WLC serves the incarcerated youth that are detained in The San Francisco Juvenile Justice Center (Juvenile Hall). It is our belief that we are given an opportunity to intervene in students academic progress and interrupt any patterns of negative behavior in order to reengage students with school. The staff at WLC is very dedicated to this population with expertise in differentiating instruction to meet the needs of a wide range of learners. Our student population ranges in age from 12-18 years of age and changes daily as students are detained and released. Upon arrival at the facility SF Juvenile Probation assigns youth to a unit (living quarters). Students attend class with their unit and students from different units can not be blended, which creates a class roster that could have students with a wide range of educational needs. This is our greatest challenge as some classes will have students with IEP’s, ELL’s, range of reading levels and varying experiences with school. As a staff we have to be aware that our students are in a state of anxiety as they go through a legal process that could have a wide range of outcomes to their future. Our goal is to provide a setting that will allow students to be available to receive instruction that is free of judgement, predictable, safe while maintaining a level of academic rigor. While attending WLC students are exposed to a wide range of programming that includes guest speakers from community based organizations that can provide support when they return to their home school, a culinary garden with an outdoor classroom, and early morning tutoring program in their units.

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

*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* (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 Subject 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>• Students will work towards achieving learning outcomes identified in the SFUSD ELA PK-12 Common Core Curriculum. Students will produce essays in each of the spirals: narrative, informative/explanatory, persuasive.</td>
<td>• ELA teachers will work in conjunction with Social Studies team teachers and paraprofessionals in a cycle of inquiry and public lessons to analyze one another’s practice and make adjustments according to data</td>
</tr>
<tr>
<td>• The language arts program has a varied and richly diversified curriculum. The results of 2015 formal and informal assessments shows that the majority of students do not meet grade level standards in both reading and writing. Their ability read and write expository texts is an area of weakness.</td>
<td>• Utilize prereading strategies such as activating prior knowledge, surveying a text and making predictions • Identify the main ideas, including an author’s main argument • Evaluate the credibility of a text • Annotate and summarize a text • Generate and use data as evidence in making an argument • Revise and edit an essay with support • Experience the benefits of feedback on writing from a peer audience</td>
<td>• Instructional assessments and routines will be aligned to learning outcomes and will include: writing utilizing evidence from a text; Whole, small group, and partnered discussions; and close reading of texts using strategies from Expository Reading and Writing Course</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formal assessments reflect that we have a large portion of our student body that is not at grade level in English Language Arts. •</td>
<td>Increase staff communication and collaboration to support student success, •</td>
<td>• Continue to promote academic literacy and focus on ELA skills building for all students not achieving mastery in ELA standards. •</td>
</tr>
</tbody>
</table>
• Interventions included access tutoring before school and content area tutoring. Teachers will also provide accommodations and differentiate the curriculum so students have multiple ways to demonstrate understanding and mastery of the standards.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers of students not meeting academic standards will examine data from lesson study public lessons and formal assessments to access the areas in which students are not meeting the standard. Intradepartmental analysis will target skills to be explicitly taught at grade level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Co-planning between ELA Gen Ed teacher and Sped team teachers • Identifying different needs of students with IEPs and providing accommodations and support. • Sped co-teacher will attending ELA Teacher Leadership PDs alongside General Education Teacher to improve content mastery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teachers will take advantage of smaller class sizes by increasing group work and creating skill level groups to meet the instructional needs of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• During lesson study PLC teachers will continue to analyze grade data. Teachers will be given best practices during faculty meetings and grading strategies during Prop A professional development time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Case manager provide support and one to one support.</td>
<td></td>
<td></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?

Analysis of Results Mathematics-All Students

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

WASC Ch.2

Based on the analysis of the results, what are your targets/performance goals?

What instructional shifts will be required to achieve these goals?

WASC Ch.5

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

Analysis of Results for Mathematics-Intervention

Based on the analysis of the results, what are your targets/performance goals?

What interventions are required to ensure all students reach mastery?

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?

Analysis of results for Mathematics-Focal Group

Based on the analysis of the results, what are your targets/performance goals?

What interventions are required to ensure all students reach mastery?

WASC Ch.2

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)?
| Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? |
| In a narrative, describe what your analysis of the data says about your school. | We provide timely intervention/support by reviewing current CELT scores upon arrival. Meaningful delivery of ELD support | Our ELD program is comprised of one EL Teacher/Coordinator and one EL paraprofessional. All student EL data, including CELDT levels and scores, are reviewed daily by our EL staff. Our EL coordinator and para provide daily designated and integrated EL services to all EL students, based on the student's individual needs. Students receive EL services in all of their classes, paired student need and classroom instruction. When appropriate, students have been recommended for reclassification, but because of the fluidity of our student population, this designation is usually reserved for when the student returns to their home school. |

WASC Ch.2

| Other Subject Areas (Secondary Schools, optional for Elementary) | Analysis of Results - All Students | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
| For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. | We since created a new program evaluation process that will be managed by our Community Relations Specialist (CRS) to manage the tracking instrument (excel spreadsheet). | The administration of the WRAT will take place every Tuesday during 2nd period classes to all new students as well as those that have reached 90 of continued enrollment or increments thereof (180, 270). As a school staff we will review this data each semester to seek patterns that will further inform our instruction and intervention practices. |

WASC Ch.2

| in our review of last year’s data we determined that our tracking system (database) as well as our system for determining/identifying what staff member is responsible for administration of the WRAT and inputting those results into a database needs to be strengthened. Log Cabin Ranch (LCR) is a Court School program that provides educational services to male students that have been sentenced by SF Juvenile Courts for a minimum of 8 months. LCR is housed at a residential facility. All of our students come directly from Woodside Learning Center. | Our students arrive at LCR with a wide range of educational need including credit recovery, continuing course work for graduation, High School Equivalency. | LCR will be shifting from traditional school programming that has each subject area taught as a separate class to a more project based format. Students will still have time to work on specific individual areas of need such as community college courses, high school equivalency prep, remediation in reading and or math, vocational prep such as resume writing. We will need to access finding to support the growth of project based instruction to purchase materials, technology, CBO contracts and consultants. |

WASC Ch.2

| 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 |
| Narrative describing college going culture (using indicators suggested above) | What are your targets/ goals? | What shifts will be required to achieve these goals? |

WASC Ch.2

WASC Ch.5
The primary objective of county schools is to support students' academic growth and credit earning while they are in the faculty and then successfully transition them to another school or programs. In 2014-15 Court School served 437 students. Over 99% of high school students enrolled 7 or more days, a total of 272 students, earned academic credit toward completion of high school requirements. 11 long term students were enrolled more than 90 days. Among those long term students, their average enrollment was 128 days, and their average credit earned in that time was 57, meaning not only were they keeping up with grade level work but also were recovering credits. Four of 11 graduated. An additional 4 of 11 remain enrolled and are on track to graduate. Three of 11 have transferred to other school programs. Of 432 enrollees, 372 were transitioned to another high school placement. 23 completed high school. The remainder remained in the facility at the end of the school year.

While the SFCOE Court School is highly effective in supporting student credit earning, recent evaluation has surfaced that credit earning policies and procedures could be revised to support additional progress, especially for long term students. While Court Schools have been highly effective in transitioning students to other high schools, we are not tracking how these students handle the transition. Similarly, while we provide many informal supports to student transitioning to post-secondary and career programs, we are not systematic about providing and documenting these services.

Credit earning procedure will be revised as measured by comparison credits earned between sample students enrolled in 2015-16 and students enrolled comparable lengths of time in prior year. 90% of students enrolled 90 days or more will have both pre- and post-test scores. 90% of students enrolled 90 days or more will have a documented transition plan including placement in postsecondary and/or employment programs.

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 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?

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

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

School Climate: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys.
<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Students with disabilities represent 35-70% of our student population.</td>
<td>We fully include 100% of our SPED students with the exception of students that have specific services in their IEP that require pullout for remediation.</td>
<td>Supports for SPED students are provided through Gen Ed/Sped co-teaching model in all subject areas. Sped Para support available though out the school day and before school tutoring. In order to provide this level of service have a minimum staffing requirement to serve all students simultaneously throughout the school day. We cannot group students from different units to provide focused interventions so we need staffing to serve the number of units not the number of students. We also require additional psych services in order to meet the assignment needs as we frequently have students with out of date assessments due to truancy and we update all triennial assessments and IEP’s while they are in custody.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>All students must attend school as part of the daily program at JJC. Our daily attendance is 95-100%</td>
<td>Our attendance rate is 95-100% percent on a daily basis. Students that are missing school are usually at a court date or have meetings with legal representation.</td>
<td>We have an Community Outreach Coordinator that is crucial to following up families and students after their release.</td>
</tr>
<tr>
<td>School Climate</td>
<td>WLC promotes a positive school environment during a time is that is very stressful for students.</td>
<td></td>
<td>When a referral is written and a student is asked to leave class we mediate the situation prior to the next time that class meets. The teacher, principal and member of JJC staff will meet with the students and resolve the issue. At that time the student is welcome to return to class. We also have a satellite classroom for students that are deemed a safety/security risk by JJC staff. All teachers rotate through the classroom to provide the same instruction that a the student would receive if they had been</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.

**Parent-School-Community Engagement**

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the strategy &amp; how will you know you were successful?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

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

**Allocation** = 825,058

Reduce class size and ensure access to all subjects required for graduation in the detention environment where students cannot be grouped for educational need. 100% of students are considered supplemental/concentration.

**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** =

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

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

#### Supplemental Concentration Grant - Low Income (SCG-LI) 07090

**Allocation** = 212,165

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

Reduce class size and ensure access to all subjects required for graduation in the detention environment where students cannot be grouped for educational need. 100% of students are considered supplemental/concentration.

**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** =

*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?*

**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** =

*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?*

**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</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>117,537</td>
</tr>
<tr>
<td>1% Title I Parent Set Aside</td>
<td>31500</td>
</tr>
</tbody>
</table>

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

Title ID (Neglected): Resource 30250, Fund 05, Org 892 - Supplemental bilingual classroom aide to support students acquiring English as well as needing 1:1 assistance. - Bilingual Community Relations Specialist to support family involvement, especially in the IEP and transition process. Also will provide increased screening and monitoring of long term students.

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

**1% Title I Parent Set Aside:**
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.**

Date your school’s Parent Involvement Policy was reviewed by your School Site Council:

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

**Impact & Innovation Awards =**

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

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

**Principal’s Innovation Fund:**
(For Middle Schools and PK-8 Schools as applicable)

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

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

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

Identify Sub-group & specific actions

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

**QEIA Carryover =**

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

**Select the Bryk Essential that most aligns to the use of these funds:**
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- 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) = $51,961**

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

Title IA County: Resource 30101, Fund 05, Org 892 Substitute Days, Sub-Agreements for Services such as hiring a Garden Educator for student engagement in school garden, Consultant Fees for garden educator, and travel/conference related to professional development for instructional guidance for student learning and growth.

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<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:

Evaluation of transcripts of all entering students. Awarding of partial credit upon release. Screening for AB 216 Eligibility. Transition plans for long term students.
**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:

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td>✔️</td>
</tr>
<tr>
<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>
<td>✔️</td>
</tr>
<tr>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td>☐️</td>
</tr>
<tr>
<td>☐️ English Learner Advisory Committee (ELAC)</td>
<td></td>
</tr>
<tr>
<td>☐️ Community Advisory Committee for Special Education Programs</td>
<td></td>
</tr>
<tr>
<td>☐️ Other (list)</td>
<td></td>
</tr>
<tr>
<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>
<td>✔️</td>
</tr>
<tr>
<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>
<td>✔️</td>
</tr>
<tr>
<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
<td>☐️</td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
<td></td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
<td></td>
</tr>
<tr>
<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:</td>
<td>✔️</td>
</tr>
<tr>
<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>
<td>✔️</td>
</tr>
<tr>
<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>
<td>✔️</td>
</tr>
<tr>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
<td>✔️</td>
</tr>
<tr>
<td>This school plan was adopted by the SSC on: 9/30/2016</td>
<td>✔️</td>
</tr>
</tbody>
</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Lanier</td>
<td>Principal</td>
</tr>
<tr>
<td>Mona Tahsini</td>
<td>SPY/Community Member</td>
</tr>
<tr>
<td>Patty Lee</td>
<td>Public Defender/Community Member</td>
</tr>
<tr>
<td>David Malizia</td>
<td>Teacher/Co-Chair</td>
</tr>
<tr>
<td>Geoff Diesel</td>
<td>Teacher</td>
</tr>
<tr>
<td>Parent of Current Court School Student</td>
<td>Parent</td>
</tr>
<tr>
<td>Luis Recinos</td>
<td>Director-JJC</td>
</tr>
</tbody>
</table>