**

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

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

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

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**Narrative describing college going culture (using indicators suggested above)**

**What are your targets/goals?**

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

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**Elementary Schools**

What is your plan for promoting college and career readiness?
JOES will promote college and career readiness by continuing to have up to 20 fifth graders take on leadership roles as student council members. These students will help to sustain a positive school climate by teaching service learning to all students and facilitating classroom circles in primary classrooms. The student council members will also serve on our traffic safety patrol. Fourth and fifth graders also have the opportunity to participate on the kickball and pep squad teams. These students also take a yearly field trip to San Francisco State to learn more about daily college life. Being able to take risks in the classroom and through life experiences also helps to promote lifelong success in students. Our fifth graders take an annual field trip to Aptos and an outdoor science trip to Exploring New Horizons. Pushing students out of their comfort zones, helps them to build character and decreases the fear of risk taking. We want our students to be able to set realistic goals to achieve academic excellence, while being socially aware of the world around them. Through service learning, all students will learn to stand up for causes that compel them to bring about change and help them thrive in the 21st century.

### 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?

JOES staff members willingly participate in professional developments that help to support their teaching, in order to ensure student social, emotional, behavioral, and academic development. Balanced Literacy: SFUSD Humanities Department Teacher Leader PD, Reader’s and Writer’s Workshop, Level Literacy Intervention Training ARTIF PD SFUSD Math Department: Teacher Leader PD, Principal PLC ELD Standards PD Next Generation Science Standards PD National Chinese Language Conference (Site Funds) MPD: Professional Development for Mandarin Immersion Teachers School Climate(ongoing PD) Culturally and Linguistically Responsive Pedagogy and Practices RTI Behavioral and Academic Restorative Practices Social Emotional Workshops PD for Physical Education Early Education PD for Pre-K Teachers (SFUSD Funded)

<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>Teachers in grades K-5th will continue to implement the new Units of Study in Reader’s and Writer’s Workshop with the guidance of the literacy coach. The math team will lead professional development around building math thinking skills in students and best practices for math instruction. Grade level teachers will meet with science consultants to plan weekly science lessons. Mandarin Immersions teachers will be trained and implement the STAMP language assessment. MPD will continue to work with MI teachers to help them create mini-lessons for Chinese Language Arts. There will be ongoing professional development to support school climate and social emotional learning. All teachers will continue to teach PE</td>
<td>The following resources will be used for professional development: SCG-EL-.5 ARTIF ELD, Substitute Teachers Prop-A TIIG-.5 ARTIF, Substitute Teachers/release days for unit planning SCG-C-Substitute Teachers/release days for unit planning</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>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>All special education students with IEPs.</td>
<td>More collaboration between grade level teachers, paraprofessionals, ARTIFs, and RSP teachers, LI Training for ARTIFs, RSP teachers, and a few classroom teachers. More literacy training for paraprofessionals. Increased frequency of guided reading instruction in K-5th grades.</td>
</tr>
<tr>
<td>10% of our students are receiving special education services. 2016 SBAC data shows 12% of our Sped students were proficient in ELA and 16% were proficient in math. Mid-year SFUSD IAB shows 29% Sped students are at district average in ELA and 23% are at district average in math. Mid-year Fountas and Pinnell data shows 71% of Sped students in K-5th graders are at grade level benchmarks in reading.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with [SFUSD’s Family Engagement Standards](#).

### Family Engagement: Your school’s family engagement strengths and challenges  (And how you know...)

### Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

### Parent-School-Community Engagement

#### Narrative describing Parent-School-Community culture

- **Who you are teaching/missing (And how you know...)**
- **Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)**

Parent Survey shows that families feel included at the school. Parents enjoy family/school events. They feel the school is intimate and family oriented and the teachers engage the students and the families. Since our school community is very diverse, it is important that there be a respect for all cultures in order to build a stronger school community. This year we were able to form our African American Parent Advisory Council (AAPAC) and our Latino Parent Advisory Council (LPAC). The AAPAC also meets with AAPACs from feeder schools to collaborate with the AAPAC at Aptos Middle School. LEAD has been supporting our families and helping us with strategies to build family engagement, especially with the families of or EL students.

#### Targets

As education becomes more holistic, it is important that our families understand social and emotional learning and how it impacts a students performance in school. Parents of students that are underperforming need specific strategies to use at home with their child to help them increase academic achievement. Trend data shows that our families finds that the school communicates well with the families by sending home communications in various languages. Parents also believe that the staff supports student academic and social growth. Parents of EL students are participating more in school events.

#### Strategies & Impact

We are also learning more about social emotional learning. Parents learned more about the importance of a positive school climate at a PTA and a SSC meeting were SQ1 data was analyzed. Workshops on restorative practices and social emotional learning have been offered to families. AAPAC meetings will be scheduled every month to build and implement strategies for student success. The AAPAC will continue to collaborate with the Aptos AAPAC. Our family liaison consultant and the principal will host breakfast for parents of ELs the last Friday of every month. These informational meetings will help parents to understand the services that are provided to their children. We will continue to build relationships with the parents.
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 = $1,900

$1,400 will be used for substitute teachers to allow for professional development release days.

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 = $56,122

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

$48,588.50 will be used to fund a .5 ARTIF to support ELD instruction and small group instruction for our ELs. $2000 will be funded towards substitute days to allow teachers to attend professional developments that benefit EL instruction and release days to analyze ELL data and create language proficiency growth plans. $2,533.5 will be used for supplies and curriculum $3000 will fund instructional aides extended hours for after school tutoring and translating all weekly school communications in Chinese and Spanish. All teachers will continue the implementation of the EL standards and EL students will have a daily designated 30 minute ELD instruction time. Teachers will continue Reader’s and Writer’s workshop with EL students

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

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation = $0

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

N/A

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

LCFF Concentration Grant (SCG-C) 07092
Allocation = $27,000

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?

$12,000 will fund furniture to support a student centered classroom environment in K-2 $5000 will fund substitute, in order for teachers to analyze student data, create Individual Learning Plans with targeted students, and allow teacher to attend professional developments. $5000 will fund certificated Extended Hours to provide targeted students with after school tutoring and teachers facilitating academic and SEL workshops for parents. $2500 will fund instructional supplies $2500 will fund supplies

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

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation = $58,992

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?

$48,588.50 will be used to fund a .5 ARTIF to support ELD instruction and small group instruction for our focal students. $2500 will fund substitutes so that grade level teachers will be able to do teacher rounds, professional development, and analyze student data. $3000 will fund certificated extended hours for after school tutoring and teacher facilitated after work hours workshop for parents and students. $2833.50 will fund supplies $2000 will fund student 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)
## 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** = $0 (31500)

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

N/A

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

**1% Title I Parent Set Aside** = $0

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

N/A

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

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

**Impact & Innovation Awards** = $0

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

N/A

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

**Principal’s Innovation Fund** = $0 (For Middle Schools and PK-8 Schools as applicable)

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

N/A

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

**Equity Grant** = $0 (as applicable 16-17)

**Identify Sub-group & specific actions**

N/A

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

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

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

N/A

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
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<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
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<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian .6</td>
<td>PE .6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

PE will continue to be implemented with fidelity Focal Student Intervention program will be implemented with fidelity School social worker will continue to provide the community with strategies that build a safe environment for social emotional learning.
SECTION V: Recommendations and Assurances

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

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

| ☑ | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| ☑ | The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ☑ | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| ☑ | English Learner Advisory Committee (ELAC) |
| ☑ | Community Advisory Committee for Special Education Programs |
| ☑ | Other (list) |
| ☑ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ☑ | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ☑ | The school held two (2) community meetings prior to the completion of the school site plan. |
| ☑ | 1. One meeting to gather input from the school community including all advisory committees. |
| ☑ | 2. One meeting to present plan upon its completion before March 24, 2017. |
| ☑ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 2/21/2017 |
| ☑ | 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. |
| ☑ | 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: 10/3/2017
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>Graham Bennett</td>
<td>Chair/Parent</td>
<td></td>
</tr>
<tr>
<td>Benjamin Klaus</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Jessica Huang</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Charlie Rauseo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Mary Ann Forman</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Dolores Mendiesta</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Sarah Griffith</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Satoko Watanabe</td>
<td>Staff/Elementary Advisor</td>
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<tr>
<td>Dakota Brown</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Sandie Yu</td>
<td>Parent</td>
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</table>