## 2016-2018 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

### School
Ulloa Elementary School

### Principal
Carol L Fong

### SCHOOL VISION & CONTEXT
Nestled in the fog of San Francisco, Ulloa Elementary School is the shining gem of the Outer Sunset District. We are a community of diverse families, students, and teachers. At Ulloa, we are committed to educating our students to successfully meet the challenges of the 21st century. Our goal is to ensure our students are equipped with academic knowledge and social skills to positively impact their communities. We want our students to be the catalysts of change and leaders who can initiate and collaborate in building strong global communities. Ulloa has a strong standards-based curriculum with a focus on math and literacy. Our school test data has consistently demonstrated stellar achievement in Math, Science, and English Language arts. We are ranked a Top 10 elementary school within the San Francisco Unified School District and is the recipient of the prestigious National Blue Ribbon School, the California Distinguished School, as well as the honor of being named the Title 1 Academic Achievement School for seven consecutive years. Our test data consistently ranks above the State and District averages. Ulloa students are happy learners and we boast an impressive attendance rate of 99% with less than 1% of suspension rate. Our parents are involved in school through their volunteer work and the work of the PTA. Complimenting our excellent academic curriculum, Ulloa offers a multitude of opportunities for our students to shine. Physical Education, gardening, computer lab, visual and performing arts, as well as community services are some of the enrichment programs we offer at Ulloa. We have a long partnership with community agencies who support our on-site before and after school programs for our students. These programs are an integral part of our students’ day at Ulloa and are essential to our students’ learning. We are a high performing school and we welcome you to come and visit us at Ulloa!

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2015-2016 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC) Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
### 1. Balanced Score Card/ Single Plan for School Achievement

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

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

- SSC Roster that has been verified to have parity, designating either “staff-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

- SIG Carryover Expenditures

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

- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

### 4. Title I Parent Involvement Policy*

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

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

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
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>Our target is for all students to show improvement in 2016-17 with specific focus on raising the ELA scores. We will focus on supporting our EL with expectation that each student will show gains in their SBAC scores. We want to celebrate our SES and Spec Ed population for making amazing strides in the area of ELA.</td>
<td>We will sustain our focused work with comprehensive literacy with our consultants. We will have 7 literacy dates in which the consultant will work with individual grade level in planning as well as in classroom demonstrations. We have purchased Units of Studies to support our work in this area. Staff are immersed in professional development to deepen their skills. Realignment of ELD integration time to reflect Readers/Writers Workshop strategies. Peer observation and peer coaching protocols will be used to improve instructional practices at Ulloa ILT team will meet regularly to provide feedback for areas of progress and of improvement. Conversation will focus on reviewing students’ work focusing on writing skills. Teachers will continue to use benchmark assessment data to design instructions. Weekly grade level PLC will be the forum for collaboration at Ulloa. Level readers are in place in all classrooms to promote reading fluency and comprehension. School librarian will work closely with classroom teacher in selecting books by reading level to support emerging readers.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>
EL students are performing significantly below the general education population (79%). Our goal is to raise our EL scores to more closely align with the general population. We will implement ELD practices across curriculum and providing more opportunities for students to articulate their thinking orally prior to transferring their thoughts into writing. We will use IPADS to record student thinking so they can reference back to their ideas as they write. EL students will have bilingual para support as well as tutors from JCL to work with them on a weekly basis. These students will also enroll in the ELA classes in the after school EXCEL program. Identified students who are below grade level will work with literacy teacher in strengthening their reading comprehension and writing skills. Reading Plus, Raz Kids, Newzella are supplemental programs we will use to support our students in developing reading skills.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are 30 kids who are identified as low performing in the ELA-SBAC.</td>
<td>Our goal is to raise their ELA scores by 2%.</td>
<td>A part time literacy teacher will work with these students in improving their reading comprehension and writing skills. Students will work 1-2 times a week with this specialist. Classroom teacher will identify 4 focal students for the year and will design individual plan/strategies to meet student needs. Focal Student Reports are submitted three times a year for review.</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ulloa students scored 87% (increase of 3%) proficient in the SBAC Math in 2014-15. This is significantly higher than the District’s average at 55.5%. Our EL students scored at 75% (decrease of 7%). Our SPED students scores at 74% (increase of 7.2%) and our SES students scored at 86.5% (increase of 6.3%). Current IAB in Math-shows 88% meeting/exceeding standards. In Math Task, students scored at 70% meeting/exceeding standards.</td>
<td>Based on the analysis, Ulloa students are doing well in math. They scored significantly above district and state standards. Our goal is to raise the IAB Math Task scores to the level of the computation part of the math test. We are focusing on our EL students who showed a decrease of 7%). We would like to see them performing at the same level as our general population.</td>
<td>Language is more prominent in the Math Task section of the test. To scaffold this, all classrooms will continue to use Math Talk and Three-Read Protocol in the classrooms. These math practices fosters reasoning and reading comprehension skills. Teachers will focus on the use of academic language in math throughout the year. Front loading of vocabulary for our EL students will be utilize regularly during classroom instructions. Math Talk and Three Read Protocols will be used consistently throughout the school to promote math reasoning. Peer observation and peer coaching protocols will be used throughout the year to support the sharing of best practices in the classrooms. Weekly grade level meeting will be in place to focus on assessment data for instructional modifications.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of our EL students scored in the meeting/exceeding level in the SBAC-Math.</td>
<td>Based on the analysis, our EL students are slightly behind in Math as compared to the rest of the school. Our goal is to ensure all our students are meeting the benchmarks in Math.</td>
<td></td>
</tr>
</tbody>
</table>
Reading for directions is difficult for our EL students. Teachers will spend more time teaching math academic vocabulary and directional words for our EL learners. Math Talk and Three Read Protocols will be used with fidelity with our EL students. Technology (ipads) will be used to provide visual learning tools to enhance learning of math concepts for our EL students. Para support will be used for pull-out or small group instructions.

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group (WASC Ch.2)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery? (WASC Ch.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Special Education students scored an amazing score of 74% (increase of 7.4%) in the Math component in the SBAC-Wow!!! Our SES students had an increase of 6.3% and is performing as well as our general education students. Our focal group will be our EL students who dropped in their scores.</td>
<td>Based on the analysis, our classroom teachers are doing an amazing job teaching math to our SpED students. Our goal is to show continuous growth throughout the next school year.</td>
<td>RSP staff will collaborate closely with classroom teachers in providing modified lesson, simplified vocabularies, and scaffolding of lessons to ensure our SPED students continue to have full access to the math common core. Review and identify EL students who need math support. Use bilingual paras to review core concepts with students who are NEP with focus on front loading vocabulary and directional words.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified) (WASC Ch.2)</th>
<th>Based on the analysis of the results, what are your targets/performance goals? (WASC Ch.2)</th>
<th>What interventions are required to ensure all students reach mastery? (WASC Ch.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Ulloa, 83% of our EL students are meeting AMAO 1.</td>
<td>Ulloa EL students are progressing with their language acquisition and are showing strong academic achievement both in ELA and especially in Math. Our re-designation rate is at 79% as compared to the district’s average of 50%. Our goal is to show continuous growth with our students.</td>
<td>Bilingual para support, bilingual staff support, access to translations, LSP support for emotional and social needs are many ways we support our EL students. With the full funding of an LSP at Ulloa next year, we would like to extend our support to our EL parents by offering parenting workshops in their native language. We will re-look at our ELD integration time and retool this time to focus on writing. This will be in alignment with the school's focus for the year.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results - All Students (WASC Ch.2)</th>
<th>Based on the analysis of the results, what are your targets/performance goals? (WASC Ch.2)</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? (WASC Ch.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ulloa students scored 90% on the Science component of the SBAC as compared to the district's mean of 58%.</td>
<td>Our students are showing strong performance in the area of Science. With the upcoming shift in the Science Standards, we would like our students to maintain the same level of performance and meeting all Science benchmarks.</td>
<td>Nine teachers, across grade levels, are currently participating in the Math EXCEI Project, a collaboration between SFSU and our district in developing skills in the implementation of the new Science Common Core. This team of leaders will meet monthly as a core and monthly with the rest of the participant in the EXCEL project. Their learning will be shared through PLC at Ulloa.</td>
</tr>
</tbody>
</table>
**College and Career Readiness**

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/ goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ulloa has a Chinese Biliteracy program that equips our students with bilingual and bicultural readiness for the 21st century. We are a high performing school with outstanding academic rigor and we prepare our students well to meet the academic challenges in their future. At Ulloa, we use the Caring School Community program as well as Restorative Practices. These programs foster conflict resolution an global communication skills for our students. Additionally, we have a 95% participation rate in the K2C program. Our families are planning ahead for financial support for their child's college funds! Career day is another way in which we give our students a peek into future career pathways.</td>
<td>Our goal is to continue to expand opportunities to engage our students to career pathways, bicultural experiences as well as to the different ways in which we can make positive contribution as a global citizen of this world.</td>
<td>We need to work harder to educate our parents to the importance of social and emotional domain of their child's learning. We need to do this through parent workshops as well as engaging them in school wide activities that doesn't always involve academics. LSP will work with parent groups to identify workshop topics to support parents in the area of college and career readiness.</td>
</tr>
</tbody>
</table>

**Elementary Schools**

What is your plan for promoting college and career readiness?

LSP will conduct monthly workshops on parenting skills with focus on home work environment and setting of expectations at home. We will provide parenting and study habit tips in our weekly student communication folders. Parents will be informed of the K2C opportunity at back to school nights. Career Day will be another opportunity for students to envision career pathways in their future.

**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?**

Staff will continue their training with West Coast Literacy Consultants to deepen their skills in comprehensive literacy. They will continue to plan as grade levels in the use of the Units of Studies purchased at the start of this school year to support our work with Readers/Writers Workshops. Math, ELA and Science, and BRTI Leadership Teams will present at Faculty meetings on effective use of instructional strategies in these subject areas. Classroom release time for Math and literacy will be in place to support peer observations and collaborations. Leadership teams will continue to attend district PD for updates and will work with ILT to formulate faculty meeting agendas.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSF funds will be used for conferences and curriculum material. Categorical funds will be used to support the .6 FTE literacy and para positions. Substitute funds from WSF and Categorical funds will be utilize for peer observations and/or attendance at conferences.</td>
<td>(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</td>
</tr>
</tbody>
</table>
Grade level meetings will focus on reviewing student work on writing. ILT will meet to monitor and discuss benchmark progress. School wide professional development will focus on writing and the use of the Units of Studies to support this work. Additional resources, conferences will be available to support this focus. A .6 FTE literacy teacher will work with focal students in improving their reading comprehension and writing skills. Para support will be in place for EL students who need additional help inside the classrooms.

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>Our students with disabilities did not perform as well as our general populations. Currently, most of our students are meeting their IEP goals. Some of our students are doing modified work and in some cases below their grade level work. However, when it comes to standards based assessment, these same students are tested using grade level assessments. This misalignment of expectation resulted in test data that do not truly reflect our SPED population’s achievement and growth.</td>
<td>SPED students who did not meet benchmarks in SBAC scores.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>Our SPED students attend school regularly and are an integral part of the Ulloa school community. They participate in all school activities and families are very engaged with the school.</td>
<td>SPED students who have IEPs.</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>Our SPED students are well adjusted and attends good on a regular basis.</td>
<td>SPED students who have IEPs.</td>
</tr>
</tbody>
</table>

### Parent-School Communities Ties

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

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD’s Family Engagement Standards.
**Family Engagement:** Your school’s family engagement strengths and challenges (And how you know…)

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

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who you are reaching/missing (And how you know…)</strong></td>
<td><strong>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</strong></td>
<td><strong>What is the strategy &amp; how will you know you were successful?</strong></td>
</tr>
<tr>
<td>Due to a large percent of EL students/families that speak Cantonese, we make an extra effort in translating our communications with our families. We have been successful in engaging this population of students/families by their active participation in school wide activities and in parent-teacher conferences. Our staff reflects the population of our families and many are bilingual hence parents feel very comfortable and connects well with the adults at Ulloa. We are seeing a rising need for Spanish families and are not as equipped in supporting these families needs in terms of translation services on a daily basis. For scheduled meetings, we are very consistent in requesting for translation to meet families’ needs.</td>
<td>With the rise in our Spanish population, there is an increase need for staff who can communicate in Spanish to best support this population of students/families.</td>
<td>We will work on hiring staff who speaks Spanish to fill any future vacancies. We will provide families with Spanish translated weekly communications to keep them connected with our school. LSP will work with families that require additional support. LSP will work with families with students who are referred to the SAP, SST or 504 process.</td>
</tr>
</tbody>
</table>
### Special Education Weighted Student Formula (WSF-SpEd)

**Allocation:** 2,521,392

This fund will support 22 classroom teachers, 1 principal, 1 full-time secretary, 1 part-time bilingual secretary, a part-time literacy teacher, a .32 FTE bilingual para, as well as funds for substitutes, supplies, consultants, and conferences.

**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:** 90,661

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

This fund will support 3 part-time bilingual para. They will be working with Non-English speaking students in academic support. They will also be used as push-in to work with small groups in the classroom using L1 language.

**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?

N/A

**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:** 20,000

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?

Along with Title 1 funds, this fund will support a .83 FTE position for class size reduction in the 4/5 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)

### Targeted Instruction Improvement Grant (TIIBG) 07940

**Allocation:** 0

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?

N/A

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

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

| Title I | $95,456 | 3,150 |

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

This fund will be used mainly to support (0.917 FTE at $97,049) a class size reduction teacher in the upper grades. The remaining funds will be set aside for substitute ($4,000), instructional supplies ($3,489), and 1% for Parental Involvement ($921) as well.

**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: **$921**

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.

This fund will be used to support parent meetings and attendance at various workshops. Ulloa Elementary School Title I School-Level Parental Involvement Policy:

**STATEMENT OF PURPOSE:** Ulloa Elementary School values the collaboration between home, community, and school. The involvement of parents and community members is an essential component of developing high-achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Ulloa Elementary School has developed a written Title I parent involvement policy with the input from parents, teachers, and administrators. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision making and volunteer activities, we encourage active participation by:

- At our Back-to-School Night meeting each Fall, teachers will inform parents of our Title I school wide program.
- Ulloa Elementary School offers a variety of opportunities for regular meetings including monthly School Site Council meetings.
- Community Meetings, English Language Advisory Committee (ELAC) meetings, Parent Teacher Association (PTA) meetings.
- Parents are welcome to schedule an appointment with teachers, principal and/or counselor at any time throughout the year.
- The academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard (BSC) and through Community Meetings.
- The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC. School-Parent Compact Ulloa Elementary School has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact is included in the Back to School packet each Fall. See Attachment A.
- Building Capacity for Involvement • Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. • Monthly newsletters include upcoming meeting dates, time and location and include suggestions on how parents can work with their students at home • Meeting agendas are posted on the community bulletin board and the school website.

**Building Capacity for Involvement**

**Ulloa Elementary School**

**Parent-School-Compact**

2015-16 School Year

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life. Staff Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement. • Endeavor to motivate my students to learn. • Have high expectations and help every child to develop a love of learning. • Communicate regularly with families about student progress. • Provide a warm, safe, and caring learning environment. • Provide meaningful, daily homework assignments to reinforce and extend learning. • Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. • Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school’s high academic standards. • Respect the school, students, staff and families. Teacher______________________ Principal______________________

Student Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard. • Bring necessary materials, completed assignments and homework. • Know and follow school and class rules. • Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. • Limit my TV watching and instead study or read every day after school. • Respect the school, classmates, staff and families. Student______________________

Family/Parent Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing. • Read to my child or encourage my child to read every day. • Ensure that my child attends school every day. • Regularly monitor my child’s progress in school. • Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences. • Abide by the policies set forth in the SFUSD Student and Family Handbook. • Respect the school, staff, students, and families. Parent/Guardian______________________

**Date** your school’s Parent Involvement Policy was reviewed by your School Site Council: 3/7/2016

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

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

**Impact & Innovation Awards = 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)
<table>
<thead>
<tr>
<th>Principal’s Innovation Fund: 0</th>
<th>(For Middle Schools and PK-8 Schools as applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you plan to use these funds?</td>
<td></td>
</tr>
</tbody>
</table>

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)

### QEIA Carryover = 0

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)

### Other (PTA, external sources, School Quality Pairing/CoP work) = 0

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

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

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

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

<table>
<thead>
<tr>
<th>Role</th>
<th>FTE</th>
<th>Role</th>
<th>FTE</th>
<th>Role</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>1.0</td>
<td>Social Worker:</td>
<td></td>
<td>Nurse:</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
<td>IRF:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Social Worker will be working closely with SAP, SST, and BRTI implementation to ensure our at-risk students are being supported. To encourage the building of social skills for students who struggles with making friends, we have started a lunch time invite a friend program for these students to come and have structured socialization with our social worker. She will be providing lunch time board games in our quiet zones for students to have alternate social engagement opportunities. In partnership with Oaks we have a mental health therapist working with students who qualified under Medical services.
### 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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
<tr>
<td>✓</td>
<td>The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.</td>
</tr>
<tr>
<td>✓</td>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
</tr>
<tr>
<td>✓</td>
<td>English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td>✓</td>
<td>Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td>✓</td>
<td>Other (list)</td>
</tr>
<tr>
<td>✓</td>
<td>The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.</td>
</tr>
<tr>
<td>✓</td>
<td>This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.</td>
</tr>
<tr>
<td>✓</td>
<td>The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 25, 2016.</td>
</tr>
<tr>
<td>✓</td>
<td>The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/13/2016</td>
</tr>
<tr>
<td>✓</td>
<td>For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.</td>
</tr>
<tr>
<td>✓</td>
<td>Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.</td>
</tr>
<tr>
<td>✓</td>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
</tr>
<tr>
<td>✓</td>
<td>This school plan was adopted by the SSC on: 9/13/2016</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Carol Fong</td>
<td>Principal</td>
</tr>
<tr>
<td>Edna Kwan</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mellisa Jew</td>
<td>Teacher</td>
</tr>
<tr>
<td>Stefanie Wong</td>
<td>Teacher</td>
</tr>
<tr>
<td>Michael Lee</td>
<td>Teacher-Alternate</td>
</tr>
<tr>
<td>Maggie Pang</td>
<td>Classified</td>
</tr>
<tr>
<td>Marie Baek</td>
<td>Classified-AlTERNATE</td>
</tr>
<tr>
<td>Roberta Chiu</td>
<td>Parent-ChAIR</td>
</tr>
<tr>
<td>Kathryn Guo</td>
<td>Parent</td>
</tr>
<tr>
<td>Paulina Lindin</td>
<td>Parent</td>
</tr>
<tr>
<td>Tiais Hung</td>
<td>Parent</td>
</tr>
<tr>
<td>Vivian Mai</td>
<td>Parent</td>
</tr>
</tbody>
</table>