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

<table>
<thead>
<tr>
<th>School</th>
<th>Serra, Junipero Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1, Evelyn P. Cheung</td>
</tr>
</tbody>
</table>

### SCHOOL VISION & CONTEXT

J Serra is a neighborhood school in Bernal Heights, located in the southeast corner of our city. Our students are motivated, spirited and hungry to learn. Our staff, teachers, and parents meet this energy by tirelessly and collaboratively crafting experiences and lessons that aim to challenge and support students where they are and stretch them to think critically and move forward. We strive to provide culturally relevant experiences for all our students to connect at-home and in-school literacies, providing our students with a framework to express their group and individual identities. J Serra students graduate 5th grade with an academic foundation that allows them to identify and express who they are as individuals in a community of learners. Our students enter school with many strengths: rich and diverse linguistic and cultural backgrounds and dynamic histories. Our bilingual and bi-cultural pathways and general education programs draw on these strengths. We focus on language as a powerful tool that allows students to access information, define themselves and express their own agency as active learners. Our math lessons are multidimensional, using math games and math talks to share strategies and visual representations for thinking. We integrate technology as a tool for learning, to not only observe but to participate in the 21st century global community. Our language, science, social studies and arts curricula develop valuable critical thinking and decision-making skills requiring students to explain and defend their conclusions. At J. Serra, our vision is a future where our students will draw on their linguistic and cultural strengths and their academic foundation to envision themselves as leaders and community stewards, identify and achieve their personal and professional goals and use the multiple literacies of the 21st century to declare their individual and group identities.
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- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

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

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

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

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

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

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

These requirements include:
- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the **School Site Council must have parity**.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress 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, QEI, 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.sfsud.edu/dept/roa/aaop/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

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

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

Contents

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

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

Contents

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

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

Contents

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. (WASC Ch.2)</td>
<td>At least 5% increase (% Meets/Exceeds Std.) in all assessments: SBAC: 52% Proficient</td>
<td>1. School-wide implementation of Balanced Approach to Literacy/Reading Workshop and Writing Workshop strategies: a. Independent/Shared reading; b. Guided Reading; c. Conferencing; d. Interactive Read Aloud 2. IRF, Literacy Coach and Principal will facilitate Grade Level Collaboration and professional development to revise the Grade level SFUSD Curriculum Spirals; 3. Technology Integration Teacher will collaborate with classroom teachers to prepare students to participate successfully in the - Smarter Balance Assessments (SBAC), in Literacy, and in using the MYON Literacy program; 4. Teachers will participate in district and homegrown PD institutes in Readers’ and Writers’ Workshop 5. Extended Calendar days will be allocated so that all grade levels can work collaboratively to revise/update their ELA curriculum so that it is aligned with ELA Spirals and Unit Plans. 6. Grade-Level Collaboration meetings will be held weekly to: - monitor students’ academic progress (with a focus on focal students) with ongoing data analysis of ELA assessments; - examine student work; - plan instruction to meet students’ needs.</td>
</tr>
</tbody>
</table>

SBAC 2016-17: 41.5% Proficient 58.5% Not Proficient Gr. 3: 35.0% Proficient, 65.0% Not Proficient Gr. 4: 45.0% Proficient, 54.4% Not Proficient Gr. 5: 42.1% Proficient, 57.9% Not Proficient Students continue to perform below District ES Mean. There continues to be significant discrepancies in achievement, in all assessments between Eng. and EL students.

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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 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>
</table>

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SBAC 2016-2017: Eng. only: 45.1% Proficient 54.9% Not Proficient Eng. Learner: 27.1% Proficient 72.9% Not Proficient AA: 28.6% Proficient 71.4% Not Proficient
There continues to be a significant discrepancy in LA performance, between Eng. only and EL and AA students students. EL Redesignation (2016-2017): 16.0%

- Increase % of EL students who meet or exceed the std to at least 50%. - Increase % of EL Reclassification to at least 30%.

- In September 2017, Class SST’s will be held with teachers to review achievement data for each individual student. Focal students (4 in ELA, 4 in Math), with a focus on EL, L, or AA students will be chosen. Focal students will be provided additional small group differentiated instruction and support in class. - Conduct SSTs, in partnership with parents, to address student concerns - academic, social-emotional, achievement gap data, attendance, and health/nutrition. When students do not perform at the benchmark level on achievement assessments, at an SST meeting, intervention strategies to help the student will be discussed. - Intervention strategies at school may include: In-class Differentiated Instruction (Strategy group instruction), RTI Literacy Intervention, Volunteer tutors, After-School tutoring. The focus will be on EL/L or AA students. Certificated RTI Literacy Specialists, will provide pull-out targeted support for at-risk readers. - Intentionally partner with after school programs to optimize the use of the extended day time to provide extra support for target students.

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 SQIII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>
| Focal Group: EL and AA students SBAC ’16-’17: Eng. Learner: 27.1% Proficient 72.9% Not Proficient AA: 28.6% Proficient 71.4% Not Proficient | SBAC: - Increase % of EL students who meet or exceed the std to at least 50%.
- Increase % of AA students who meet or exceed the std to at least 40%. | For students identified at SST meetings (See above), intervention instruction (LL) will be provided by 4 - 0.5 FTE Academic RTI Literacy Teachers, one of which will be dedicated to serving EL students in the Spanish Bilingual Pathway. |

Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
</table>
| In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. | SBAC - Increase % of students who meet or exceed the std to at least 50%.
- Increase 5th Grade % of students who meet or exceed the std to at least 50%. | 1. Student lessons will center on problem-solving (making meaning, defending their reasoning, engaging in mathematical arguments, and/or using mathematical models). 2. Students will work collaboratively on rich, math tasks in groups and share their thinking in front of peers. 3. Teachers will participate in district PD institutes on the Math Common Core. 4. Monthly Staff Meetings will be used so that grade levels can work collaboratively to: - revise, plan and implement the Math Common Core standards. - monitor students’ academic progress (with a focus on focal students) with ongoing data analysis of (IDA, Math Tasks, Math Constructed Response questions); - examine student work - plan instruction to meet students’ needs. - plan and implement instruction so that students can successfully address Constructed Response questions and Math Problem of the Month. 5. Technology Integration Teacher will collaborate with classroom teachers to prepare students to participate successfully in the Smarter Balance Assessments (SBAC). |

WASC Ch.2

| WASC Ch.5 |
**Academic Tier Two:** What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RTI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC ’16-17: Eng only: 41.2% Proficient 58.8% Not Proficient Eng. Learner: 18.3% Proficient 81.7% Not Proficient AA: 14.3% Proficient 85.7% Not Proficient There continues to be significant discrepancies in achievement, in all assessments between All, EL and AA students</td>
<td>SBAC: - Increase % of EL students who meet or exceed the std to at least 50%. - Increase % of AA students who meet or exceed the std to at least 50%.</td>
<td>See above (ELA)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our focal group is the EL and AA student population (See above)</td>
<td>(See above)</td>
<td>(See above) Strategy groups (Differentiated instruction) will be used in the classroom to focus on vocabulary and strategies to assist focal students successfully complete Math Tasks and Math Constructed Response activities.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEIs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
<tr>
<td>Long-term EL Redesignation Rate: 2015-2016: 26.1% 2016-2017: 15.9% Analysis of all indicators (See above) indicate that there is an achievement gap between EL students and other students.</td>
<td>EL Redesignation Rate: AMAO 1 (Annual Growth of 1 year on CELDT): 49%</td>
<td>Increase ELD to 35 minutes. - Begin to plan and implement ‘Designated ELD Framework’ (Miguel de Loza). The focus is on: - Deconstructing Text (5 Sessions) - Increased Student use of Academic Conversations - Student use of Talk Moves to facilitate Academic Conversations - Integrate ‘Designated ELD Framework’ into ELA/SLA, Math and Science. Align ELD Lessons to support ELA Common Core standards (Spirals 1 - 4); - Focus on 4th/5th Redesignation of EL students at the Bridging CELDT level, using intensive instruction on Academic Conversations. - Ensure that EL students have frequent access to in-depth CCSS reading, writing and confering during Readers’s and Writer’s Workshop</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students participate in one technology class per week with the Technology Integration Specialist. The focus is on preparing students to access technology in the 21st Century.</td>
<td>All students from K-5 classes participate in Computer Science (e.g. Coding) activities. All students (K-5) will have access to iPads in the classroom to access technology that will increase achievement (e.g. MyOn for Reading/Vocabulary, Big Brainz for quick Math Facts recall, GAFE for writing/layout design and presentation skills) - All students from K - 5 participate in coding classes. - All students (K - 5) will have the use of iPADs to access technology that will increase achievement (e.g. MYON, Study Island, Research tools)</td>
<td>3rd - 5th Grade Students need to be prepared to navigate the new Smarter Balanced Assessment.</td>
</tr>
</tbody>
</table>

**Elementary Schools**

What is your plan for promoting college and career readiness?

1. Implementation of Going to College Curriculum (UCSF) in 3rd - 5th Grades. 2. Career Day in partnership with SF Ed Fund, Xoom (Technology partner) 3. Field Trip to Xoom Headquarters with focus on Technology Careers 4. Students (K - 5) will be taught to code.

**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?

- Weekly Grade Level Collaboration meetings - Monthly Staff Meeting focused on Professional Development in an area of emphasis (See below)- Pre-Service and Post-Service Certificated Extended Calendar Days.

<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>Areas of focus: - Review and improve ELA Spirals (1 - 4); - Improve Reading Workshop implementation; Continue to improve Writing Workshop implementation and student writing; - Review and improve Math SFUSD Curriculum binder to align with student needs and District assessments; - Develop ELD curriculum that is aligned with ELA Spirals (1 - 4); - Improve PBIS implementation to improve School Climate and Attendance issues.</td>
<td>MTSS Resource Staff; - IRF - Literacy Coach Site Budget; - Substitute and/or Art Teacher for weekly Grade Level Collaboration Meetings - Certificated Extended Calendar</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><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>SBAC: ELA - 100% of students receiving SPED were proficient. Math - 95% of students receiving SPED were not proficient.</td>
<td>SBAC: ELA - Increase of 10% of students receiving SPED who will be proficient. Math - Increase of 10% of students receiving SPED who will be proficient.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>Attendance: 18% (54 students) are in Tier 2 (10 - 20%)</td>
<td>Attendance: Decrease Tier 2 to less than 10%.</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>Safety: Family - 95% Students - 84% Sense of Belonging: Students - 78%</td>
<td>Family - 90% Students - 90% Sense of Belonging: Students - 85%</td>
</tr>
</tbody>
</table>

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
<td>Parent-School 1. Increase # of Family Nights to 6-8. 2. Increase PTA Attendance to 20% 3. Increase Back-To-School Night attendance to at least 80% Community: - Continue to deepen partnership with Xoom</td>
<td>Improve Parent Liaison participation and expectations. Targets will be met.</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td>Parent-School 1. Family Night Events: 4 Family Events have been held - Average of 20 families have been involved. 2. PTA attendance - Average of 10 parents participate. 3. Back To School Night - 70% of parents participated Many parents chaperone field trips. 80% of Parents attend SST’s scheduled. Community: Circle the Schools. Partnership with Xoom includes activities: - Monthly Read Aloud - Volunteer help at school events e.g. Jump Rope for Heart, Career Day, Art Night - 5th Grade Field Trip - Instructional supplies for classrooms ($1,000/classroom)</td>
<td></td>
</tr>
</tbody>
</table>

### Parent-School 1.
### 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 = $1,300

Funds will be used for Supplementary Reading materials and student incentives.

**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 = $60,380

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

Funds will be used to support 0.5 FTE Kindergarten Spanish Bilingual teacher ($47,464), directly supporting ELs with L1/L2 transfer in the bilingual pathway as well as with daily ELD instruction. Substitute Days for teachers (Spanish Bilingual and ELD/Gen) to collaborate with grade level colleagues on EL support implementation ($5,000); Supplemental instructional supplies to support EL students in their acquisition of English ($6,631.23).

**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?

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

Allocation = $55,000

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?

Funds will be used to pay for 0.3 FTE Academic RTI Teacher to support Spanish Bilingual students (K-2) in Reading, Writing, and Math ($28,478); 0.3125 FTE for Paraprofessional to support EL students ($16,186), Instructional Materials (e.g. Supplementary Reading Materials) ($335.46).

**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 = $149,500

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?

Funds will be used to pay for 0.6 FTE Computer Integration Technology Specialist ($56,957) to prepare students for technology access in the 21st Century, and for SBAC: 0.5 FTE Class Reduction Teacher ($47,464) for 4/5th Grade students (with a focus on EL students, in ELA); Certificated Extended Days ($21,000) for Pre- and Post-Service Days for teachers to collaborate on revising ELA, Math and ELD Curriculum, Computer Equipment (for Computer Lab and classrooms) to provide all students with Technology access; Travel/Conference ($2,000) for teachers to attend CABS, MacWorld, Readers’ and Writers’ Workshop;

**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 = $85,309 (31500)**

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

Funds will be used to pay for 0.4 FTE Computer Integration Technology Specialist ($37,971) to prepare students for technology access in the 21st Century, and for SBAC, 0.3 FTE Academic RTI Teacher to support students (K-2) achieving below benchmark in Reading, and Writing ($28,478); Certified Extended Days ($4,000) for Pre- and Post-Service Days for teachers to collaborate on revising ELA, Math and ELD Curriculum; Substitute Days ($5,000) for weekly Grade Level Collaboration, Instructional Materials (e.g. Supplementary Reading Materials) ($-- (with a focus on EL students, in ELA);

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 = $853**

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.

Funds will be used to purchase supplies (Paper, food) to support Parent communications, and Parent Workshops.

**Date your school’s Parent Involvement Policy was reviewed by your School Site Council:** 9/27/2017

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)**

**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)

**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>
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<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<thead>
<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>
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<th>Other:</th>
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</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: 3/22/2017
- 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: 3/22/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Curtss</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Nicole Ambriz</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Maria del Carmen</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Mandy Michaela</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Joy Larkin</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Dara Peters</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Pat Koblenz</td>
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<tr>
<td>Lenar Ruiz</td>
<td>IRF</td>
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</tr>
<tr>
<td>Eve Cheung</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Jacoba Hernandez</td>
<td>Parent</td>
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</tbody>
</table>