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

<table>
<thead>
<tr>
<th>School</th>
<th>Visitacion Valley Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Joseph Truss</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

At VVMS we value LOVE, LITERACY, and LIBERATION. We are committed to developing the whole child, exploring our passions, and changing the world. Upon 8th graduation, our students should be able to read on grade level, know more about their passions, and be empowered to address the social issues that are affecting them. Some of our strengths include our passionate teachers, quiet time program, ROCK/BEACON after school program, Electives and English Department. A few of our challenges are skill gaps, positive behavior, and reading levels. Some of our key strategies for next year include literacy interventions, trauma-informed practice, culturally responsive teaching, and common core implementation. This will allow our school to intervene at the critical age of middle school, and prepare students for high school.

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).

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

These requirements include:

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 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.*
SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.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* (School-wide and sub-group performance in comparison to the district) | • 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](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
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>Raise SRI proficient/advanced to 40% of school Raise 6th grade IWA to 2.5 on rubric Raise SBAC to 30% in Math and ELA Raise IAB to 60% in Math and ELA</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

WASC Ch.2
Overall, only 15.7% of students are scoring proficient on the SBAC ELA. 20.3% for 8th grade, 16.7% for 7th grade, and 13.8% for 8th grade. Based on data from our Reading Inventory (RI), the 8th grade Interim Writing Assessment (IWA) and the Smarter Balanced (SBAC) summative assessments we know that approximately 80% of our students are reading and writing below grade level. Also, looking at our grade data we see a disparity in grade distribution between AA students and other students in that our AA students are receiving a greater percentage of Ds and Fs and less As and Bs. We also use our referral and suspension data to determine how much time students are spending out of class. This is important when looking at literacy because we believe that when students are lacking the skills and knowledge to access the curriculum they are more likely to engage in negative behavior. Also, when students are out of class they are not receiving instruction which also leads to lower achievement.

Based on the analysis of the results, what are the interventions required to ensure all students reach mastery?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our data shows us that there is a correlation between students who struggle on standardized tests, as well as classroom assessment, and those who have low SRI scores. We will continue to use SRI, SBAC and IWA data to measure growth in ELA. We will also use measures such as the diversity of books that students read and their growth towards one million words through and online logging system.</td>
<td>Increase in reading proficiency by two levels or 200 Lexile points in one year, for students reading at Basic or Far Below Basic on the SRI. Increase writing level by .3 points All incoming 8th graders reading at grade level by the time they matriculate to 9th grade African American and Latino students grade distribution percentage in alignment with other ethnic sub-groups.</td>
<td>In order for our students to increase their reading proficiency by two levels, we will need to provide interventions outside of general classes for students who are struggling most. Students will be referred through an academic SAP process and tracked on an Academic RTI google doc. Tier 2: These interventions will be provided by our ROCK/BEACON program, involving book circle pull outs, reading time after school, and tutoring. Also, students will be involved in Library book clubs.</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-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>Increase in reading proficiency by 3 levels or 300 Lexile points in one year Increase writing by .5 levels</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What instructional shifts will be required to ensure all level growth on SBAC Increased proficiency in basic math skills as measured by classroom assessments 1 level growth in proficiency in benchmark milestone assessments Increase Math SBAC Proficiency to 30% Increase Math iAIBs to 60%

Use of literacy strategies in math class to give students strategies to approach word problems. Tutors to provide academic intervention in basic math skills. Complex Instruction, Group work and increased student talk. Project Based Learning and Social Justice math lessons. Khan Academy requirement for all students. We plan to have computers in each classroom, as well as computer carts shared between grade levels, to provide teachers with additional technology in the classroom. Teachers can use programs such as Khan Academy and other software to provide intervention.

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>African American students are 2.3% proficient, Latino students are 2.0% proficient, and students with IEPs are 3.9% proficient.</td>
<td>1 level growth on SBAC Increased proficiency in basic math skills as measured by classroom assessments 1 level growth in proficiency in benchmark milestone assessments</td>
<td>In Class support: lunchtime and after-school tutoring, small group instruction Explore project based learning lessons that students complete during the school year. Support from ROCK Power Hour Tutoring. Afterschool staff using Workbooks, Jeopardy games, Math Club, Khan Academy, Math Games</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American students are 2.3% Proficient</td>
<td>1 level growth on SBAC Increased proficiency in basic math skills as measured by classroom assessments 1 level growth in proficiency in benchmark milestone assessments Increase African American students proficiency to 20% on Math SBAC.</td>
<td>Support from ROCK Power Hour Tutoring. Explore the use of Khan Academy, Redbird, IXL, and Aleks intervention programs. Afterschool Academic Liaison Tutoring with classroom teacher. Finally, we will provide small group and some 1 on 1 tutoring provided by academic support staff</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)</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>We have a high number of LTEls who are not scoring above a 3 on the CELDT. Currently 80% of our students are scoring below grade level on the SRI. 6th grade ELs scored .2 of a point lower than average for our school and .1 of a point lower than the district average for EL students. EL students at VVMS have a higher percentage of passing grades than the school percentage overall in every content area. Our reclassified index level on the SQII is a 9/10.</td>
<td>Increase SRI and CELDT scores 50% proficiency on CELDT for long term English Learners; 15% proficiency on CELDT for developing English Learners.</td>
<td>Offering ELD classes to long term English Learners. Ensuring that SDAIE strategies are supported in all classes. Professional Development that supports teachers in creating lessons that are culturally responsive. Provide reading intervention through the use of a literacy specialist, reading support class, tutoring and targeted reading groups. Instructional Leadership Team will work to infuse EL strategies into all staff. Professional Development. Teacher coaching that supports the use of EL standards in all content areas. Use of Tier 1 RTI/PBIS to create supportive environment where teachers build positive relationships with students and facilitate engaging and inviting classrooms.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</td>
<td>Increase awareness and familiarity with colleges. Students should be able to find connections between their content and high education and careers.</td>
<td>Creation of a College Center staffed by the Talent Search/Upward Bound grant. Homeroom College Names Long Term planning College Pride Wednesdays College Field Trips for each Grade Level Guest Speakers from Colleges Lesson Planning about colleges. Funds for trips. College guest speakers in classes.</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>There is not an explicit college going culture, however teachers reference college in their lessons and some teachers display college posters and pendants. We also have had career days in the past.</td>
<td>Increase awareness and familiarity with colleges. Students should be able to find connections between their content and high education and careers.</td>
<td>Creation of a College Center staffed by the Talent Search/Upward Bound grant. Homeroom College Names Long Term planning College Pride Wednesdays College Field Trips for each Grade Level Guest Speakers from Colleges Lesson Planning about colleges. Funds for trips. College guest speakers in classes.</td>
</tr>
</tbody>
</table>

**Elementary Schools**

What is your plan for promoting college and career readiness?

**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 of 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 Meetings adn Professional Development Grade Level and Department Meetings Student Work Analysis Collaborative Meetings Curriculum and Instruction Teacher Leader PD Reading and Discussion of Academic Research Participation in Educational Conferences and Institutes Lesson Study, Review of Student Work, and Analysis of Data Coaching and Evaluation Leadership Team Cycles of Inquiry with Zaretta Hammond

<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>Culturally Responsive Teaching (mindset, strategies, curricular planning)</td>
<td>Site budget, Curriculum and Instruction Coaches, Sub Release, Prop A</td>
</tr>
</tbody>
</table>

### Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (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>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>12% of students are in our Special Education Program</td>
<td>Decrease disproportionality in Special Education program</td>
</tr>
<tr>
<td></td>
<td>Supporting teachers with differentiation, interventions, and culturally responsive teaching. Academic Response to Intervention Use of Co-Teaching as a model</td>
<td></td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>*Daily average attendance is 93% *Severe Truants: 35 *Chronic Truants: 74s</td>
<td>Daily average: 95% Severe Truant: 15 Chronic Truant: 25</td>
</tr>
</tbody>
</table>
Autodialer Daily Phone Calls (for any missing period = "A") Personal phone calls to chronic truants Automated Truancy letters mailed (#1, #2, #3) Personal Truancy Letters mailed by Ms. Yancy Home Visits Parent meetings for truancy Group truancy meeting Meetings with Nini from Pupil Services re: past SARBs and chronic truants SAP Team discussed truant students weekly Individual counseling sessions with truant students 1. TAP (Truancy Action Plan): Truancy Court Judge, CBO's, DCYF, CPS - Truant families receive support to help improve attendance. Weekly School Attendance Response Team meetings and plans for truant students. 2. Create incentive plans for students to help motivate them to improve attendance. Most improved attendance awards every 6 weeks

School Climate

| 130 Suspensions | 1000 Classroom Referrals | 4 students recommended for expulsion |
| 50 Suspensions | 500 Classroom Referrals | 1 student recommended for expulsion |

School Climate

- 130 Suspensions
- 1000 Classroom Referrals
- 4 students recommended for expulsion

- 50 Suspensions
- 500 Classroom Referrals
- 1 student recommended for expulsion

Additional Security Guard Before/after school supervision Hallway procedures and expectations Proactive Counseling Push-in Counseling Services Case Management for struggling students PAX Good Behavior Game in 6th Grade

Parent-School Communities Ties

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

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD’s Family Engagement Standards.

Family Engagement: Your school’s family engagement strengths and challenges (And how you know…)

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

Parent-School-Community Engagement

| Narrative describing Parent-School-Community culture | Targets | Strategies & Impact What is the strategy & how will you know you were successful? |
| Who you are reaching/ missing (And how you know…) | Increase participation of parents from 10 parents in every SSC meeting to 30 parents per meeting. Increase Parent Survey return from 200 to 300 parents for next year. Create a Chinese Parent group and a Pacific Islander Parent group. |
| Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…) |

We have been communicating with all our parents through a weekly newsletter, both hard copy and electronic. We have a functioning SSC and ELAC. Our new Parent Liaison has been doing specific outreach to our Spanish speaking parents and our African American parents, through cultural/linguistic specific groups. We have also combined parent engagement with cultural celebrations, corresponding with our themes of the month. We need to analyze the data to determine our effectiveness.
| Positivity Student Led Conferences | Get students involvement in community Electronic Communication Support services for families Owner to send communication, School Messenger News Highlight Keeping pushing School Loop (parent Liaison), Target of 75%, ROCK liaison helps register new families on SL Computers or laptops in office, register on day 1, or during visit, Create email list/group for parents Build on Food Bank, direct to a meeting, or survey Language specific groups, Samoan group, More Chinese Translation, Parent Leader for each group, AAPAC Morning and evening events Principal Chats, Informal talks, Put STEAM, Arts, Sports Night on the Calendar, One in Fall, One in Spring Put all events, big and small on calendar Utilize parking lot and drop off |
### 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.

<table>
<thead>
<tr>
<th>Special Education Weighted Student Formula (WSF-SpEd)</th>
<th>Allocation = 4,250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Salaries Emergency Funds Overhead Supplies Non Capitalized Office Supplies and Paper Postage Copier Rental, Toner Climate Supplies Quiet Time Clubs (exn hours, supplies) Grade Levels (field trips/climate) Field Trips/Speakers Instructional Supplies Departments Leveled Literacy Intervention Stipends Ext. Hrs Certificated Sub Day Funds Professional Development Furniture Parent Engagement Building and Grounds Food</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)

#### Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = 52,121

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

1/2 Salary of Newcomer Teacher Instructional Materials for English Learners (this includes new curriculum for history class, bilingual independent reading material, and headphones for students to work on Rosetta Stone)

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?

Library Department Instructional Supplies

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

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

Allocation = 296,000

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?

Newcomer Teacher Salaries Instructional Supplies

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

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

<table>
<thead>
<tr>
<th>Title I = 107,507</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you plan to use these funds?</td>
</tr>
<tr>
<td>ELD and Ethnic Studies Position Instructional Supplies Extended Hours</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)

### 1% Title I Parent Set Aside: 1,075

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.**

Training for Parents Parent Reading Program Parent Meetings

**Date** your school’s Parent Involvement Policy was reviewed by your School Site Council: **3/17/2016**

Select the Bryk Essential that most aligns to the use of these funds:
- **Parent-School-Community Ties** (LCAP Priorities: Parental Involvement)

### Impact & Innovation Awards = 5,000

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

Renovating classroom furniture to increase 21 century learning and culturally responsive teaching.

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: 100,000

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

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

Extended Hours Sub Release School Spirit Gear Prizes for Falcon Store T-Shirts Banners Lunchtime Equipment and Games Grade Level Lead Stipends SEL Curriculum Outdoor Speakers and Audio Microwaves for Students Field Trips Extended Hours Sub Release ILT COP Partners in School Innovation PD Conference Teachers College New Novels for Classrooms Library Books (MOVE to Novels and Leveled) Leveled Literacy Books Extended Hours SFCESS Partnership Stipends for ELT Field Trip (ethnic studies) CRT Consultant Fees and Conferences Staff Educational Research Library Staff Instructional Supplemental Material Buildings and Grounds Staff Retreat Retreat Materials, Food, Site Summer Extended Hours Outreach Technology Parent Engagement Food for 16 Meetings Extended Hours for Staff for 16 meetings, 2 people Parenting Books and Supplies Technology Projectors and Smart Boards History Curriculum

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

### Equity Grant = (as applicable 16-17)

**Identify Sub-group & specific actions**

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

### QEIA Carryover =

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

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

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

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
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>Full-time Equivalent (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>1.0</td>
</tr>
<tr>
<td>Social Worker:</td>
<td>1.0</td>
</tr>
<tr>
<td>Nurse:</td>
<td>.5</td>
</tr>
<tr>
<td>Family Liaison:</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>1.0</td>
</tr>
<tr>
<td>CHOW:</td>
<td>1.0</td>
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<tr>
<td>Elementary Advisor:</td>
<td>T10</td>
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<tr>
<td>IRF:</td>
<td>4.0</td>
</tr>
<tr>
<td>Literacy Coach:</td>
<td>1.0</td>
</tr>
<tr>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal:</td>
<td>1.0</td>
</tr>
<tr>
<td>VAPA:</td>
<td>2.0</td>
</tr>
<tr>
<td>Librarian:</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

- Literacy Interventions
- PBIS
- Trauma-Informed Practices
- Health Instruction
- Peer Mediation
Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 25, 2016.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/17/2016
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 3/17/2016
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”).

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanley Lee</td>
<td>Parent</td>
<td>x</td>
</tr>
<tr>
<td>Maria Elena Mendoza</td>
<td>Parent</td>
<td>x</td>
</tr>
<tr>
<td>Ping Ling Mai</td>
<td>Parent</td>
<td>x</td>
</tr>
<tr>
<td>Jordy Lin</td>
<td>Student</td>
<td>x</td>
</tr>
<tr>
<td>Joie Cam</td>
<td>Student</td>
<td>x</td>
</tr>
<tr>
<td>Emmie Kwong</td>
<td>Student</td>
<td>x</td>
</tr>
<tr>
<td>Joe Truss</td>
<td>Principal</td>
<td>x</td>
</tr>
<tr>
<td>Jay Cunningham</td>
<td>Teacher (UBC Rep)</td>
<td>(refused to sign)</td>
</tr>
<tr>
<td>De Young</td>
<td>Paraprofessional</td>
<td>x</td>
</tr>
<tr>
<td>Cassie Curiel</td>
<td>Teacher</td>
<td>x</td>
</tr>
<tr>
<td>Franque Bains</td>
<td>Teacher</td>
<td>x</td>
</tr>
<tr>
<td>Patrick De Ocampo</td>
<td>Teacher</td>
<td>x</td>
</tr>
</tbody>
</table>