



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

2017-2018 Balanced Score Card:

The 2nd Year In A Two-Year Single Plan for Student Achievement

School	Sloat, Commodore Elementary School
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SCHOOL VISION & CONTEXT

At Commodore Sloat, children learn by doing. Our experienced staff leads children to do more than find the right answers. We learn to pay attention to how we think as well. As a high-performing school, our experienced staff knows how to support students in reaching higher levels of academic performance. Beyond academics, we are re-tooling our practices so that we can deliver instruction that teaches students how to form evidence-based conclusions, and how to become citizens in a rapidly-changing and complex world. Our classrooms extend learning beyond the basics. By integrating arts, music, and gardening experiences into instruction, students retain and apply what they have learned. Fitness, environmental stewardship, singing, performing, problem solving, tenacity, and joyful learning are part of what you can expect to find here. The mission of Commodore Sloat School is to develop and nurture creative, 21st Century critical thinkers who will be up for the challenges that the world will present. They will care for themselves and others, navigate change with grace, and recognize the value of service to their communities.

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- 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.

What Has Changed?	Why Has it Changed?
The School Data Profile section has been added	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.
The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.	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.)

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

- All 2016-2018 School-Wide Action Steps, aligned to the District's priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

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

- SSC Roster that has been verified to have parity, designating either "staff-alternate" or "parent/community-alternate" for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.**
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- All 2017-2018 Title I funds should be accounted for in the BSC

4. Title I Parent Involvement Policy

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

SECTION II: School Data Profile

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

Follow this (<https://district.sfusd.edu/dept/rpa/aa/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_SQII_Reports_for_15-16"

Mid-Year Summary (School-wide and sub-group performance in comparison to the district)	Strategies in Action <ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate
Contents	
<ul style="list-style-type: none"> 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 NSC 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)	Strategies in Action <ul style="list-style-type: none"> Instructional Core: ELD
Contents	
<ul style="list-style-type: none"> 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)	Strategies in Action <ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness
Contents	
<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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?

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? WASC Ch.5
This year, Kindergarten to 2nd grade students demonstrated a growth from 54.8% to 64.4%. Students in 3rd-5th, improved from 53.1% to 59.6%. 3rd grade students increased their IWA scores from 19.8% to 21.6%.	Our goal is to maintain our growth and continue to meet or exceed the district's average.	We will continue to grow our Readers and Writers workshop implementation. Teachers will collaborate on the unit plans for the 4 spirals: narrative, informative/ explanatory, opinion, and research. Teachers will continue to align their practices K-5. Teachers will keep track of students progress and provide feedback to students frequently. After reviewing the SFUSD Core Curriculum Implementation Rubric, we identified that most teachers at our site are in the beginning stage. Our collaborative curriculum maps, unit and lesson plans are the beginning stage. In 2017-2018, we will focus our efforts one Core Curriculum Implementation Goal of unit and lessons plans. With more focus, we hope to move from the beginning stage to the integrated stage.

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

Analysis of Results for Language Arts-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
	Our goal is to maintain our growth and continue to decrease or the achievement gap.	Provide students' with opportunities to access the ELA core curriculum through Readers and Writers workshop. Continue to provide students with feedback and opportunities to learn from errors and monitor students' growth, especially for our 3rd-5th students. Provide small group support for students who are not meeting proficiency.

Historically, the school had an achievement gap with our ELL, African American, Latino, Special Education, and Socio-economically disadvantaged population. However, this school year 2016-2017, the achievement gap decreased for our subgroups. Below is a comparison of multiple assessments comparing our whole school and subgroup data. F&P (K-2) Whole School - 64.4% at or above prof. ELL - 69.9% (+19.9) Special Education - 55.6% (+13.5%) Latino - 62.5% (+8.7%) SES - 73.8% RI (3rd-5th) Whole School - 59.6% at or above prof. ELL - 26.5% (+6.5%) Special Education 26.1% (+6.1%) Latino - 42.3% (+23.5%) SES - 36.5%

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

Analysis of results for Language Arts-Focal Group	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Our focal group is English Language Learners. Our ELL demonstrated improvements in both F&P and RI.	Our goal is to continue to help our ELL students improve their proficiency in ELA. We aim to reduce our achievement gap. The students will increase or exceed standards on the F&P and RI by 10% for 2017-2018.	ELL students will need to differentiated instruction which reflects their English proficiency. Teachers will use integrated ELD strategies to help students make meaning of the texts. Students will need to have more opportunities to engage in academic conversations.

Mathematics Core Curriculum

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

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? WASC Ch.5
<p>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</p> <p>Students showed an increase in their abilities to navigate our district's math tasks. In 2015-2016, 57.8% of 3rd-5th grade students met or exceeded the standards. This year, 70.1% met or exceed standards. On the other hand, student were challenged by the district's math benchmark assessment. Last year 69.9% of students met or exceeded the standards. This year 58.9% met or exceeded standards.</p>	Based on this year's data, our goal is to increase our math benchmark proficiency by 10%.	Students will need continued opportunities to apply the 8 mathematical practices from K-5. Routine interactions in math talks and 3 read protocol will strengthen students' math proficiency.

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	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Our tier 2 students continue to demonstrate a need for additional support in mathematics. Overall students' data show there was a decline in students meeting proficiency as compared to last year's data. Math Benchmark 2015-2016 Data v 2016-2017 Data ELL 60.6% v 40.8% Special Education 48% v 19% SES 47.6% v 48% Math Task 2015-2016 v 2016-2017 Data ELL 47.4% v 55.3% Special Education 41.2% v 32.1% SES 57.4% v 41.2%	Our goal is to improve our math benchmark and math task proficiency rates so we are closer to previous year's proficiency rate.	It is important to reflect on the scaffolds that we provided this year and see how else we can provide supports to our tier 2 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?

Analysis of results for Mathematics-Focal Group WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5
Our English Language Learners were challenged with the math benchmark assessment. Students proficiency declined from previous year's proficiency percentage.	Students will improve by 10%.	ELL students will need more help in acquiring math skills. Staff will need to provide more feedback to ELL students and help them grow their skills. ELL students will need opportunities in utilizing the 8 mathematical practices and participate in the math talks as well as the 3 read protocol.

English Language Development (ELD)

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

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

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5
In a narrative, describe what your analysis of the data says about your school. WASC Ch.2 ELLs have received daily designated ELD instruction from their classroom teachers. Classroom teachers have also become more familiarized with utilizing integrated ELD strategies. More ELLs this year met or exceeded standards compared to last year. 2015-2016 v 2016-2017 Reading Inventory 20.5% to 26.5% F&P 50% to 69.6% Math Task 47.4% to 55.3% IWA 10.5% to 13.7%	Our goal is to meet the district's benchmark for our ELLs in all subjects.	Teachers will continue to consistently provide 30 minutes of daily designated ELD instruction to ELLs. Students will be grouped by their CELDT scores and grade levels. Students will access to sentence frames, sentence starters and visuals when necessary. Language objectives will be taught explicitly. Teachers will continue to get more comfortable in applying integrated ELD strategies. This includes utilizing the 3 Goals and 8 Talk Moves document provided by MPD. We will use Imagine Learning for our newcomers as well as our Long Term English Learners, LTELs.

Other Subject Areas (Secondary Schools, optional for Elementary)

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5

College and Career Readiness

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
	Our goal is to increase our students self efficacy and growth mindset.	Our staff will continue to provide opportunities for students to work independently and with peers.

In order to prepare students for college and career, we are teaching foundational skills that will help them get ready to transition to middle school. Students at Sloat are taught essential subjects such as reading, writing, math, social studies, and science. Students are involved in practicing critical thinking skills to support their opinions with evidence. The mindset of persevering is instilled into students. Teachers often remind students that mistakes are common and these mistakes are opportunities for growth.

Elementary Schools

What is your plan for promoting college and career readiness?

Classes will continue to culminate spirals with publishing parties. This helps students see themselves as writers. Teachers invite families to attend the publishing parties. Students read informational texts that allow them to learn about topics and people from different backgrounds. Allowing students to read a variety of texts help students gain exposure to the world around them. Students also have multiple chances to engage in leadership roles. School crossing guard, playground peer coaches, and student council are some of the school-wide leadership opportunities that are available to students.

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?

The school will continue to increase the implementation of Readers and Writers Workshop. The goal of aligning the curriculum K-5 will be a priority. ELA Teacher Leaders and the Instructional Leadership Team, with the guidance and support of the Humanities department, will help staff reflect on our practices. Staff will engage in a focused PD 3-4 times during the year. Grade level teams will be requested to set goals for their implementation. Staff will be encouraged to conduct peer observations, site visits, and attend district-led professional development. Math teacher leaders will lead an August PD and help staff navigate the math core curriculum. At bi-monthly grade level meetings, grade level teams will be encouraged to go through a Results Oriented Cycle of Inquiry (Plan, Act, Assess, Review). Staff will design student centered collaboration meetings by looking at student work and data.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
August PDs led by teacher leaders Bi-monthly student centered grade level collaboration 3-4 Readers/ Writers Workshop grade level collaboration led by ILT members Science and Math PDs as needed	Most PDs will be teacher led and integrated into the 2nd staff meeting of the month. PDs that are beyond the contract hours will be paid by QTEA/Prop A funds. We will seek the assistance from Humanities, MPD, and STEM department. Sub days will be set aside for teachers who would like off-site observations or peer observation days.

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices	We will continue to focus on CSTP 1 as a centering piece for our inclusive practices. Students with IEPs are supported by the general education teacher, RSPs, and paraprofessionals. IEP goals are monitored and trimester progress reports are given to parents. Progress on IEP goals indicate students are making gains.	Our target is to continue to help all students feel a sense of belonging in our school. Students feel included in academic and social settings.	We will need to provide more opportunities for collaboration amongst general education and special education staff. We will also need to increase our student centered conversations in our meetings.
Student Engagement/ Attendance	Students have opportunities to engage in academic and social settings. In the classrooms, staff are still engaging students by asking students to raise their hands to provide answers. On the playground, diverse activities as well as peer playground coaches are available. Attendance is consistently strong at Sloat; however, tardiness can improve.	Continue to have strong attendance while decreasing tardiness. Increase student participation across settings.	The staff will need to engage families in the importance of being on time and inform families of the effects of loss instructional time. We will continue to provide diverse playground activities and peer playground coaches. In order to increase student participation in the classroom, the staff will need to look at including different engagement strategies which may include, think pair share and equity sticks.
School Climate	School-wide expectations are in place in common areas. Classrooms have posted expectations and daily schedules. Some staff greet students at the door. Many staff provide 3 positive interactions for every 1 redirection. Most classrooms have community circles. Students are often encouraged using "I messages." Peer playground coaches are available to help students resolve conflicts on the yard.	Continue to help students navigate the school in a positive manner.	The RTI/ Culture Climate staff will continue to make recommendations for school improvement. This includes helping the staff familiarize and implement 16 classroom management strategies and clarifying protocols for addressing minor and major behaviors.

Parent-School Communities Ties

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

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

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

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

Parent-School-Community Engagement

Narrative describing Parent-School-Community culture Who you are reaching/ missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)	Targets	Strategies & Impact What is the strategy & how will you know you were successful?
	To continue to encourage a wide range of families to engage in school meetings and events.	We will continue to provide interpreters at family events. Communication from the school will be translated into Chinese and Spanish whenever possible. We will know we are successful when sign in sheets show an increase in families attending our school meetings and events.

Parents contribute to the school in many ways. An active Parent Club Organization (PCO) includes 18 board members who help support the school's programs. An active SSC meets once a month to review the school's goals and data. The ELAC comprised of ELL families meets 4 times a year to contribute to the school's outreach to ELL families. Monthly principal chats provide opportunities for families to engage in conversations that relevant to the school. Back to School Night, Open House, and Parent Teacher Conferences provide opportunities for parents to engage in dialogue with the staff. Assemblies and evening programs help families create stronger ties with one another.

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 = \$2,450

Funds will be used to purchased instructional materials that will support students in accessing the Core Curriculum. Staff will also have opportunities to attend professional development/ conferences that will improve how we support 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-English Learner (SCG-EL) 07091

Allocation = \$47,994

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

The fund will be used to partially fund an additional credentialed ELD teacher who will support with daily designated ELD for students who are identified as an EL. All of these funds will be used to partially fund an additional credentialed ELD teacher. The other part of the funding will come from WSF. The staff will pull student during ELD time. Students will be grouped based on CELDT and grade. Also, this staff will also help in communicating student's progress to ELL families. This focused work will help benefit ELLs in increasing their English proficiency.

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?

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 = \$0

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

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Targeted Instruction Improvement Grant (TIIG) 07940

Allocation = \$0

If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Categorical Expenses

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

Title I = \$0 (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 = \$0

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

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

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

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

Impact & Innovation Awards = \$0

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

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 = \$0 (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) = \$166,178

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

The funds are being used for Readers Workshop trainings for all K-5 students. This includes a stipend for the trainer and substitute coverage for K-5 teachers. We are also able to bring programs like Education Outside, Nagata Dance, and SF Arts Ed. Some money have been used to hire two additional paraprofessionals. The rest will be used towards the 3rd-5th lower yard playground.

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"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	0.5		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
0.5 Library	0.6 PE Teacher	0.2 Music Teacher	0.4 Choral Music Teacher

Two to three high leverage strategies that will be accomplished:

The librarian will help students become conscience digital citizens through thoughtful, focused lessons. Students will increasingly become more agile and fit through weekly PE lessons. Students will have more access to the arts by engaging in choral music and/ or instrumental music class. The SAP team will become stronger with more frequent meetings that are centered around identifying at risk students and providing support to them.

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:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 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.
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/21/2017
<input type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/21/2017

School Site Council Roster and BSC/SPSA 2017-2018 Attestation

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")

Name	Role	Signature
Rene Casis	Chair/ Parent	
Mary Wilson	Member/ Parent	
Melba Policicchio	Member/ Parent	
Christine Polzniak	Member/ Parent	
Olivia Nevado	Member/ Community	
Fowzigiah Abdolcader	Member/ Principal	
Jana Walsh	Member/ Teacher	
Martin Robertson	Member/ Teacher	
Amber Mansir	Member/ Teacher	
Jennifer Boyd	Member/ Librarian	
Janice Reilly	Alternate/ Teacher	
Damina Bellott	Alternate/ Community	