2016-2018 Balanced Score Card:
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 dramatically increase a child's capacity for reasoning and logical thought. They also 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. As a small school, we receive limited resources for a social worker, (2.5 days per week) and do not have a parent liaison to help us coordinate parent workshops/meetings or home visits. We encourage all parents to partner with us to support parallel teaching opportunities, field study, classroom materials preparation, reading aloud or listening to children read within the classrooms. As a community we continually strive to increase the achievement of all students. Our school priorities for 2016-2018 include: increasing student achievement in literacy and mathematics by using strategies that encourage growth mindset, writer's workshop, academic conversations and we will continue our focus on closing the achievement gap for our African American, English Learners and Latino students. We also see as imperative, the goal 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.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school’s top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school’s top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, “what is the school mainly working on right now,” what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)
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 Budget 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.

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 2015-2016 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 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 25, 2016.
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 2016 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-altimate” or “parent/community-altimate” 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

- SIG Carryover Expenditures

- All 2016-2017 Title I funds should be accounted for in the BSC

- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are 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

---

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.
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/aao/DataDisk/default.aspx](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)</td>
<td>• Instructional Core: ELA, ELD and Math&lt;br&gt;• Student-Centered Learning Climate</td>
<td>2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&amp;P English and Spanish, SRI, Math Task and Writing Task</td>
</tr>
<tr>
<td>CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)</td>
<td>• Instructional Core: ELD</td>
<td>Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels</td>
</tr>
<tr>
<td>SQII 2014-15 (SQII Performance, definitions, thresholds and targets)</td>
<td>• Instructional Core: ELA, ELD and Math&lt;br&gt;• Student-Centered Learning Climate&lt;br&gt;• College and Career Readiness</td>
<td>Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets</td>
</tr>
<tr>
<td>Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)</td>
<td>• Instructional Core: ELA, Math, Other Subject Areas&lt;br&gt;• College and Career Readiness</td>
<td>Overall and sub-group grades – % A's and % D&amp;F's for English Language Arts, Math, Science, Social Science and GPA Average</td>
</tr>
<tr>
<td>College Readiness School Profile** (Performance on college readiness indicators)</td>
<td>• College and Career Readiness</td>
<td>3-year trend data on SAT, ACT, AP and EAP with number tested and average scores</td>
</tr>
</tbody>
</table>

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 Focal Report List](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- 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.
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 target is to improve the ELA achievement for all of our students.</td>
<td>The literacy coach will assist in identifying specific skills development strategies; teachers will provide small group instruction; students will practice skills via web based applications. The ILT team will look for opportunities to attend conferences to support early literacy development.</td>
</tr>
<tr>
<td>Based on the 2015-16 SBAC assessments the following results were obtained. 59% of our students are not proficient in the ELA; 100% of our African American students are not proficient, 85.5% of our Latino students, 26.1% of our English Learners and 92% of our SPED students are not proficient.</td>
<td>Increase Spanish F&amp;P early literacy scores for grades K-2 by providing systematic phonics and comprehension strategies.</td>
<td>The Spanish literacy teacher in conjunction with the classroom teachers and principal will host family classroom meetings to teach at home early literacy strategies.</td>
</tr>
<tr>
<td>The Spanish F&amp;P scores for the second window indicate significant growth in the kindergarten and second grade levels. There is a need to focus on first grade students that have not yet met benchmark.</td>
<td>There is a need to implicitly teach phonics, phonological awareness, vocabulary and comprehension as early literacy strategies.</td>
<td>Teachers will embed CCSS shifts in alignment with the intended instructional purpose into the collaboratively generated curriculum maps, unit plans, and lesson plans: Interactive Writing, Shared Writing, Independent Writing, Writing Conference, Guided Writing, Word Study with augmentation in biliteracy pathways: Cantonese and Spanish. Provide release time for peer observation of workshop techniques;</td>
</tr>
<tr>
<td>Our English Language Learners need to increase their academic vocabulary and language.</td>
<td></td>
<td></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></td>
<td>Our target is to increase the achievement of Spanish pathway students and specifically that of Latino students in English programs.</td>
<td></td>
</tr>
</tbody>
</table>
Our K Spanish pathway students are not progressing at the same rate as the district. Specifically, 55% of our students are not meeting benchmark, compared to 25% attaining benchmark at the district level. However, Spanish F&P scores indicate growth in kindergarten through second grade.

**Parent workshops to teach practice skills at home will be necessary; Identify and purchase curriculum that enhances student letter identification; segmenting and comprehension skills.**

**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>90% of our African American students are not proficient and 89% of our English Learners are not proficient.</td>
<td>Improve daily attendance of Latino students. Improve performance of African American and English Learners. Provide student mentors for check-in, check-out interactions as well as certificates of achievement assemblies.</td>
<td>Identify area of challenge; provide small group instruction; provide explicit feedback to students and families about learning; utilize Spanish applications and software at school and home for extra support. Work with Literacy Coach for supplementary ideas/lesson modeling. Purchase leveled books for just right reading.</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>The IAB Math window 2 scores indicate a decrease in students near, at or above standard. Our African American (0%) and Latino student (35.4%) subgroups did not score well. Help students to express their mathematical thinking and to learn from their mistakes, Improve the results for our African American and Latino students.</td>
<td>Our technology teacher is hired in the after school hours to reinforce common core math concepts targeting our African American and Latino students. Identify struggling students; Teachers will differentiate the curriculum; provide visuals and manipulatives to support student academic discourse. Provide practice problems through web based applications, (IXL) as reinforcement for mathematic achievement. Supplementary common core based mathematics materials to enhance math learning will be purchased. The ILT team will look for conferences which will enhance mathematics common core learning and provide professional development to the faculty about key learning.</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>Identify area of need and provide targeted practice for African American and Latino students.</td>
<td>Improve the performance for African American and Latino students on the IAB/Math for upper grades.</td>
<td>Provide small group support for intense practice. Monitor the progress of our African American and Latino students to sustain or surpass benchmark.</td>
</tr>
<tr>
<td>Identify on-line software that can provide targeted Math practice for upper grade students.</td>
<td>Purchase web-based program IXL to enhance math skills practice. Encourage small group teaching in all classrooms for students that are not at benchmark. Teachers will monitor student progress on web based program.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>
### English Language Development (ELD)

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, 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>In a narrative, describe what your analysis of the data says about your school.</td>
<td>There is a need to expand the integration of ELD instruction to a content area.</td>
<td>We are seeing more newcomers enrolling after 2nd grade. Newcomer students and LTELs will be managed by a case manager to monitor their progress. Most teachers have received training in Results for Academic Language and Literacy Instruction (RALLI). We will continue to collaborate with Multilingual Programs to support teachers in implementing their newly acquired strategies and to provide RALLI professional development for new staff.</td>
</tr>
</tbody>
</table>

This semester we have enrolled pre-literate, non-English speaking students that need intensive support. We will utilize listening centers, Ipads and volunteers to support English language development.

There is an urgent need to support the students as they become members of our broad, school community.

In order to support newcomers, Imagine Learning and Grammar Gallery will be utilized within the class setting.

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

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

### College and Career Readiness

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/ goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the analysis of the results, what are your targets/performance goals?</td>
<td>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</td>
<td>Based on the analysis of the results, what are your targets/performance goals?</td>
</tr>
</tbody>
</table>
The Principal discusses the importance of daily, on-time attendance with students and families; shares information with fifth grade parents and students about the enrollment fair and promotes thinking beyond middle school to university selection.

Promote higher education for all students, especially students of color.

Work with Parents for Public Schools to present workshops about high school expectations/college application process. Present information to all families to encourage enrollment in "Breakthrough" and "Aim High" programs.

| Junior Achievement and other organizations speak to our students about the relevance of academia to work and career selection. | Encourage students to explore careers during their research units of study. | Speak to students about the value of their education as they seek to find a career for a fulfilling future. |

**Elementary Schools**

**What is your plan for promoting college/career readiness?**

We promote family enrollment in the K to College financial savings program; students have opportunities to see careers in action, meet scientists, musicians and see naturalists in action as well as attend field experiences where they have direct interaction with docents, police officers, teachers, community organizers, swim instructors, etc. We work with Junior Achievement each year to promote financial literacy. We will also work with Project WET, a curriculum presented by Levi’s volunteers. As a daughter of immigrant parents, the principal speaks to all students about the value of biliteracy and of a higher education. At the upper grades, student classrooms are integrated, (EL and pathway program students combine together) where a broader community of learners is formed and the opportunity to support each other's success becomes an intrinsic motivator.

**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?**

Spring Valley Science Elementary has scheduled two staff meetings per month, the first for business the second for professional development. The Instructional Leadership Team will take a greater role in facilitating the Math and ELA professional development sessions; the Literacy Coach will support Reader’s Writer’s workshop techniques; Grade levels will review data and adjust teaching strategies based on results. District departments will continue to support our work: MPD for RALLI/academic conversation; MATH for Common Core support; Science for next generation standards; Pupil Services for RTI and teaching of Second Step curriculum; AAO for Illuminate. Substitute monies will be used for peer observation and for instructional modifications based on interim assessment 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)

- Literacy coaching ELA (academic conversation)
- Professional Development guided by district departments and in response to teacher input.
- MTSS resource facilitation, (mini-lessons/writer’s workshop) MPD/TSA facilitation;District and Site leader facilitation; (Math: Expand student’s thinking verbally and in writing); Provide release time for teachers to "visit" each other's classroom as well as off-site opportunities to enhance skills in workshop model.

**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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Resource teacher and content specialist present information about how learning differences are supported</td>
<td>Knowledge of ss with IEPs school-wide</td>
<td>Form a team to create a list of replicable practices and activities to implement school wide and for inclusive Schools Week</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>Our SQII data indicates chronic absenteeism, among Latino students. While it appears that we have improved in on-time attendance, we need to monitor actual attendance and meet with the students and their families.</td>
<td>Identify and meet with the family of the 24 students that are chronically absent</td>
<td>Improved attendance recognition assembly; parent workshop for daily attendance; check in/check out mentor for students. Support from Spanish speaking paraprofessional to encourage attendance. We will work with our school social worker and an Americorps member to mentor our most at-risk students.</td>
</tr>
<tr>
<td>School Climate</td>
<td>There has been an increase in office referrals after recess. There is a need to improve unstructured time activities and focus on expected yard behaviors.</td>
<td>Fourth and fifth grade students thrive on leadership opportunities. Fourth and fifth grade students will become Junior Coaches in order to teach and monitor game time. They will target our first and second grade students that need a higher level of structured play.</td>
<td>We will have a third PE specialist day. Utilize this expertise to organize structured activities at noon time. Students are acknowledged for obtaining Owl tickets during assemblies; Teach the use of Second Step curriculum in all classes; continue to develop leadership opportunities for all students.</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.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td>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…)</td>
<td>Five bus families and five transitional housing families can benefit from a &quot;case manager&quot; approach at our school. We would like to increase our CBO relationship to include meaningful parent involvement/workshops.</td>
<td>Identify a family resource center which will assist with hosting family meetings at their center at least twice a year; schedule regular meetings with social workers from housing centers in order to support students and families. Provide child centered family workshops: positive discipline; homework support; communication skills. Our success is measured in student and family involvement.</td>
</tr>
<tr>
<td>There is minimal contact with our bus community as well as some transitional housing families. Our EXCEL CBO is the Chinatown YMCA. I will ask YMCA to assist with parent meetings or school-wide activities that will draw parents in to our school community. (Seek introduction to the neighboring family service agencies to support our specific families.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SECTION IV: School Budget & Resource Priorities

### Special Education Weighted Student Formula (WSF-SpEd) 07940

| Allocation | 1,050 |

These funds will be used to purchase Speech, social-emotional and learning materials in various languages, which target specific IEP goals and which are highly engaging for students. We will purchase organizing materials, (binders, dividers, sheet protectors) reference materials, (multiplication, graphic organizers, manipulatives) and sensory materials, (earphones, tactile cushion, pencil grips, audio books) conference registration, to support student learning success. Supplies: $1,050.

### Supplemental Concentration Grant - English Learner (SCG-EL) 07901

| Allocation | 84,789 |

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

Purchase materials for leveled literacy and early phonics skills development in the Spanish language to target early literacy skills. Hire an A03S to provide support for struggling readers throughout all grades. Provide extended hours for teachers and classified staff to present grade level expectations workshops for parents which will focus on mathematics and literacy. Parent education materials, translation, tutoring and reinforcement games will be provided. A portion of these funds will be used to fund an early Spanish phonics skills program and related supplies to enhance Spanish literacy skills for our focal students. Identify workshops or conferences that focus on early literacy skills and support teacher registration so that key learnings can be shared with our faculty and our families. ($47,464.); fund a Spanish speaking literacy teacher to support the development of early literacy skills for SB pathway students ($47,464.) Stipends for teachers to provide grade level parent workshops about common core and grade expectations, ($700) Capstone or Heinemann early literacy for Spanish speakers, $2,000.; stipend for paraprofessional to support with attendance and home communication, ($4,000.) Incentives and Supplies, ($1,489.)

### Supplemental Concentration Grant - Low Income (SCG-LI) 07900

| Allocation | 45,000 |

**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) 07902

| Allocation | 45,000 |

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

Purchase computer software and site licenses to enhance literacy and mathematics reinforcement at school and at home; and for web based program, IXL. $5,000 for hands-on science experience through EdMo; purchase leveled literacy books and necessary supplies. Purchase listening centers and Ipads to support pre-literate, non-English speaking students. Work with Pupil Services department to fund an Americorps member to mentor at risk students, (in conjunction with school social worker).

### Targeted Instruction Improvement Grant (TIIBG) 07940

| Allocation | 35,400 |

**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?**
Purchase upgraded technology for student use; explore purchase of chrome books for classroom centers which will be used for literacy and math reinforcement. Provide stipends for teachers to work in the after school program to provide targeted math support to focal students. Purchase math workbooks to supplement our common core math; purchase leveled literacy books and related reader's workshop supplies. Identify and support teacher registration for conference attendance for early literacy or math from which key learnings will be presented to faculty.

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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>85,048</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31500</td>
</tr>
</tbody>
</table>

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

Provide a supplementary, intervention teacher that provides reading, math, technology support to all students in our school, thereby supporting teachers and students to access the core curriculum, ($41,531.) Purchase head sets for computer use; ($200.) Provide schoolwide, classroom hands on science activities as well as a Family Science Night: Edventure More, ($5,000.) Supplies ($546). 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: 850

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 during our Open House event; Parents volunteer in classrooms and on field trips; PTA events invite the broad school community; parents attend weekly morning assemblies and participate in School Site Council and English Language Advisory 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:** 3/18/2016

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)

### QEIA Carryover =

**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)
### 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:**

- **Student-Centered Learning Climate** (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- **Parent-School-Community Ties** (LCAP Priorities: Parental Involvement)
- **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)
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>Support</th>
<th>Role</th>
<th>Strategy 1</th>
<th>Strategy 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>.5</td>
<td>Two to three high leverage strategies that will be accomplished:</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW:</td>
<td>.5 Social Worker: Our part time social worker will coordinate SAP and SST meetings; provide social groups and help build our RTI techniques through positive behavior ideas for teachers and families. We have indicated interest in a mentoring partnership with Americorps. An Americorps member will work closely with our social worker to conduct mentoring activities. The .5 Literacy Coach will provide professional development, teaching demonstrations and guide grade level discussions around literacy and lesson differentiation. Both the social worker and the Literacy Coach will assist the principal in providing parent workshops to promote academic achievement strategies and socio-emotional development techniques in the home. The .6 librarian will assist with literacy night event and parent workshops to promote reading; the PE specialist will support healthy, active play in a non-competitive manner and assist with the Junior Coaches program; the VAPA visual arts and instrumental music teachers will promote an interest in the arts to create a well-rounded curriculum for all of our students.</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
<td></td>
</tr>
<tr>
<td>Family Liaison</td>
<td>T10:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td>PE Specialist: .6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAPA</td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 25, 2016.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/18/2016
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 9/20/2016
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>Ricardo Garay</td>
<td>Parent - Chair</td>
<td></td>
</tr>
<tr>
<td>Warren Wong</td>
<td>Parent - Co Chair</td>
<td></td>
</tr>
<tr>
<td>Lansley Vega</td>
<td>Parent - Secretary</td>
<td></td>
</tr>
<tr>
<td>Jose Montejano</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Shao Hong Jiang</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Marlene Callejas</td>
<td>Staff - Principal</td>
<td></td>
</tr>
<tr>
<td>Yvon Wu</td>
<td>Staff - Teacher</td>
<td></td>
</tr>
<tr>
<td>Maribel Rivera-Phillips</td>
<td>Staff - Teacher</td>
<td></td>
</tr>
<tr>
<td>Kathleen Bodnar</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Courtney Cook</td>
<td>Staff - Teacher</td>
<td></td>
</tr>
<tr>
<td>Angelica Hernandez</td>
<td>Staff - Alternate</td>
<td></td>
</tr>
<tr>
<td>John MacDevitt</td>
<td>Staff - Alternate</td>
<td></td>
</tr>
</tbody>
</table>