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

<table>
<thead>
<tr>
<th>School</th>
<th>S.F. International High School</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Julia Kessler</td>
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</tbody>
</table>

## SCHOOL VISION & CONTEXT
San Francisco International High School (SFIHS) provides a safe, supportive environment that prepares immigrant youth for college and their careers. Our school is designed entirely to support the academic and socio-emotional needs of recently arrived immigrant youth. Every student is known well and supported to succeed. We are a small school with small classes. Our team structure allows for personalization, growth and success for our students. SFIHS students are involved in internships, community service, and service learning within the larger community. 90% of Internationals students graduate and 90% of Internationals graduates go on to college. One of the main differences in our program and what is available at other schools is that students are never tracked or separated by their level of English proficiency. All of our instruction is in English, but students are supported to continue the development of their literacy in their native language as well. We support students to use all of the strengths that they bring to their new community to help them develop their academic English skills and adapt to their new culture while preparing them academically to go on to college. We know that there are many indicators of student success, so we use a variety of benchmarks to evaluate our work including: student portfolios, course pass rates, attendance rates, standardized test results, graduation rates, and college entrance rates. We also work very closely with families to ensure that they are involved in the educational process and empowered to be advocates for their students.
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.
- Onsite reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

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

1. Balanced Score Card/Single Plan for School Achievement
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

4. Title I Parent Involvement Policy

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

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

Follow this [link](https://district.sfusd.edu/dept/roa/aa/Disk/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_SQII_Reports_for_15-16”

### Mid-Year Summary
(School-wide and sub-group performance in comparison to the district)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
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<tbody>
<tr>
<td>• Instructional Core: ELA, ELD and Math</td>
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<tr>
<td>• Student-Centered Learning Climate</td>
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### 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 prepopedulated 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

### English Learner Report 2016-17
(AMAO Trends and performance school-wide and pathway)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
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<tbody>
<tr>
<td>• Instructional Core: ELD</td>
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- 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.

### CORE SQII Reports for 15-16
(SQII Performance, definitions and thresholds)

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<td>• College and Career Readiness</td>
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- Overall and sub-group SQII domain and metric data, and change in index level from previous year.
- Metric definitions.
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
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</tbody>
</table>

- The percentage of 11th grade students who meet or exceed SBAC ELA standards will improve by at least four percent in 2018.
- The percentage of students who meet or exceed SFUSD math standards will improve by at least four percent in 2018.
- Students will achieve the student learning outcomes identified in the CCSS. For example, each student will produce narrative writing, informative/explanatory writing, and persuasive writing.
- SFHIS staff will dedicate PD time to evaluate and measure our work around growth in reading and solidify shared structures around reading, language & literacy.
- SFHIS staff will continue to create a culture of reading by investing in books of all levels and in the languages of our students and by refining and improving upon shared structures - advisory, buddy reading, literature circles (11/12) and SSR (9/10). SFHIS teachers will develop long-term curriculum maps, unit plans and lesson plans. SFHIS teachers will revise curriculum throughout the year based on progress monitoring.
- Students will participate in academic conversations to deepen their understanding and perspectives, participate in close readings of complex texts to uncover both meaning and craft, and produce writing using evidence from texts to tell a story (narrative), build an argument and/or explanation.

Instructional routines and assessments will align with CCSS student learning outcomes, including:
- Increase selection of library books to use in the general collection and in the book carts
- Increase the selection of class copies for teachers to use in their curriculum
- Increase the selection of high interest, low-level texts so emerging readers can find selections of interest
- Increase the selection of copies of high interest young adult literature to be used in literature circles
- Develop teacher leadership year-long calendars and areas of focus
- Continue school-wide buddy reading program where every student reads two novels per year with a peer
- Implement 9th & 10th grade SSR
- Implement 11th and 12th grade literature circles
- Align curriculum between grades 9-12 in all content areas
- Promote opportunities for SFHIS students to access primary source documents
- Partner with CCSF to provide early college program
Reading, language, and literacy development has been and will always be a critical need at SFIHS and will continue to be our central focus of professional development. To ensure that SFIHS students are prepared for college and career, they will continue to need extra support in language and literacy from foundational literacy skills to advanced metacognitive reading and critical thinking. The summative (CELDT, SBAC, and SRI) as well as formative data indicate that SFIHS students continue to make gains in English language arts. The percentage of SFIHS students who scored proficient or above in ELA increased by 400 percent (5 percent to 25 percent) between 2015 and 2017. The percentage of SFIHS students who scored proficient or above in math increased by 525 percent (4 percent to 25 percent) between 2015 and 2017. Longitudinal comparisons of CELDT are difficult because the majority of SFIHS 9th and 10th grade students arrive with no English. Furthermore, the educational background of new students (e.g., whether new students have some familiarity with English or are SIFE) seriously impacts aggregate CELDT scores. Thus, aggregate CELDT scores are not a great measure of instructional effectiveness. Rather than look at aggregate scores, we looked at the scores of current 12th grade students over time. There are drawbacks to these data as well (e.g., the cohort of students typically grows over time as we take on new students), but a longitudinal analysis of one cohort gives a more accurate view of instructional effectiveness over time. According to our analysis, 96 percent of current SFIHS 12th graders (class of 2018) scored in the "beginning" range as 9th graders. Three years later, that number decreased to 26 percent and the number of students who scored intermediate or higher increased from three percent to 32 percent. These numbers are very encouraging and we will use them as a baseline moving forward.

**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>
<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>• Teachers will use a reading inventory or progress monitoring tool to track literacy development over time. • Students with interrupted formal education (SIFE) will receive additional literacy support through a literacy elective class. • Teachers will include supplemental instruction in addition to the core that supports literacy and/or English language development • Increase staff capacity regarding differentiated instruction • Identify SIFE and unaccompanied minors earlier and more efficiently • Increase support of wrap-around services and teacher training to serve SIFE, students with IEPs, and unaccompanied minors • Increase use of inclusive practices for all special education students and a multi-tiered Response to Intervention (RTI) model for all students.</td>
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</tbody>
</table>
Language and literacy is a priority for all students at San Francisco International High School because all of our students are recent immigrants who are learning English. However, teachers and support staff (Resource Specialist, Student Support Liaisons, paraprofessionals, counselors, Wellness staff) regularly collaborate to identify students who need extra support in language and literacy. Literacy teachers support emergent readers, including students with interrupted formal education (SIFE) in a literacy intervention class. The SFIHS Student Assistance Program (SAP) and related RTI team will identify and implement appropriate academic supports and create action plans for struggling students. The Student Assistance Program (SAP) team developed 72 action plans for students who were identified as needing tier 2 supports in 2015-16. This number has decreased in 2016-17 to 46 as a result of a collaborative effort to “work smarter, not harder” as a Tier 2 team. With input from teachers and support staff, our SAP team developed a student support flowchart that provided other interventions for tier 2 students aside from SAP. As a result, the number of Student Support Team (SST) meetings has increased from approximately 10 in 2015-16 to more than 30 and counting in 2016-17. SFIHS teachers, Student Support Liaisons and counselors have also used the protocols developed by SAP to develop action plans to support students. The result has been quicker and more effective identification of tier 2 students and higher quality interventions for these students. The Student Support Liaison (SSL) leadership group has regularly worked with the SAP team and teacher teams to communicate student needs, identify critical needs, and regularly engage in cycles of inquiry. Seventy 9th and 10th grade students took a supplemental Literacy class focused on supporting students with interrupted education and other students with significant gaps in their language skills, including phonemic awareness. SFIHS identified two veteran teachers to support students with tier 2 academic and socio-emotional needs. The SFIHS Wellness Center has partnered with myriad community-based organizations to facilitate group counseling, individual therapy, case management, and other related services for students with tier 2 socio-emotional needs.

**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 SIQI?

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

Latino students, particularly students with interrupted formal education (SIFE) perform lower on standard scores than their non-SIFE counterparts. SFUSD does not disaggregate data for SIFEs. The number Latino students who scored proficient on SBAC ELA decreased by 46 percent in 2017 (23.7% to 13%) The number Latino students who scored proficient on SBAC math remained at zero percent in 2017. The suspension rate for Latino students increased by 100 percent (1.5% to 3.1%) The number of Latino students receiving referrals increased by 45 percent (165 to 239). The four-year cohort graduation rate for Latino students increased by at least 10 percent in 2015-16 (28% to 42%). The four-year cohort graduation rate for Latino students decreased by 18 percent between 2014-2015 to 2015-16 (51% to 42%).

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

Latino students and students with interrupted formal education will improve literacy skills, as measured by formative and summative assessments, including the Scholastic Reading Inventory, CELDT, common writing assessment, and other teacher-developed assessments and rubrics Targets: The number Latino students who scored proficient on SBAC ELA will increase by at least eight percent (baseline: 13%) The number Latino students who scored proficient on SBAC math will increase by at least eight percent (baseline: 0%) The suspension rate for Latino students will be 1 percent or lower (baseline 3.1%) The number of Latino students receiving referrals will decrease by 20 percent (baseline 239 total referrals). The four-year cohort graduation rate for Latino students will increase by at least five percent (baseline: 42%)

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


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>
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<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><strong>WASC Ch.2</strong></td>
<td><strong>WASC Ch.5</strong></td>
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<tr>
<td>The percentage of SFIHS students who scored proficient or above in math increased by 525 percent (4 percent to 25 percent) between 2015 and 2017. The percentage of SFIHS students who scored proficient or above in math increased by 67 percent (4 percent to 25 percent) between 2016 and 2017.</td>
<td>The percentage of SFIHS students who scored proficient or above in math increased by 525 percent (4 percent to 25 percent) between 2015 and 2017. The percentage of SFIHS students who scored proficient or above in math increased by 67 percent (4 percent to 25 percent) between 2016 and 2017. The percentage of 11th grade students who meet or exceed SBAC math standards will improve by at least four percent in 2017 (baseline: 25 percent). Teachers will engage in weekly grade level/course planning meetings grounded in practice and reflection (i.e., lesson planning, analyzing student work, sharing classroom experiences, and revision). Students will engage in math tasks and lesson series that build on concepts and skills over time. Teachers will facilitate student engagement and learning by talking and doing math problems in small groups or pairs. Teachers will provide students with adequate time to make sense of problems, without step-by-step instruction, and to persevere while solving problems. Teachers will provide space for students to make mistakes and learn from them. Teachers will encourage students to demonstrate their understanding by using multiple representations and the connections. Teachers will encourage students to find multiple pathways to a solution. Teachers will utilize formative assessments and progress monitoring to inform instruction. Teachers will utilize common benchmark assessments and to inform instruction.</td>
<td>Teachers will facilitate student engagement and learning by talking and doing math problems in small groups or pairs. Teachers will provide students with adequate time to make sense of problems, without step-by-step instruction, and to persevere while solving problems. Teachers will provide space for students to make mistakes and learn from them. Teachers will encourage students to demonstrate their understanding by using multiple representations and the connections. Teachers will encourage students to find multiple pathways to a solution. Teachers will utilize formative assessments and progress monitoring to inform instruction. Teachers will utilize common benchmark assessments and to inform instruction.</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 RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?
### Analysis of Results for Mathematics-Intervention

<table>
<thead>
<tr>
<th>The Student Assistance Program (SAP) team developed 72 action plans for students who were identified as needing tier 2 supports in 2015-16. This number has decreased in 2016-17 to 46 as a result of a collaborative effort to “work smarter, not harder” as a Tier 2 team. With input from teachers and support staff, our SAP team developed a student support flowchart that provided other interventions for tier 2 students aside from SAP. As a result, the number of Student Support Team (SST) meetings has increased from approximately 10 in 2015-16 to more than 30 and counting in 2016-17. SFIHS teachers, Student Support Liaisons and counselors have also used the protocols developed by SAP to develop action plans to support students. The result has been quicker and more effective identification of tier 2 students and higher quality interventions for these students. - The Student Support Liaison (SSL) leadership group have regularly worked with the SAP team and teacher teams to communicate student needs, identify critical needs, and regularly engage in cycles of inquiry. - Seventy 9th and 10th grade students took a supplemental literacy class focused on supporting students with interrupted education and other students with significant gaps in their language skills, including phonemic awareness. - SFIHS identified two veteran teachers to support students with tier 2 academic and socio-emotional needs.</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>
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<tbody>
<tr>
<td>The percentage of students who meet or exceed SBAC math standards will improve by at least six percent. • The percentage of students who meet or exceed SFUSD math standards will improve by at least six percent.</td>
<td>• SFIHS staff will identify a core group of 11th grade students to participate in a Math Literacy elective class • Students will engage in the learning math by talking and doing math problems in small groups or pairs. • In addition to ongoing formative assessment, teachers will encourage students to self-assess and engage in peer assessment. • Teachers will provide students with adequate time to make sense of problems, without step-by-step instruction, and to persevere while solving problems. • Teachers will provide space for students to make mistakes and learn from them. • Teachers will continue to use structured language practice and encourage students to make meaning through sentence starters, sentence frames, etc. • Teachers will encourage students to demonstrate their understanding by using multiple representations and the connections. • Teachers will utilize formative assessments and progress monitoring to inform instruction. • Teachers will frequently use exit tickets and other informal assessments to determine student understanding and progress. Exit tickets should inform how you give feedback to students (i.e. written feedback, in class discussions, etc.) about what students know and connecting to what they still need to learn.</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?

<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>
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<tr>
<td>Latino students, particularly students with interrupted formal education (SIFE) perform lower on standardized test scores and qualitative measures. SFUSD does not disaggregate data for SIFEs. The number Latino students who scored proficient on SBAC ELA decreased by 46 percent in 2017 (23.7% to 13%) The number Latino students who scored proficient on SBAC math remained at zero percent in 2017. The suspension rate for Latino students increased by 100 percent (1.5% to 3.1%) The number of Latino students receiving referrals increased by 45 percent (165 to 239). The four-year cohort graduation rate for Latino students increased by 50 percent between 2013-14 to 2015-16 (28% to 42%). The four-year cohort graduation rate for Latino students decreased by 18 percent between 2014-2015 to 2015-16 (51% to 42%).</td>
<td>• Differentiation and temporary scaffolds for all students to access the student learning outcomes, including structured language practice, sentence frames, modeling, checks for understanding, etc. • Teachers will also collaborate with After School Coordinator to encourage students to attend tutoring at lunch and after school. • Facilitate a stronger math culture at SFIHS by continuing heterogeneous, mixed-age classes. Teachers will also collaborate to refine curriculum to align with CCSS • Facilitate a stronger math culture at SFIHS by continuing heterogeneous, mixed-age classes. Teachers will also collaborate to refine curriculum to align with CCSS</td>
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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 (RFE)**?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or...</th>
<th>Based on the analysis of the results, what...</th>
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</table>
All of our students are English learners—all of our interventions and supports are compliant with state and federal law, and provide high-level instruction for our EL population. Students will improve performance on the CELDT. The percentage of students achieving proficiency on CELDT increased 14 percent (7% to 8%) Forty-nine percent of EL students demonstrated growth on the CELDT, the same as the previous year. Fifty-six percent of EL students grew one level on CELDT in 2016-17, a four percent increase from the year before (54% to 58%).

California will replace the CELDT with the ELPAK in 2017-2018. Since this will be the first year that our students take the ELPAK, SFUSD must determine a baseline before setting performance goals. 100 percent of students will demonstrate improvement on the CELDT.

• Continued progress monitoring, alignment between holistic ELPAK standards (reading, writing, speaking, listening) and CCSS. • Teachers will use a reading inventory or progress monitoring tool to track literacy development over time. • Students with interrupted formal education (SIFE) will receive additional literacy support through a literacy elective class. • Teachers will include supplemental instruction in addition to the core that supports literacy and/or English language development. • Increase staff capacity regarding differentiated instruction. • Identify SIFE and unaccompanied minors earlier and more efficiently. • Increase support of wrap-around services and teacher training to serve SIFE, students with IEPs, and unaccompanied minors. • Increase use of inclusive practices for all Special Education Students and a multi-tiered Response to Intervention (RTI) model for all students.

Language and literacy are central to the curricula in science, history, art, and health. Students work to achieve both content and language objectives in each of these classes every day. In science and history, students work on authentic projects and engage in experiential learning. In students’ summative portfolio assessments, they explain content that they learned in their subject areas. Students are not assessed methodically on content, language, and skills that build from one grade level to the next. Also, the curriculum and instruction that students engage with is not usually modified based on data from the previous day’s formative assessments. Students are sometimes using the tools that teachers made in working groups during this year’s differentiation-focused PD. All subject area teachers have engaged in vertical alignment for grade level during the 2016-2017 school year. These conversations will continue in 2017-2018.

• Increase the alignment of content, language, and skills for 9-12. • Increase the use of formative assessments to inform day-to-day curriculum and instruction. • Increase the rigor and alignment of the content in portfolios 9-12.

• Focus our professional development on the alignment of content, language, and skills. • Discuss the use of formative assessment of that content, language and skills to inform day-to-day curriculum and instruction. • Provide time for teachers to implement and reflect on tools that they created as part of this year’s differentiation-focused PD. • Provide time for teachers to reflect on the rigor and alignment of portfolios.

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, internships opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

**Middle Schools Indicators:** AVID, High School Readiness, College visits, college and career plans
Preparation for college is a high priority at San Francisco International. Most of SFIHS’s families arrive in the United States without any prior knowledge about college, so we have a two-pronged mission: one, to inform students about the opportunities available with a college education and two, to support students as they set college and career goals and apply to colleges. In the eleventh and twelfth grades, students take college field trips to universities and community colleges. Each year, recent SFIHS alumni return for a panel discussion about their college experiences. During twelfth grade, the focus of advisory class is college; advisers help students make plans for after high school, apply to universities and community colleges, and apply for financial aid/scholarships. In order to educate parents, we hold an annual college information night, during which teachers present information about college choices, funding sources, and careers for families. A major source of support for twelfth graders is our college counselor who helps students make plans, complete applications, and register for tests and support programs. SFIHS has found that developing a career goal is a major motivating factor for students to learn about college. To help students set goals, each eleventh grader takes a College and Career class where they learn about different careers. Furthermore, all twelfth graders take an Internship class and have a job. Internship class helps students develop career interests, introduces the job interview process, and provides support for their mandatory internship. Each year, SFIHS staff organizes a SFIHS Career Day, during which all students engaged with guest speakers from different career fields. To support students in recognizing the connection between their work in high school and being ready for college, teachers regularly discuss and expect students to portray “college student characteristics”, which include responsibility, resourcefulness, honesty, and self-motivation. This expectation increases as students progress through the grades, with twelfth grade teachers regularly reminding students of “what a college student would do” or “what a college class would be like.” One aspect of our college-preparation program that needs improvement is student recognition of the connection between academic performance in high school and their future opportunities. Some younger SFIHS students seem unaware of the rigorous requirements for college admissions and standards for college-level work. As a school, SFIHS can better clarify to students that their high school experience lays the foundation for their post-secondary success. SFIHS had a total of 71 seniors in 2016-2017 and 58 were eligible to apply to a 4-year college: 82 percent (58/71) of seniors applied to CSU 24 percent (17/71) of seniors applied to UC 23 percent (16/71) applied to private universities 99 percent (70/71) of seniors applied to CCSF 99 percent (70/71) of seniors completed FAFSA. This was the highest rate in SFUSD for the third consecutive year. 56 percent (40/71) of seniors submitted their “letter of intent” to colleges and said they will attend four-year college in the Fall 44 percent (31/71) students said they will attend CCSF in the Fall According to the SQI analysis, four-year cohort graduation rates decreased by 19 percent (69% to 56%) in 2016. However, this number has increased 37 percent from 2014 to 2016 (41% to 56%). According to the NSC: 92 percent of SFIHS graduates enrolled in college in the fall 92 percent of SFIHS graduates were enrolled in college at any time in the first two years after high school 93 percent of SFIHS graduates enrolled in college the first year after high school returned for a second year (freshman to sophomore persistence). • Increase UC applications to 50 percent (2016: 24%, 2015: 48%) • Increase CSU applications to 90 percent (2016: 82%, 2015: 77%) • Increase percentage of SFIHS graduates who attend college to 100 percent • Increase percentage of "on track" students, particularly students with interrupted formal education (SIF) • 100 percent of SFIHS graduates will enroll in college in the fall after graduation according to NSC data (2016: 82%). • Maintain high FAFSA/CalGrant completion rates (baseline 99%, currently the highest in SFUSD for three consecutive years) • Students will master study habits necessary to pass classes, apply for college, and succeed in college according to the English use and group-work behavior rubrics (no baseline) • 11th grade students will understand the requirements for high school graduation, develop a post-secondary plan, and understand the college application process, as measured by a College and Career pre/post survey. • 11th and 12th grade students will demonstrate college readiness, as measured by CCSF early college program performance and feedback. • 11th and 12th grade curriculum dedicated to college readiness. • Identification of "off track" students and follow-up with targeted interventions. • Financial Aid workshops for families and students in the summer during and after school. Head Counselor trains adult volunteers for 30 minute and provides a checklist beforehand to help families ensure that everything is correct before they submit. • Senior seminar classes dedicated to all components of the college process, including financial aid, college application process, etc. • Continued support of current and former students via the SPAN program • 11th and 12th grade students will engage in CCSF early college program • 11th and 12th grade students will have block schedules to facilitate early college and internship programs.
Elementary Schools

What is your plan for promoting college and career readiness?

Strategies in Action: Schools

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

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

**Leadership, Instructional Guidance & Professional Development**

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the mission. 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?**

SFHS staff work together in professional learning communities. In addition to regular meetings with their planning partners, teachers work closely with cross-content teams who work with the same group of students. We will continue to align CCSS within content curriculum and provide scaffolds for our students.

<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 will participate in district sponsored Complex Instruction Professional Development groups as well as CCSS R&amp;D groups.</td>
<td>No additional resources required</td>
</tr>
<tr>
<td>Our 9/10 team and 11th grade ELA teacher already have common preps and collaborate on a weekly basis. Teacher collaboration is a cornerstone of our instructional model</td>
<td>No additional resources required</td>
</tr>
<tr>
<td>Three SFHS instructional coaches and student support coordinator provide support for all SFHS teachers, particularly new teachers.</td>
<td>Continued funding of two instructional coaches and student support coordinator.</td>
</tr>
<tr>
<td>Teachers receive release time to do peer observations and provide feedback.</td>
<td>Sub days and extended hours for teachers to do peer observations, outside site visits, and peer coaching.</td>
</tr>
<tr>
<td>Teachers will participate in the Writing is Thinking professional development series with the Multilingual Pathways Department to deepen writing practice school-wide</td>
<td>No additional resources required</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 school wide (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>• Increase attendance rate for students with IEPs • Increase graduation rate of students with IEPs • Increase literacy skills of student with IEPs, as measured by CELDT, SRI, and other measures. • Reduce disciplinary referrals of students with IEPs.</td>
<td>• Increase use of inclusive practices for all Special Education Students and a multi-tiered Response to Intervention (RTI) model for all students. • Continued use of inclusive special education model with consistent push-in support. • Increase support of wrap-around services and teacher training to serve SIFE, students with IEPs, and unaccompanied minors. • Expanded offerings in case management, support groups, and individual therapy for students. • Staff will utilize restorative practices to effectively build and maintain relationships with students.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>• Increase attendance rate for students with IEPs • Increase graduation rate of students with IEPs • Increase literacy skills of student with IEPs, as measured by CELDT, SRI, and other measures. • Reduce disciplinary referrals of students with IEPs.</td>
<td>• Increase use of inclusive practices for all Special Education Students and a multi-tiered Response to Intervention (RTI) model for all students. • Continued use of inclusive special education model with consistent push-in support. • Increase support of wrap-around services and teacher training to serve SIFE, students with IEPs, and unaccompanied minors. • Expanded offerings in case management, support groups, and individual therapy for students. • Staff will utilize restorative practices to effectively build and maintain relationships with students.</td>
</tr>
<tr>
<td>School Climate</td>
<td>• Continued decrease in number of suspensions and disciplinary referrals. • Continued high scores on student, parent, and staff climate surveys.</td>
<td>• Community circle prompts that are accessible to EL students. • Observation of Monday community circles and peer-led circles. • Implementation of structures, norms, and curriculum that reinforce school values and norms. • Continued use of restorative practices and discipline. • Collaboration between teachers and student support teams via the Student Support Liaisons and Student Support Coordinator.</td>
</tr>
</tbody>
</table>
According to research, relational trust is the “glue” or the essential element to effective school improvement (Bryk, et al, 2010). Furthermore, “positive and sustained school climate is associated with and/or predictive of... student learning and achievement, increased graduation rates, and teacher retention” (Thapa, et al, 2012). Results of SFUSD student, parent and staff satisfaction surveys indicate that SFIHS has high levels of relational trust and positive school climate. SFIHS is committed to using restorative practices. The goal of behavior interventions is to make things right among stakeholders in our community, not to punish. Suspension is a last resort, used only for certain violent incidents, drug offenses, and other serious violations of California Ed Code. The feedback from students, parents, and staff on climate surveys are higher at SFIHS than at other SFUSD high schools. The number of suspensions and disciplinary referrals has reduced dramatically over the last year. According to SII culture-climate data, SFIHS scored significantly better than SFUSD high schools in each of the four domains (Support for Academic, Learning Knowledge and Faiimsness of Discipline, Rules, and Norms, Safety, and Sense of Belonging (School Connectedness). These scores were consistent for students, parents, and staff.

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
<td>• Increase participation at family events and meetings, outreach in native language by phone, email and mail. • Increase ways for families to communicate with the school • Increase in response rate and scores for CORE parent survey</td>
<td>• Increase outreach to families via phone, email, and flyers. • Develop partnerships with Wellness and CBOs to do additional family outreach • Expand recruitment efforts ensure a diverse student body and staff • Increase access so all families have a voice in our school community • Build staff capacity to do direct outreach with families. • Consider funding community walks in future years.</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


SFHS utilizes a range of structures to both receive and analyze feedback from parents and to share student information with parents. On-site events like Back to School Night and Family Day, held annually, and School Site Council meetings, held regularly during the school year, provide person-to-person interaction between family members and school staff. School Site Council meetings are an especially effective venue for parent involvement, allowing a space for parents to discuss and vote on issues ranging from budget management to yearly focus. Translation is present at these on-site events whenever possible. Phone calls home are frequent, again in native language whenever possible. Many times these phone calls turn into invitations for the parent to attend a meeting with the students’ teachers and/or principal and the student. Sometimes these meetings develop into SSTs, and always these meetings conclude with action plans that are translated for the parent. Teams of teachers often invite parents in to discuss their student’s progress and brainstorm ways to collectively support the student. The students’ advisor is usually the main point of contact with the parent. SFHS sends mail to parents for the purposes of sharing information and for gathering feedback. Notes home are common both as informal positive notes from teachers and as more formal notes from the school regarding attendance, school calendar, etc. In terms of gathering feedback, parents receive native language parent surveys from both SFUSD and SFHS. The SFUSD surveys ask questions about equity, accountability and achievement, and the results of the surveys are shared with staff at PD meetings. The internal survey was developed by members of the School Site Council. The biggest struggles with parent involvement involve accessibility. Barriers to involvement such as work and family obligations, unfamiliarity with the US school system, and no computer/Internet availability make it difficult to reach and be reached by all parents. Some next steps for overcoming these barriers are engaging in more telephone and email outreach in native language (including the utilization of School Messenger software) and hosting additional family events. 234 parents participated in a family survey about school climate. In all four areas of the survey (support for academic learning; knowledge and fairness of discipline, rules, norms; safety; and sense of belonging), the percentage of SFHS families who responded favorably was significantly higher than all SFHS high schools. The average score for SFHS families was between 94 and 97 percent favorable in the four categories.
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 = $400

While we have a small number of students who are officially classified as students with IEPs, our services for special education students and students with an interrupted formal education (SIFE) are similar. These funds will be used for instructional and assessment materials for our RSP.

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 = $121,534

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?
Because our school is 100% English language learners, all of our funding goes to support their needs. We focus on teacher collaboration for curriculum development and differentiation, training for teachers in language and literacy development, supplemental materials and supplies for scaffolded instruction, and meeting students academic and socio-emotional needs through the advisory program. In addition, $121,394 of these funds are used to support FTEs and benefits for English teacher positions as well as part of an academic counselor’s FTE for our most struggling 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 = $47,730

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?
Because our school is 97% students who qualify for free or reduced lunch, all of our funding goes to support their needs. We focus on small class sizes, teacher collaboration for curriculum development and differentiation, training for teachers, supplemental materials and supplies for students, and collaboration time for teachers to plan for meeting students academic and socio-emotional needs through the advisory program. In addition, $47,516 of these funds support salary and benefits for a teacher who focuses on support for our most high needs 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)

LCFF Concentration Grant (SCG-C) 07092
Allocation = $60,000

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?
Because so many of our students come to us with an interrupted formal education, we will use $58,283 of these funds to support paraprofessionals in sections of a literacy support class for students who may not be readers or writers in their native language, and $916 for supplemental materials and supplies for these classes.

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 (TIIIG) 07940
Allocation = $85,625

If your school site receives a TIIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?
Because so many of our students come to us without schema or access to US higher education systems, we will use $84,014 of these funds to support sections of a college and career support class, part of a paraprofessional salary, and $1,610 for supplemental materials and supplies for these classes.

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

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

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

**Title I =** (31500)

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

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

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

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

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

**Impact & Innovation Awards =**

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

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

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

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

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

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

**Identify Sub-group & specific actions**

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**
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:
  - 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: 9/25/2017
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>
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<tr>
<td>Julie Kessler</td>
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<tr>
<td>Jonas Crimm</td>
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<tr>
<td>Alan (Liang Xiang) Hu</td>
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<td>Jacqueline Fix</td>
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<td>Ken (Yucan) Liang</td>
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<tr>
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<tr>
<td>Donald Juarez</td>
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<td>Nazarie Kerlina</td>
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<tr>
<td>Ben Neumann</td>
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<tr>
<td>Casey Ulrich</td>
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<td>Kyle Halle Erby</td>
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