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

<table>
<thead>
<tr>
<th>School</th>
<th>Spring Valley Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Marlene T Callejas</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

Spring Valley Science Elementary School, established in 1852, is the oldest operating school in California. Located in the Nob Hill area, we serve 350 students from the Chinatown, Treasure Island, Tenderloin and Mission neighborhoods. Some of our families live in the Bayview neighborhood and a few live in the East Bay. As a community, we embrace the cultural and linguistic diversity that our students, parents and staff bring to our school. Spring Valley Science, the only science focused school in all of San Francisco Unified School District, maintains that science is by far the most relevant to the students of today. Its ever-evolving discoveries impact our daily lives. Developing a scientific approach to questioning and determining answers is an important skill for life in general, and can increase a child’s capacity for reasoning and logical thought. Students learn to ask critical questions, take risks, problem solve, seek multiple solutions, and make decisions based on evidence. Our students can be the Mayor or Governor, a rocket scientist or whatever field of endeavor to which they aspire. Our school receives district resources for a part time social worker, and two teaching positions for our language pathways. We encourage all parents to partner with us to support their child through socio-emotional skills development, parallel teaching opportunities, field study, classroom materials preparation, reading aloud or listening to children read within the classrooms. There is a need for behavioral/academic supports for truant, homeless youth. As a community we continually strive to increase the foundational academic achievement of all students and to provide for their socio-emotional well being. Our school priorities for 2017-2018 include: increasing student achievement in literacy and mathematics by using strategies that encourage more student talk, growth mindset, questioning skills and academic conversations. It is also imperative to increase parent participation in their child’s education. Parenting workshops that teach about the common core curriculum, growth mindset, comprehension development, and positive parenting strategies to support students will be an area of focus as we partner with our Parent Teacher Association.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</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
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.sfsd.edu/dept/roa/aoa/DataDisk/default.aspx](https://district.sfsd.edu/dept/roa/aoa/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”

<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 SQII Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQII 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 SQII domain and metric data, and change in index level from previous year.
- Metric definitions,
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <strong>WASC Ch.2</strong></td>
<td>Our collective goal is to increase percentage of students that score at or above the district average. We also want to maintain or exceed our grade three results for the Integrated Writing Assessment.</td>
<td>We will continue to collaboratively modify our curriculum maps and adjust our spirals in weekly grade level meetings; we will continue our implementation of the writer’s workshop model with support from the Humanities department and our literacy coach. Sites funded will provide conferencing for individual students and small groups by using “Assessing Writers”, adapted from Carl Anderson; We will increase opportunities for student academic discourse, specifically in the area of elaboration, synthesis and paraphrasing. All grade levels will share chrome book carts so that children can practice utilizing testing equipment. All teachers will monitor student data to provide teaching modifications in a timely manner. Students will engage in publishing parties and maintain a student created book library in their class to be able to read each other’s work.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts- Intervention</th>
<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>At the beginning of the year and when new students are enrolled, our teachers speak with the Literacy Specialist to seek consultation or small group pull-out instruction in guided, leveled reading practice.</td>
<td>Our goal is for all students to read at or above grade level.</td>
<td></td>
</tr>
</tbody>
</table>
All teachers need to provide daily, differentiated instruction and feedback to students through the conferencing model. All students will continue to have reading homework and all families will participate in family literacy night in which reading and writing are promoted for life-long learning. Teachers will re-teach information based on frequent checks utilizing “Do Now” and on results of standardized data. Students that are able to move ahead in their reading levels will “graduate” from the Literacy Specialist program. Struggling readers will receive small group or individual support at their level by our site funded literacy specialist.

**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?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our lowest performing racial group is Hispanic/Latino followed by ELL.</td>
<td>Our goal is to meet the district average in Language Arts for both Hispanic/Latino and ELL students.</td>
<td>There is a need to strategically teach: English phonsics, grammar and to have guided reading groups. Opportunities for structured language practice is necessary for English Language Development. There is a need to provide grade level family meetings in order to support home literacy activities in English. Both the site funded literacy specialist and the part time literacy coach will model lessons and provide supplementary activities for students to make gains in their standardized and formative assessments.</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <strong>WASC Ch.2</strong></td>
<td>Our goals are to meet or exceed district standards.</td>
<td>Provide Math Leadership time to guide the planning and the pacing of our district’s Math common core guide at each grade level; provide teaching opportunities for math talks, three read protocol and group work; provide students opportunities to use chrome books so that they will be comfortable navigating the SBAC; incorporate more frequent math assessments and re-teaching to support students. Purchase supplemental software and math materials to provide additional practice as identified by student scores. Provide grade level planning time which includes student work analysis and professional development.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our goals are to increase Math results in the milestone tasks and the SBAC.</td>
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</tbody>
</table>
Our ELL and Latino students increased their scores in the Math Benchmark and Math Task but were challenged in the SBAC, dropping from 39.2% to 25.6% and 18.4% to 15.4% respectively. Our Special Education data only yielded a Math Task score which was an increase from the prior year. (No data for Math Benchmark nor SBAC).

In order for our Tier Two students to increase SBAC scores, teachers must provide differentiated instruction and specific math vocabulary along with practice completing word problems and responding to math test questions. Students will also have the opportunity to utilize laptops and chrome books so that they become familiar with the test taking requirements. We will purchase software licenses to support struggling students and to challenge high achievers.

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

Our Hispanic/Latino students are the lowest performing group in Mathematics, there has been positive math growth in the Math Benchmark and Math Task, but a negative change in the SBAC/MATH.

Our goal is to increase our SBAC/MATH results.

Teachers will need to identify the area of weakness for the students and provide re-teaching instruction; the Spanish language teacher may need to support newcomer and LTEL students with math vocabulary and overall test question format which includes reading to understand the question and writing to explain the response in addition to test taking strategies. The use of targeted software practice will be utilized for all struggling students.

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**English Language Development (ELD)**

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

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

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

Our 54 Long Term English Learners need to be reclassified; English Learners in third through fifth grades have demonstrated positive growth in the Reading Inventory; All English Learners, (except Hispanic/Latino) have demonstrated growth in their F&P scores.

Increase re-classification of LTELs and maintain or exceed growth in F&P and RI assessments.

Many LTELs do not meet the reclassification criteria due to low reading or writing skills. An alternative reclassification form may be utilized for this purpose. Students in grades K-2 that are not passing F&P assessments need individual or small group support in the instructional level. Parent meetings and meetings with on-site afterschool programs to enhance individual tutoring and specific skills building should also be provided. Provide additional computer time for LTELs and newcomers to support the development of English literacy skills and utilize the software programs, Reading A-Z, IXL and Grammar Gallery and Imagine Learning can support phonics and reading development.

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

Continue to promote instrumental music for all students.

Teachers support and encourage students to bring their instruments to class, to practice and to participate in broader community showcases.
Instruments the music class for fourth and fifth grade students served to develop musical skills in many students. Last year, some of our students participated in the Music Festival. This year, four of our students were selected to play at the Marina Middle School and won "excellent" awards for their clarinet and flute duets.

**College and Career Readiness**

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college-going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**Elementary Schools**

What is your plan for promoting college and career readiness?

When parents enroll their students, we provide a Kindergarten to College packet and encourage their participation in the bank deposit program. Students receive visits from bankers, technology workers and insurance companies as part of their Junior Achievement experience. The administrator meets with fifth grade students to discuss their test scores, to explain middle school infrastructure, and to discuss their future aspirations. Her goal is to inspire a college/career-readiness vision in her upper grade students. In addition, the administrator has developed several leadership opportunities for the fourth and fifth graders: Office Helpers, Rainy Day Monitors, and Playground Coaches. Students apply for these coveted positions and are treated to a mid-year luncheon and an end-of-year celebration.

**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 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 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?**

Our grade level teams meet weekly to plan lessons and collaborative activities. This is an opportunity to share academic work products on a frequent basis as well as to utilize data analysis skills to establish teaching sequences and needs. Professional development is provided through faculty meeting time and through participation in district-sponsored professional development. The administrator has written grants requesting funding for conferences, Teacher College Workshop courses, and highly encourages attendance in district-sponsored professional development. Next year, the Instructional Leadership Team, Literacy Coaches, and Social Worker will support the planning of professional development sessions at school. We will count on the support of the Science, Math, Humanities, and Pupil Services Departments.

<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>All classroom instructors will select four focal students. Weekly Collaboration meetings will include monthly student work analysis, utilizing district provided rubrics. Teachers will utilize the ROC cycle by planning, implementing, reviewing outcomes and producing revised lessons. Teachers will meet in vertical pathways, receiving grade teams: K/1, 2/3, 4/5 as well as in language pathways to determine student outcomes.</td>
<td>Monthly teacher collaboration meetings will focus on student work results; Prop A hours will support pathway and vertical alignment curriculum planning; Each teacher will receive one sub day to visit on-site classes for a focus on ELD. ELA or Math. One faculty meeting a month will be for professional development opportunities which will be led by our internal ELA, Math and PE leaders. Guest p.d. in the area of Science and Behavioral RTI will also take place once a month as determined/planned by the ILT team.</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>We have students that need Speech and Resource Specialist services and several students with ADHD or a diagnosis of Autism or spectrum characteristics. We have held SST meetings to address behavioral and learning needs. Students demonstrate inclusive behaviors towards one another in daily school interactions and in classroom meetings. We participate in Inclusive Week activities as a whole school. All families and students are encouraged to attend all school events.</td>
<td>There is a need to increase SBAC scores in both ELA and Mathematics.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>Since the fall of 2015 to the fall of 2016 we have seen an eleven percentage point attendance improvement in our “Decline to State” ethnic group and a 3.5% attendance improvement in our Special Education students. There has been a .5% attendance decline for ELLs and a 3.7% decrease for our lower socio-economic students.</td>
<td>There is a need to educate our parents about the importance of daily, on-time attendance as well as to support our homeless and family in transition students.</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>There are numerous office referrals for students with acting out behaviors; we have had to evacuate classrooms and call upon child crisis to arrange for services but no students have been suspended.</td>
<td>There is a need to support students (and their families) that demonstrate behavioral outbursts.</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><strong>Narrative describing Parent-School-Community culture</strong></th>
<th><strong>Targets</strong></th>
<th><strong>Strategies &amp; Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...) Impact of the strategy on instructional, cultural/ethnic, and social emotional goals (And how you know...)</td>
<td>There is a need to provide ELL families with specific academic information to provide foundational success for their students.</td>
<td>During Open House, teachers will create a written plan which informs parents about their goals for the academic year and specifically how parents can provide at home support to achieve the goals; The administrator will provide a monthly principal chat; the social worker will assist Kindergarten and First grade families understand the importance of positive discipline and bed time routines; the librarian will present information on leveled books; and the families will be invited to our computer lab to view the software programs that enhance educational learning and which can be accessed at home, in the public library, on tablets or mobile phones. By providing supportive information to all families in their primary language, parent confidence and knowledge of our school system will increase.</td>
</tr>
</tbody>
</table>

Our parent school community is strong in that parents send their students to school, support classrooms as chaperones on field trips or cooks for a class party. All communications are sent home in our three dominant languages: English, Cantonese and Spanish. Parents respond to requests for engagement at student performances and fundraisers.
**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)**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$1,250</th>
</tr>
</thead>
</table>

This funding is reserved for materials that enhance the learning processes of our speech language and resource specialist professionals.

**Select the Bryk Essentials that most align 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**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$98,697</th>
</tr>
</thead>
</table>

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

We will provide funding for our supplemental literacy teacher, (1.0). The work will be to focus on ELs in the SB pathway and their foundational literacy growth; parent workshops for EL families will be provided by this teacher Computer Resource teacher, (1.0) support English learners through technology; provide parent workshops for ELs. We will purchase software and books to enhance English language acquisition. Purchase materials for leveled literacy and early phonics skills development in the Spanish language to target early literacy skills. Hire an A3 to provide support for struggling readers throughout all grades. A portion of these funds will be used to fund an early Spanish phonics skills program and related supplies to enhance literacy skills for our focal students. (Estrella and Leveled Literacy Intervention). We fund a Spanish speaking literacy teacher to support the development of early literacy skills for SB pathway students ($47,464); stipend for paraprofessional to support with attendance and home communication, ($4,000.) Incentives and supplies for parent meetings. Support funding of a half time literacy coach to enhance teacher skills in the comprehensive approach to literacy.

**Select the Bryk Essentials that most align 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**

<table>
<thead>
<tr>
<th>Allocation</th>
<th></th>
</tr>
</thead>
</table>

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**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$55,000</th>
</tr>
</thead>
</table>

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?

We fund a Literacy Specialist and a Computer resource teacher to support our students. We purchase computer software and site licenses to enhance literacy and mathematics reinforcement at school and at home; (IXL, STMath, RAZ Kids; Purchase leveled literacy books and writer's reader's workshop supplies. Purchase chrome books to support pre-literate, non-English speaking students. Funding of a half time literacy coach to enhance teacher skills in the comprehensive approach to literacy will continue and to provide coaching cycles, model lessons, professional development in writer's and reader's workshop techniques. Explore the purchase of classroom amplification systems to enhance student listening and student production skills. (RedKat).

**Select the Bryk Essentials that most align 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**

<table>
<thead>
<tr>
<th>Allocation</th>
<th></th>
</tr>
</thead>
</table>

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 Essentials that most align 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)
### 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 = $96,451**

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

Provide a paraprofessional to provide positive behavior support to all students in our school, thereby supporting teachers and students to access the core curriculum, ($29,000). Provide school-wide, hands on science activities and a Family Science Night through Nature Van, Mission Science Workshop or Lawrence Hall of Science, ($8,000) Instructional Supplies such as science journals, Knox activities, batteries, motors, ($1,200). Supplementary materials for newcomer English language development; LTEL reading comprehension; Reader’s/Writer’s Workshop materials; Chrome books, learning applications; take home books; Levelled Literacy Instruction kits. Explore the purchase of classroom amplification systems to promote student listening and oral production skills. (RedKat).

**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 = $878**

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.

Parents are welcomed to school daily and during school tours, registration, Kindergarten Play Date and our Open House event; Parents volunteer in classrooms and on field trips; PTA events for the school community; parents attend weekly morning assemblies and participate in School Site Council meetings. Parents are informed of the Parent Involvement Policy during our Open House event.

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: **3/16/2017**

**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)**

**Identify Sub-group & specific actions**

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

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

**How do you plan to use these funds to support your school-wide actions?**
Select the Bryk Essential that most aligns to the use of these funds:

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

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

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

<table>
<thead>
<tr>
<th>Role</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>MPD 2.0</td>
<td>VAPA: .6</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

The social worker will manage the Student Assistance meetings, provide individual and small group counseling; provide Second Step curriculum and PAX game demonstration lessons to our primary classes. The Multilingual Department provides two instructors for the Cantonese and Spanish pathways. They provide English Language Development as well as native language instruction in social studies and science in both fourth and fifth grades. The instructors also provide newcomer support and K-8 native language assessments. The VAPA Department provides us with artists which enhance creativity through art and music. Our librarian provides literacy support by guiding students to select books at their level, teaches digital citizenship, collaborates with teachers to prepare books for research, and promotes family literacy through school book fairs. Our PE specialist models physical skill building and active collaboration for student development. The central office support helps us to engage with the whole child and to develop alternate learning and thinking modalities.
### 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:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td></td>
</tr>
<tr>
<td>☑ 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.</td>
<td></td>
</tr>
<tr>
<td>☑ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td></td>
</tr>
<tr>
<td>☑ English Learner Advisory Committee (ELAC)</td>
<td></td>
</tr>
<tr>
<td>☑ Community Advisory Committee for Special Education Programs</td>
<td></td>
</tr>
<tr>
<td>☑ Other (list)</td>
<td></td>
</tr>
<tr>
<td>☑ 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.</td>
<td></td>
</tr>
<tr>
<td>☑ 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.</td>
<td></td>
</tr>
<tr>
<td>☑ The school held two (2) community meetings prior to the completion of the school site plan.</td>
<td></td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
<td></td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 24, 2017.</td>
<td></td>
</tr>
<tr>
<td>☑ 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: 9/27/2017</td>
<td></td>
</tr>
<tr>
<td>☑ 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.</td>
<td></td>
</tr>
<tr>
<td>☑ 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.</td>
<td></td>
</tr>
<tr>
<td>☑ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
<td></td>
</tr>
<tr>
<td>☑ This school plan was adopted by the SSC on: 9/27/2017</td>
<td></td>
</tr>
</tbody>
</table>
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”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiman Fong</td>
<td>Parent (Chairperson)</td>
<td></td>
</tr>
<tr>
<td>Cai Rong Zou</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Angelica Ramirez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rosario Lopez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Winnie Fong</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Marlene Callejas</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Jade Lau</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>John MacDevitt</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Angelica Hernandez</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Noel Yang</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Maribel Rivera-Phillips</td>
<td>Teacher (Alternate)</td>
<td></td>
</tr>
</tbody>
</table>