



**2018-2020 Balanced Score Card:**  
A Two-Year Single Plan for Student Achievement

<b>School</b>	<b>Starr King Elementary School</b>
<b>Principal</b>	Darlene Elizabeth Martin

**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: Starr King School is dedicated to providing a supportive and equitable learning environment that empowers students to be life-long learners and community leaders. We envision every student reading at grade level or beyond before exiting 5th grade. The values we hold that support this vision include collaboration, creativity, tolerance, problem solving, growth, passion and curiosity. 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. Our priorities are: 1) implementing an increasingly rigorous standards-based English Language Arts and Mathematics curriculum for all students, 2) increasing in-class 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 underrepresented segments of our parent population.

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: **(500 words maximum)**

- **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

### 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 2018-2020 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 **2018-2019** 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).

### 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* as well as for the Local Control Accountability Plan (LCAP).

#### 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.

## SECTION II: School Data Profile

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>) to your data. Inside your school **17-18 Results** folder look for the folder titled "###\_Mid-Year\_Summary\_2017-18". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
<b>Mid-Year Performance Metrics K-8 only</b> (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
<b>F&amp;P Growth and RI Growth K-8 only</b> (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA</li> </ul>	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
<b>Fall 2017 Acceleration K-8 only</b> (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
<b>Chronic Absenteeism</b> (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> <li>Student-Centered Learning Climate</li> </ul>	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
<b>CA Dashboard Report</b> (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> <li>College and Career Readiness</li> </ul>	The California School Dashboard ( <a href="http://www.caschooldashboard.org">http://www.caschooldashboard.org</a> ) is designed to help communities across the state access important information about K-12 schools and districts.
<b>Fall 2017 Grades Summary Gr 6-12</b> (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, Math, Other Subject Areas</li> <li>College and Career Readiness</li> </ul>	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
<b>College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10</b>	<ul style="list-style-type: none"> <li>College and Career Readiness</li> </ul>	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
<b>Illuminate Report Lists for Fall and Spring</b>	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> </ul>	Direct links to summary and list reports at the student level to take a deeper dive into your results

### 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 groups.
- Refer to **Illuminate Report List** to link to student level data

## 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 2016-2019 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

**Define your Focal Group:** For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

#### Identify Focal Group(s):

Our primary focal group is African American students. These students are achieving at levels below all other students including our English Language Learners. We will also monitor Latino who do much better but still have rated of proficiency much lower than other subgroups.

**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?

<b>Analysis of Results Language Arts-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all student reach mastery?</b>	<b>What instructional shifts will be required to achieve these goals?</b> WASC Ch.5
	African American students will exceed expectations for growth as measured by F&P. All kinders will be ready for reading by F&P Cycle 2.	Teachers need to be well-versed in small group guided reading and differentiation of materials so that they can meet the varied needs of students in the classrooms.	Our PD plan will focus on CAL in general and guided reading and small group instruction, in particular. Teachers will be exposed to the numerous guided reading, short reading and informational texts that have been purchased in the previous year, and spend more time learning how to integrate online tools into daily instruction. We are also fortunate to be training teachers on new F&P classroom materials which bring more explicit instruction tied to leveled reading instruction and word work. We are purchasing new laptops for all classrooms so that we can run the online programs to support differentiation in the classroom.

Similar to SFUSD, SBAC ELA data was been flat for three years. In 2016-2017 46.6% of students were proficient. This is 3.9% below district average. In 2017-2018, however, we saw 12.59% growth and have now outpaced the district average, 59.6% to 53.2% African American students, over the last three SBAC administrations moved from 6-8-10% proficient. This represents a move from 1 - 3 students meeting proficiency. In 2017-2018 African American student proficiency increased to 17.6%. It should be noted that these numbers do not reflect our Decline to State category of students. Several of these students are African American this group made 33.3% growth to 58.3% proficiency. Latino students, were slightly ahead of American American students on the 2016-2017 SBAC administration at 17.9% , were slightly below SPED (22.2%) and EL (20.7%) subgroups and well-below Asian subgroup (68.3%). They increased to 33.3% proficiency on the 2018-2019 SBAC. We find that with appropriate support most students make powerful growth. For example, from Window 1A to Window 2 on 2017-2018 RI grade 3-5 students progressed in following categories: Below basic - 22%-18% Basic - 25%-22% Proficient - 26%-34% Advanced - 26% -26% Latino students, for example, from W1 to W2 scored as follows: Below Basic - 57% - 47% Basic - 29% - 32% Proficient - 10% - 11% Advanced 5% -11% In contrast, African American students, as a group, did not show this same progress from W1-W2: Below Basic - 42%-47% Basic - 50% - 47% Proficient - 0% - 0% Advanced - 8% - 5%

**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 Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
Students are below expected levels as measured by the KRI and RI. At Cycle 2 in 2017-2018 only 48% of students were prepared for reading.	Kinder students will be ready for F&P by Cycle 2 and upper grade students will show above expected growth on RI.	Increase tutors and their knowledge of both foundational and comprehension skills to complement work of teacher on small group instruction.

**MATHEMATICS CORE CURRICULUM**

**Define your Focal Group:** For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

**Identify Focal Group(s):**  
Our primary focal group in math is African American students. Additionally, we will focus on Latino students as they have the next largest gap between them and our highest performing students.

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

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required
--	--	---	---

<p>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</p>			<p><b>specifically for your focal students to achieve these goals?</b> WASC Ch.5</p>
<p>Our SBAC scores are on upward trend over the last three years, with 2016-2017 2.7% over district average at 54.1% of students meeting or exceeding the standard. This trend continued in 2017-2018 with overall 2.35% growth to 56.9% of students demonstrating proficiency. In addition, comparison of Benchmark data for 4th and 5th grade students shows growth over the last year. 3rd grew from 59.3% to 66.7% proficient and 4th grew from 11.5 to 60.4% proficient. However, similar to ELA data, African American and Latino students lag behind other subgroups. African American students moved from 4.2 to 15% proficient which represents 3 students. In 2017-2018 we saw a decline of from 15% - 12.5%, which represents a change of 1 student. Again, this does not reflect students in our Decline to State category who showed 26.14% growth to 63.6%. Several of these students are African American 32% of Latino students are proficient. Other subgroups are comparable at 26.7% (SPED), 31% (SED) and EL's at 27.8%. Much higher are Asians at 70% scoring proficient. In 2017-2018 Latinos declined 16.75% which means only 4 student are proficient.</p>	<p>Our performance goal is 10% growth over all and for all subgroups.</p>	<p>Teachers will develop and use informative data to assist in planning appropriate instruction for all students.</p>	<p>Our PD plan will focus on use of SFUSD three strategies - most teachers are proficient in math talks, but have not used participation quiz. Also, teachers will also develop familiarity with formative data such as unit tests, exit tickets and Dreambox lessons and reports. Our ILT will also be leading PD on rigor in mathematics program using SBAC score ranges and sample questions.</p>

**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 Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>We have no math intervention data.</p>	<p>Our performance goal is 10% growth for all students and subgroups.</p>	<p>Our primary intervention has been use of online tools for additional student practice. In addition, we partner with a number of organizations to promote math thinking and enjoyment including SFUSD Math Circle and Julia Robertson Math Festival. We will also begin use of SBAC score ranges and sample questions as well as IAB-related assessments to more closely track our progress and investigate rigor in our mathematics program.</p>

## SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

<p><b>Analysis of Results Science-All Students</b> In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?</b> WASC Ch.5</p>

Our students receive co-taught science instruction from a paraprofessional/teacher who provide a hands-on experience for each class PreK - 5. We have a dedicated science lab and garden for these lessons. Students use science journals.	We await scores from standardized science testing.	Individual teachers provide additional support and connections in their classrooms. They often plan with the science teacher. They also participate in science curriculum opportunities such as coaching through Bayview Academy of Science Program. In 2017-2018 we are training teacher to use new Amplify Science units which greatly increase reading and writing in science.
--	--	---

**ENGLISH LANGUAGE DEVELOPMENT (ELD): Designated & Integrated**

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

<b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b>
In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? <i>WASC Ch.2</i>		<i>WASC Ch.5</i>
Our EL's score relatively well in relation to other subgroups as demonstrated above. Our developing EL students are reclassified at rates higher than district targets, 40% vs, 27%. However, our LTEL's have not met district targets for reclassification. In 2015-2016 the target was 50% and was missed by 5/5%. In 2016-2017, the target, though raised to 54%, was missed by on .2%.	We will continue to reclassify students at our present rate and look for LTEL's to meet the district target.	We will continue to provide professional development for teachers and families on strategies that facilitate academic conversation in the integrated setting as well as align our designated ELD classes more closely with new district practice including instituting the new Wonders textbook. We will also continue to provide after school tutoring for EL's on voluntary basis.

**HEALTH EDUCATION CORE CURRICULUM**

<b>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data</b>	<b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b>	<b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b>
In a narrative, describe what your analysis of the data says about your school.	What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	

**VISUAL AND PERFORMING ARTS**

<b>Narrative describing site's vision for a balanced, comprehensive arts program.</b>	<b>What are your targets/ goals? (Elementary, Middle, High)</b>	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	Refer to the VAPA section in the Central Services Supports Guide	
We strive to enrich each student's experience with a wide breadth of arts experiences. We participate in AIMS, symphony, stagewrite, ballet, instrumental music and visual arts.	Our goals is to have each student participate in 2 different arts experiences a year.	We need to align these experiences by grade level to ensure the diverse experiences that we want students to have.

**PHYSICAL EDUCATION**

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

<b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b>	<b>What are your targets/ goals? (Elementary, Middle, High)</b>	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>

Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	Refer to the Physical Education section in the Central Services Supports Guide.  How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
Teachers provide 200 minutes of PE every 10 days as required as indicated by administration oversight.	Our goal is to further instruct students in healthy eating in addition to benefits of exercise.	Continue to promote district nutrition policy by informing parents of nutritious snacks and activities in lieu of snacks for school celebrations.

**OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)**

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

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

**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

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

**Elementary Schools**

**What is your plan for promoting college and career readiness?**  
For PK-5 Schools: **What strategies will be used to increase Kindergarten readiness?**

Every 1st Friday is a free dress day. On these days teachers wear college shirts and talk to students about college. We also talk to parents at open house about their college savings accounts. We have a higher percentage of parents using their savings accounts than the district average. When given resources we raffle scholarships for students to put money in their account. For example, for test participation or meeting attendance goals. We are also considering a parent-led career awareness day.

**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?**

Theory of Action: If we provide differentiation within the classroom setting each student will have access to the curriculum; and if we collaborate to develop, test and refine interventions, all students will have appropriate support; then, all students will show growth and reach proficiency or beyond by 5th grade. Our work over the time of this plan will revolve around three guiding questions: How can we continuously engage and accelerate readers at both ends of the reading spectrum? How can we build student academic identity and confidence to facilitate transference of academic skills and increase student independence? How can we integrate support services throughout the school day to ensure continuous learning? In 2018-2019 we have a specific Theory of Improvement for the Year's PD" If: School leadership provides coaching/PD/in class support (modeling) to promote student use of evidence Then: Teachers will think ahead with probing questions to prompt students to use evidence to support their ideas; Teachers will pose questions at the level of rigor demonstrated in SBAC's "meeting Standards." Teachers will review data and adapt lesson plans based on data. So That: Students will use evidence in their classwork and student achievement will accelerate.

<b>School-Wide Action Step(s)</b>	<b>How will you resource this?</b> (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
-----------------------------------	--



Our strategies are: 1) implementing an increasingly rigorous standards-based English Language Arts and Mathematics curriculum for all students, 2) increasing in-class 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 underrepresented segments of our parent population.

In the resource area below we detail how our resources are aligned to meet these goals.

## 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 school-wide (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
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

### Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
<b>Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)</b>	Students use wellness center, but over time individual wellness visits drops. This drop seems to correlate with decrease in CORF's.	All students receive mental health services as appropriate.	Provide comprehensive services through development of wrap-around center with Urban Services YMCA.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>			Family Liaison contacts families to provide resources to assist families in increasing stability.
<b>Student Engagement/ Attendance</b>	Chronic absenteeism fell 2.4% in 2016-2017; however, African American students have the highest subgroup rate at 30.8 down from 35% in the previous year. In 2017-2018, the rate rose again to 45%. This mirrors district statistics and requires the concentrated effort of school and community groups to address.	All groups will continue to decline to 10% or less.	Daily and weekly phone calls and family contact. Weekly attendance meeting with students. Semester awards and attendance assemblies. Family assistance through family liaison.
<b>School Culture/Climate</b>	Spring 2017 survey indicates more positive feelings toward Starr King including 66% of students responding favorable to questions of school connectedness, up 8 points from previous year. In 2017-2018, sense of belonging increased 2%, survey results overall increased but some student answers were mixed.	Increase feelings of school connectedness to 90%.	We will provide assistance to students and families so that students participate in school events such as after school sports and all-community events such as skate day. Primary assistance will come with registration and transportation.
<b>Social Culture/Climate</b>	Our suspensions have fallen to 0.	Keep suspensions to 0 to increase in school time of all students.	Additional training for all staff on restorative practices.
<b>Wellness Policy</b>	While most teachers inform parents of wellness and nutrition policy, it's implementation is not consistent.	No sugary snacks for class celebrations.	Continued outreach to parents.

**PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach**

**Family Partnerships: *The child's first and most influential teacher is the family.***  
 Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b>	<b>Choose at least one of the following focal populations</b>
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

**What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:**

We will utilize the services of the family liaison to bring families into the school for events they enjoy. We will work with the PTA to diversify events and attract disengaged parents to meetings. We will provide reading and literacy training to parents through Raise a Reader workshops and Springboard Summer Program.

**How will you measure your impact? Measures can include:** Culture & Climate Surveys, Academic Data, Attendance

We are monitoring parent participation through attendance at events. As attendance rises, we expect more positive results on our culture and climate surveys.

**Community Partnerships**

**What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?**

<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
---	---

**List 1-3 current or potential community partner(s) who are address these needs.**

Urban Services YMCA Seneca Family of Services Jewish Literacy Coalition Springboard Summer Reading Partnership

**What are your specific goals or objectives for these partnership?**

We are working to have all of our partnerships work together effectively and efficiently by understanding their unique role in the Star King Community.

**What actions will you take to deepen your school's partnership with community organizations?**

We are instituting a bi-monthly partnership meeting to review data, raise and strategize around challenges and focus on working together effectively.

**How will you measure the impact? (Quantitative and/or qualitative data)**

Our regular data should improve and we are interested in continuing partnership.

## 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 = \$2,350

These funds are for sensory materials and instructional supplies for students with IEP's.

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 = \$30,740

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

\$20,000 plus \$5,456 benefits - teacher extended hours for after school tutoring program \$2,500 for instructional materials used in ELD classrooms including Book Nook, a new online resource. \$2,784 for summer reading workbooks

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 =

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 = \$28,000

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?

\$22,000 plus \$6,001.60 benefits for teacher extended hours. These hours are divided between Instructional Leadership Team planning for teacher professional development and teacher hours for analysis of F&P data to drive differentiated classroom instruction.

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

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

#### Targeted Instruction Improvement Grant (TIIG) 07940

Allocation = \$173,628

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?

These funds are used to enrich and extend the academic experience for students. Science paraprofessional \$56,858 .5 Social Worker \$54,134 Consultants: Stagewrite \$20,000; Education Outside \$20,000; Experience Corps Literacy Volunteers \$2,500; Raz Kids Software \$2,500; Dreambox Software \$7,500; and \$10,000 arts and attendance assemblies.

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)

## CATEGORIAL EXPENSES

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

**Title I =** \$58,942 (31500)

*How do you plan to use these funds?*

K-2 Literacy Support - .5 Artif @ \$51,976 Additional books for families \$1,000. Tablets for kinder class \$2,000 Math manipulatives and supplemental materials \$3,377

**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 =** \$589

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.**

Regular communication to families through parent liaison, home newsletters and phone calls.

**Date** your school's **Parent Involvement Policy** was reviewed by your School Site Council: 9/20/2018

**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 =**

*Identify Sub-group & specific actions*

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

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

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

*How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)*

Our PTA supports additional teaching positions to reduce class size and provide tutoring to students.

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

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

## CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.75	.825
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
.5			
Other:	Other:	Other:	Other:

**Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.**

Each resource will focus on their area of expertise in addition to restorative practices.

## SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other ( <i>list</i> )
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input type="checkbox"/>	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 <b>March 23, 2018</b> .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <b>9/18/2018</b>
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <b>9/18/2018</b>

## School Site Council Roster and BSC/SPSA 2018-2020 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")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Darlene Martin	Principal	
Bart Balocki	Parent/Chair	
Stacey Leyton	Parent	
Rita Hao	Parent	
Amy Salfen	Parent	
Katrina Harris	Parent	
Cheryl Liu	Teacher	
Cathy Bellin	Teacher	
Jessica Erickson	Teacher	
Christina Quiroz	Community/Staff	