SCHOOL VISION & CONTEXT

Starr King Elementary School is a lively, student-centered and ethnically diverse community located atop Potrero Hill in the southeast corner of San Francisco. Our school offers four programs to incoming families: PreK, General Education, Mandarin Immersion and a Moderate-Severe Autism Specific Special Day Education Program. Our student body of 350 students is supported by more than 50 staff members in 20 engaging classrooms and a robust after school program. Our mission: All members of the Starr King community (staff, students, parents, and community members) will have ownership in developing a safe, collaborative, inclusive and strength-based learning environment for all students and families. To this end, our faculty and staff are committed to fostering a safe, respectful and responsible learning environment where all students achieve both academic proficiency and social competency. We are assisted in this task by a strong parent volunteer program that provides classroom support as well as co-curricular enrichment opportunities. While the foundation our current work is promoting high expectations and providing rich opportunities for all students, we are also more narrowly focused on examining the achievement gap between our white and Asian students enrolled in the Mandarin Immersion program and our English Learners and African American students who tend to fare less well whether they are enrolled in the Mandarin Immersion or General Education program. To address these disparities we have set specific targets for academic growth for these populations and utilize an organized three-tiered system of academic and behavior interventions to accelerate student learning. Our priorities for the 2016-2018 school years are: 1) implementing an increasingly rigorous standards-based English Language Arts and Mathematics curriculum for all students, 2) increasing in-class curriculum differentiation to address the wide-ranging academic needs of students, 3) building community partnerships that provide academic or mental health services to students and support to teachers, and 4) engaging under-represented segments of our parent population.
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 [link](https://district.sfsud.edu/dpt/raoaao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

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

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

#### 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 Ultra 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

#### English Learner Report 2016-17

(AMAO Trends and performance school-wide and pathway)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<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.

#### CORE SQLI Reports for 15-16

(SQLI Performance, definitions and thresholds)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
</tr>
</thead>
</table>
| • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate  
• College and Career Readiness |

#### Contents

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

### NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts—All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Performance goals for each student irrespective of subgroup is a minimum of one year’s growth on F&amp;P and 10% growth on standardized assessments such as SBAC as well as district writing tasks.</td>
<td>Our school-wide instructional goals are two-pronged: 1) increasingly rigorous implementation of balanced literacy components; and 2) differentiating curriculum through data analysis and on-line tools. In 2016-2017, all staff were guided in calibrating the F&amp;P and writing tasks. The majority of professional development was spent on teaching the components of readers’ workshop and using available data to understand the specific needs of individual students. In the coming years we will deepen our focus of these components by concentrating on the use of small group instruction and questioning techniques to increase rigor for all students. Likewise, by integrating on-line tools into small group instruction we will provide individualized learning opportunities for students who need additional scaffolds to accelerate their learning.</td>
</tr>
</tbody>
</table>
Our school is most notable for its wide-ranging social-economic and ethnic diversity. Unfortunately, these social disparities are predictive of our assessment scores which highlight school-wide academic proficiency on par with district averages, but mask sub-group performances either far above or far below district averages. For example, 2015-15 SBAC proficiency = 46.7% subgroup proficiency: AA 8.3% ELL 8.0% Latino 20.0% SES 23.4% Asian 61.8% White 96.2% With the exception of the AA subgroup, the scores above also reflect a decrease in academic achievement from the previous year. In 2016-2017, however, our mid-year data indicate students in all groups are making gains. For example, from the beginning of the year to middle of the year students achieved the following results on F&P: K 22% to 58% meets/exceeds benchmark Gr. 1 56% to 60% meets/exceeds benchmark Gr. 2 62% to 72% meets/exceeds benchmark Gr. 3 79% to 81% meets/exceeds benchmark Gr. 4 40% to 56% meets/exceeds benchmark Gr. 5 48% to 66% meets/exceeds benchmark The trend also holds true for most subgroups though results for some subgroups are not reported on this measure. However, using program enrollment as a proxy for race where most (but not all) white and Asian students are in the Mandarin program and most (but not all) African American and Hispanic students are in the general education pathway, the following are our results: K (GE) 14% to 30% meets/exceeds benchmark K (MI) 19% to 70% meets/exceeds benchmark Again, notable here is the disparity in gains represented by our two programs, Mandarin Immersion and General Education. End-of-year SBAC indicate a slight gain of .3% to. There were some gains in subgroup performance.

**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><strong>Analysis of Results for Language Arts</strong></th>
<th><strong>Based on the analysis of the results, what are your targets/performance goals?</strong></th>
<th><strong>What interventions are required to ensure all students reach mastery?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-year data indicate most students are making progress but acceleration lags behind the district.</td>
<td>Performance goals for each student irrespective of subgroup is a minimum of one year’s growth on F&amp;P and 10% growth on standardized assessments such as SBAC as well as district writing tasks.</td>
<td>To increase the academic literacy of students who require additional support for academic acceleration the IRF will focus our efforts on developing the competency of all teachers in F&amp;P assessment, data analysis and guided reading lesson planning. As we have a number of new teachers each year, building teacher capacity to deliver quality instruction is paramount. Additionally, the ARTIF will provide direct services to K-2 students and an additional paraprofessional trained in literacy intervention will push in to grade 3-5 classrooms during reading instruction to ensure students receive individualized support. Finally, academic volunteers trained in literacy strategies will be working with targeted students to improve reading skills.</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, in both formative assessment measures and SQII?

<table>
<thead>
<tr>
<th><strong>Analysis of results for Language Arts</strong></th>
<th><strong>Based on the analysis of the results, what are your targets/performance goals?</strong></th>
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<td>Focal Group</td>
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<td>To increase the academic literacy of students who require additional support for academic acceleration the IRF will focus our efforts on developing the competency of all teachers in F&amp;P assessment, data analysis and guided reading lesson planning. As we have a number of new teachers each year, building teacher capacity to deliver quality instruction is paramount. Additionally, the ARTIF will provide direct services to K-2 students and an additional paraprofessional trained in literacy intervention will push in to grade 3-5 classrooms during reading instruction to ensure students receive individualized support. Finally, academic volunteers trained in literacy strategies will be working with targeted students to improve reading skills.</td>
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</table>
Focal group students include African Americans and English Learners (primarily, though not exclusively, Latino and Chinese students) who have traditionally performed less-well than their white counterparts at Starr King. Our 2016-2017 midyear F&P results show some growth for these students from Oct. 2016 to January 2017. The percentage of students meeting/exceeding the benchmark are: African American: 15.4% to 30.8% Latino: 34.7% to 49.1% Chinese: 58%-80% English Learners overall: 33.3% to 54.1%.

### Mathematics Core Curriculum

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

- **Analysis of Results Mathematics-All Students**
  - In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.
  - Scores in Mathematics highlight even greater disparities among our various populations. 2015-2016 SBAC scores are as follows: Overall 44.1% Grade 3: 57.4% Grade 4: 35.4% Grade 5: 35.3% Ethnic Subgroups: African American: 4.2% Latino: 20.0% Asian: 65.7% White: 88.5% Midyear data for 2016-2017 indicate students are making progress. While students in most grades and subgroups remain below district averages, their proficiency as demonstrated on SFUSD math tasks shows they are poised to accelerate at a rate higher than district averages at every grade level but five. Both grade five classes had substitutes much of the 1st semester and are currently being provided with extra support. We expect these results to improve by the end of the year. 2016-2017 SBAC data indicate substantial progress in mathematics which outpaced the district. Increase 44-54% proficient vs. 50-1 to 51.5% increase for district 7% increase in students exceeding standard 7% decrease in students not meeting standard 18% increase at grade 3 10% increase at grade 4

- **Based on the analysis of the results, what are your targets/performance goals?**
  - Performance goals for each student irrespective of subgroup is a minimum 10% growth on standardized assessments such as SBAC as well as district math tasks and benchmark assessments.

- **What instructional shifts will be required to achieve these goals?**
  - Our two-pronged focus in math mimics that of ELA: 1) implement all elements of the district math program with increasing rigor and 2) use data analysis and grade-level planning to deliver individualized scaffolds to students via web-based applications. During the 2016-2017 school year our professional development has been focused on developing teacher capacity to use the current math curriculum. We have reviewed the tools and strategies provided by the district including math talks, math hospital and SBAC-type questioning, and we have analyzed math data and used grade-level planning time to develop lessons attuned specifically to student need. We are also working closely with the math content specialist to provide our newer teachers in grades 4–5 with a learning circle that allows them to gain greater understanding of the math curriculum through modeling and observation. In order to increase student proficiency in mathematics we intend to focus on regular and consistent use of math talks, math hospital, quick checks, exit tickets and small group instruction to assist students in strengthening their ability to reason critically, explain thinking orally and in written form, grasp mathematical concepts and boost their computing skills. To further differentiate curriculum to meet student needs we will continue the use of web-based tools for small group instruction.

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

- **Analysis of Results for Mathematics-Intervention**
  - Mid-year data shows that fourth grade students in all subgroups have accelerated in math beyond the district average. However, overall achievement remains low.

- **Based on the analysis of the results, what are your targets/performance goals?**
  - Performance goals for each student irrespective of subgroup is a minimum 10% growth on standardized assessments such as SBAC as well as district math tasks and benchmark assessments.

- **What interventions are required to ensure all students reach mastery?**
  - We will also increase student engagement in math through integration with other subject areas especially science. With the addition of the tech bus, math festivals, after school robotics and a paraprofessional focused on science we intend to provide a robust program that interests students and provides real-life connections to math.

**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?

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**Based on the analysis of the results, what**
### Analysis of results for Mathematics-Focal Group

<table>
<thead>
<tr>
<th>WASC Ch.2</th>
<th>Performance goals for each student irrespective of subgroup is a minimum 10% growth on standardized assessments such as SBAC as well as district math tasks and benchmark assessments.</th>
</tr>
</thead>
</table>

2014-2015 SBAC proficiency for African American students was 6.5% - 2 students. In 2015-2016 proficiency dropped to 4.2% - 1 student. Mid-year data show that African American students are making gains in math. From Window 1 to Window 2 on the district math task students increased in proficiency for 6.3% to 12.5% - from 1 to 2 students. On the math benchmark African American student proficiency increased from 12.8% to 34.8% - from 5-8 students.

### 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>WASC Ch.2</th>
<th>Performance goals for each student irrespective of subgroup is a minimum 10% growth on standardized assessments such as SBAC as well as district math tasks and benchmark assessments.</th>
</tr>
</thead>
</table>

2015-2016 ELL growth was 71.4% an increase of 16.7% from the previous year. Percent of English learners enrolled less than 5 years who are proficient in CELDT is 36.8% an increase of 5.6%. However, percent of English learners enrolled more than 5 years who are proficient on CELDT is only 28.6%, a decrease of 16.9% from the previous year. 2015-2016 SBAC proficiency in ELA was 8% and decrease from the previous year of 29%. This year’s F&P assessment shows an increase between windows 1 and 2 from 33%-54%. Proficiency in math as measured on SBAC has remained steady over the past two years at 20-25%. However, proficiency on the math tasks increased from 48%-69%, and proficiency on the math benchmark increased from 14%-59% between windows 1 and 2.

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

<table>
<thead>
<tr>
<th>WASC Ch.2</th>
<th>The goal is to increase interest in science and other content areas through their connections to science.</th>
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</thead>
</table>

We do not have quantitative data in science and current measures are changing. However, our pilot year of a more robust science program with experiments and everyday application of concepts indicates increased student engagement.

### 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>WASC Ch.5</td>
<td></td>
</tr>
</tbody>
</table>

**Elementary Schools**

What is your plan for promoting college and career readiness?

Starr King has one of the highest college savings rates of all schools in the district at 32% and is well above the district average of 15%. All students in K-5 have been enrolled in the college savings program. We talk about college as part of our growth mindset work with students and also raffle college t-shirts to students who arrive to school on time. After completing the 2017 SBAC we will have a drawing for 5 $100 college scholarships.

**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?**

Professional development in ELA will have three foci: 1) Teaching the elements of balanced literacy. 2) Using F&P assessment data and analysis of student work to drive small group and individualized instruction. 3) Developing critical thinking through questioning strategies. Professional Development in math will build capacity of new teachers to deliver SFUSD’s math program including math talks, math hospital and designing questioning in SBAC format. Teachers’ Summer Institute will bring teachers together to complete readers workshop units, being planning for next year, and increase awareness of restorative practices and response to intervention strategies.

**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)
---|---
1) Develop year-long PD calendar. 2) Assign new teacher coaching and PD. 3) Initiate Teachers’ Summer Institute | Prop A funds will be used for data analysis and development of individual of readers workshop units. Site-funded sub release will be used to administer F&P. Site-funded subfunds will support Teachers’ Summer Institute to plan for coming year. 5 IRF will be funded by PTA so we have full-time attention to coaching and of new teachers and development of ELA PD.

**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>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 SBAC data in ELA shows an increase from the previous year to 22% of students proficient from 7.7%. Mid-year data based on FSP show an increase from 35%-43.5% students proficient between windows 1 and 2. SBAC math shows increase from 15.4%-22.2% students proficient and 30.8% to 66.7% increase in students proficient on the math benchmark between windows 1 and 2.</td>
<td>Increase number of students proficient by 10%</td>
<td>Co-teaching in regular classrooms. Follow-up PD with Stetson and Associates to increase awareness of student disabilities and capacity of teachers to follow IEP’s and make accommodations in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

| Student Engagement/ Attendance | Chronic absenteeism remains a challenge. From Fall 2015 to Fall 2016 the percentage of students who were designated chronic truant rose from 9.6% to 11.7%. The increase is in primarily in African American and Latino students. | Decrease absenteeism to 10% or less. | Though we employ a number of strategies such as student incentives and assemblies to boost attendance, most work is with families in providing attendance and parenting workshops as well as referring some families to community resources through the SARB process. |

| School Climate | Suspensions have been reduced to 0. Students experiencing trauma are receiving on-site therapeutic services | Keep suspensions at 0. Reduce student time out of class. | Provide on-site clinical services to students experiencing trauma. Continue staff training in growth mindset and trauma-sensitive classrooms. |

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>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…)? Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)?</td>
<td>Increase participation of African American and Latino families.</td>
<td>Targeted interventions through home visits and personal outreach. We will increase communication by sending newsletters with academic strategies that mirror our class strategies, book giveaways and coffee conversations during the hours of the Food Bank.</td>
</tr>
</tbody>
</table>
### SECTION IV: School Budget & Resource Priorities

#### Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

**Special Education Weighted Student Formula (WSF-SpEd) Allocation**
$2,300

Instructional supplies used by students with Individualized Education Plans. These include an increase in use of sensory tools by general education classes.

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

#### Supplemental Concentration Grant-English Learner (SCG-EL) 07091
**Allocation**
$30,577

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

We will continue our after school tutoring program. This program, for EL students, will focus on academic growth and English language acquisition. Students receiving tutoring have shown improvement in language use. 4 teachers @ $5,000 stipend plus benefits for 3 hours a week during school year = $25,000. Supplies for students, including summer workbooks = $5,577

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

#### Supplemental Concentration Grant - Low Income (SCG-LI) 07090
**Allocation**
$0

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

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

#### LCFF Concentration Grant (SCG-C) 07092
**Allocation**
$27,000

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?

LCFF funds are used for teacher learning to encourage, support and plan differentiated learning in classrooms. Teacher extended hours for data analysis and lesson planning for focal group students including African Americans and English Learners in both our Mandarin and English Only Pathways. 19 teachers @ 25 hours at $40/hr = 1,900 plus benefits $8,259.20 = $24,259.20 Online Learning Program - Learning A-Z @ $250.00. Remaining $250 will be for supplies.

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

#### Targeted Instruction Improvement Grant (TIIBG) 07940
**Allocation**
$173,628

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

These funds will support staffing and programs to meet the needs of our diverse learner groups. We are targeting reading resources, staff planning for and implementation of intervention services and attendance improvement. 1 teacher @ $97,177.4 teacher to support literacy intervention @ grades 3-5 @ $39,870 Stipends for Instructional Leadership Team - Analyze school-wide data and lead professional development @ $5,100 and $1,411.88 benefits = $6,511.68 Substitutes for staff to administer F&P assessments @ $2,275.92 and $629.97 benefits = $2,905.89 Fieldtrips @ $3,000 Extended hours for paraprofessional support for community activities and attendance assistance @ $2,000 and $389 benefits = $2,389 Extended hours for R4O’s for attendance support @ $4,000 and $778 for benefits = $4,778 Extended hours for T-10 for community-building activities @ $1,000 and $194.50 for benefits = $1,194.50 Classroom library resources @ $10,000 Consultant for attendance presentations and awards @ $1,500 Additional supplies for activities @ $5,301

**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>$59,542</th>
</tr>
</thead>
</table>

How do you plan to use these funds?

These funds will support underserved students through direct staff support, on-line curriculum purchases and parent involvement activities.

5 ARTIF for literacy intervention for grades K-2 @ $48,588
DreamBox Learning Online Curriculum @ $7,500
Experience Corps literacy tutors @ $2,500
Parent Workshop materials on literacy, bullying and curriculum information @ $359

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 = $595

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.

Parent Engagement Newsletter @ $495
Mailings for parent coffee conversations and events @ $100

Date your school's Parent Involvement Policy was reviewed by your School Site Council: 3/21/2017

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

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

Impact & Innovation Awards = $0

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

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

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

Principal's Innovation Fund = $0

(For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

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

Equity Grant = $0

(as applicable 16-17)

Identify Sub-group & specific actions

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

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

Other (PTA, external sources, School Quality Pairing/CoP work) = $220,000

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

Funds raised by the PTA are used to support staff positions as well as enrichments for students. Elementary Advisor @ $63,000
Science Paraprofessional @ $3,000
.2 Teacher release @ $19,600
.2 Bilingual Teacher @ $19,600
Education Outside @ 17,500
Stage Write @ $20,000
Teacher Summer Hours @ $20,000

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
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<tbody>
<tr>
<td>1.0</td>
<td>.5</td>
<td>.5</td>
<td></td>
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<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.75</td>
<td>1.0</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 AP</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Family Liaison will support to families while engaging them in on-site activities. Elementary Advisor will provide attendance support to students and families. T-10 will provide de-escalation services. IRF will provide coaching to new teachers and assist leadership team in designing and facilitating professional development for teachers.
**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) Paras, Teachers, PTA |
| ☑ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ☑ | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ☑ | The school held two (2) community meetings prior to the completion of the school site plan. |
| ☑ | 1. One meeting to gather input from the school community including all advisory committees. |
| ☑ | 2. One meeting to present plan upon its completion before March 24, 2017. |
| ☑ | The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/19/2017 |
| ☑ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ☑ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ☑ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ☑ | This school plan was adopted by the SSC on: 9/19/2017 |
School Site Council Roster and BSC/SPSA 2017-2018 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darlene Martin</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Bart Balocki</td>
<td>Parent - Chair</td>
<td></td>
</tr>
<tr>
<td>Cheryl Liu</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Cathy Bellin</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jessica Erickson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Christina Quiroz</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Stacey Leyton</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Katrina Grant</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rita Hao</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Amy Safen</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Anna Hennessey</td>
<td>Parent - Alternate</td>
<td></td>
</tr>
<tr>
<td>Sean Tao</td>
<td>Parent - Alternate</td>
<td></td>
</tr>
<tr>
<td>Eric Fong</td>
<td>Parent - Alternate</td>
<td></td>
</tr>
<tr>
<td>Sol Granados</td>
<td>Community - Alternate</td>
<td></td>
</tr>
</tbody>
</table>