2017-2018 Balanced Score Card:  
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Yick Wo Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Sarah Van Velsor</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

Yick Wo is dedicated to fostering enthusiasm for lifelong learning through supporting the social, emotional, academic, artistic and physical development of every student. We nurture good citizenship by teaching empathy and guiding students to practice the school values to be safe, be kind and be responsible. We value all members of our school community – teachers, staff, students and parents – and invite all to be involved in creating an engaging learning environment. Our magical little Elementary School is nestled in Russian Hill and serves 255 students from the neighborhood and around San Francisco. Our student population is 32% white, 31% Asian, 13% Latino, 13% two or more races, and 3% African American. We have two classes at each grade level and three 4/5 combination classes. 38% of our students are socioeconomically disadvantaged, and 28% are identified as English Language Learners. We have rich language diversity in our student body, with our families speaking 21 different languages at home. Additionally, 11% of our students receive Special Education Services, some of whom are in our two exceptional Autism focused Special Day Classes. Our teachers, parents, staff, students and families continuously work to ensure we are creating the “best little school in the world.” Yick Wo students benefit from our focus on the Arts & Sciences. Each student gets to experience vocal music, instrumental music, education outside, garden, ceramics, visual arts and hands-on science. These directly impact students’ academic success, social-emotional development and the wonderful culture and climate of our entire school. Our Literacy Team and staff are implementing a Comprehensive Approach to Literacy starting with Reader’s Workshop. Specifically, we are focusing on implementing CCSS based mini-lessons, independent reading and sharing about reading. The key strategy that is driving this work is student Academic Discourse. This will be evident in partner reading, buddy reading, guided reading, and book clubs during Reader’s Workshop, as well as during designated ELD.
TABLE OF CONTENTS

SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply, to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

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

- **SSC Roster** that has been verified to have parity, designating either "staff-alternate" or "parent/community-alternate" for any alternate members selected. Names listed should reflect elected members.

- **SSC Signatures** (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

- **SSC Bylaws**

  - SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.

### 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

### 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
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/roa/aao/DataDisk/default.aspx](https://district.sfusd.edu/dept/roa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "16-17 Results". Then look for these three folders:

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

### Mid-Year Summary
(School-wide and sub-group performance in comparison to the district)

### Strategies in Action
- Instructional Core: ELA, ELD and Math
- Student-Centered Learning Climate

#### Contents
- School Data Puzzle provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- Acceleration for ELA/Math provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- Performance Summary provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- Mid-year Chronic Absenteeism Rates
- Mid-year Suspension Rates
- Illuminate Spring 2017 Assessment Reports provides direct links to the most current data for drilling deeper
- BSC Revision provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- Fall Grades Distribution (grades 6-12) provides overall and sub-group grades – % A’s and D/F’s for English Language Arts, Math, Science, Social Science and GPA Average
- NSC College Data (high school only) provides college attendance trends for high school graduates

### English Learner Report 2016-17
(AMAO Trends and performance school-wide and pathway)

### Strategies in Action
- Instructional Core: ELD

#### Contents
- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

### CORE SQLI Reports for 15-16
(SQLI Performance, definitions and thresholds)

### Strategies in Action
- Instructional Core: ELA, ELD and Math
- Student-Centered Learning Climate
- College and Career Readiness

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

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

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state’s priorities. These align well with SFUSD’s articulated performance indicators and the work we’ve done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible by 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. <strong>WASC Ch.2</strong></td>
<td>In 2017-18 we will focus on the Core Curriculum Goal: Goal 1-Analysis of Student Work-By the end of 2017-18 our site will move from “Awareness” to “Beginning Implementation”. Teachers will meet consistently to collaboratively analyze student work for evidence in learning showing the CCSS instructional shifts. They will use it as formative assessment data to determine next instructional shifts. By analyzing student work consistently we will: a) move from our 49% (63/128) proficient on the ELA SBA, to 55% (67/120-28-3rd, 40-4/5th). b) Decrease the number of students in Not Met from 44 to 34 c) Increase the school writing rubric average score from 2.57 to 3.0 average, d) Increase average reading level in each class to less than 0.25 away from grade level.</td>
<td>Goal 1-Shifting Next Steps: Weekly Grade Level Collaboration Meetings with monthly analysis of student work and determination of instructional next steps. During these weekly grade level meetings that analyze student work to meet these goals we will: a) focus on testing as a genre in 3rd-5th b) use small, flexible strategy groups based on student success/areas of need in gaining understanding of the CCSS c) calibrate student writing to gain teacher understandings of writing standards/goals d) analyze student post-its/reader’s notebooks/conferring notes from Reader’s Workshop to target students’ reading needs</td>
</tr>
</tbody>
</table>

After reviewing the SFUSD ELA Core Curriculum Implementation Rubric, we identified that most of the teachers at Yick Wo are in the following stages: Collaborative Curriculum Maps-Awareness Unit & Lesson Plans addressing the CCSS shifts- Awareness and that address the needs of all students-Not Yet Analysis of Student Work-Awareness

After reviewing the SFUSD Comprehensive Approach to Literacy Rubric we identified that our site is in the following stages: Classroom Environment-Not Yet Interactive Read Aloud-Awareness Reading Workshop-Not Yet Writing Workshop-Awareness Word Study-Awareness

In 2017-18, we will focus our efforts on two CAL Implementation Goals: Goal #2-By the end of 2017-18 our site will move from “Not Yet” to “Awareness”. Evidence will show that most teachers are beginning to implement most components of the Reading Workshop, especially classroom libraries and anchor charts. Goal #2 Reader’s Workshop-By the end of 2017-18 our site will move from “Not Yet” to “Beginning Implementation”. This will be evidenced by most teachers starting the workshop with a mini-lesson a lean teaching point and anchor chart, independent reading and guided reading groups.

Goal #2-Shifting Next Steps- * Classroom libraries will be genre based, leveled or a balance of genres/levels in each classroom by August 2017. * Anchor charts will be evident in most classrooms by October with lean teaching points by January. Goal #3- Shifting Next Steps- * Most teachers will have mini-lessons at least once a week using a CCSS standard or hybrid from SFUSD Core Curriculum. * Student Independent work will have evidence of practice on the teaching point through post-its or Reader’s Notebooks.
### 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>After careful analysis of multiple measures of Language Arts data the Literacy Team identified 69 students that are reading below grade level (44 scored Not Met on the SBAC). This group of 69 students also score consistently lower than their peers on the SFUSD Writing Rubrics.</td>
<td>Based on our analysis, we have identified the performance targets: * Decrease number of students scoring in Not Met, from 44 to 34. * Decrease the number of students reading below grade level from 69 to 50.</td>
<td>To ensure that all students acquire mastery we will make a number of instructional shifts at the classroom level and at the school level. At the classroom level, to ensure less students score in Not Met on the SBAC we will do small, flexible strategy groups based on the complexities of the common core-specifically assessing and targeting students who are Tier II. * On a school wide level we will move to a 'Daily Double Dose' where all of our struggling readers get guided reading from their classroom teacher as well as Leveled Literacy Intervention (LLI) with our literacy specialist.</td>
</tr>
</tbody>
</table>

---

### Focal Group

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

<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>In our little school of 256 students we have 71 English Learners who are experiencing much less success at our school site. On the SBAC in 2015-16 only 4% of our students (125) scored Meets/Exceeds the Standard in English Language Arts.</td>
<td>After careful analysis of the SBAC scores for ELs it is clear that language proficiency, specifically students limited cognitive academic language proficiency (CALPS), is preventing their success on the SBAC. The SBAC goal for 2016-17 is that 17% (528) of our ELs will score at Meets/Exceeds the Standard.</td>
<td>To ensure at least 5 of our ELs meet/exceed the standard we will focus on front loading and/or focusing on Tier II academic words for all ELs. Do word work in the scope of Reader's Workshop or beyond, ensuring mastery by ELs with the use of informal assessments.</td>
</tr>
<tr>
<td>In our school wide reading measures Fountas &amp; Pinnell(F&amp;P) in K–2nd and Reading Inventory (RI) in 3rd- through fifth our English Learners are not experiencing success at the same rate as their non-EL peers. Of the 29 ELs in 3rd-5th grade, 6 are reading at grade level and 17 are Below Basic on the RI. On 38 ELs in K-2nd grade, 19 are reading above grade level and 11 are Not Yet Meeting Expectations on the F&amp;P.</td>
<td>As reading is the foundation of all learning, we carefully set goals for our Tier II students. * In 3rd-5th grade on the RI, the number of students reading at grade level will increase from 6 to 10, while the number reading at Below Basic will decrease to 12. * In K-2nd, the number of ELs reading at grade level will increase from 19 to 22 and the number at Not Yet Meeting will decrease from 11 to 9.</td>
<td>-Guided Reading and Strategy Groups in Reader’s Workshop. - Reading &amp; discussion in designated ELD. - Increase integrated ELD time that occurs in classrooms, especially in content area time.</td>
</tr>
</tbody>
</table>

---

### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>Based on our analysis at School Site Council and Grade Level Collaboration Meetings we have set the following targets in Math: By September 2017... * As a whole school, 50% (72/120) of our students will score at Met/Exceeds on the Math SBAC-30 in 3rd grade, 19 in 4th grade and 23 in 5th grade. * With 5th grade students (previous 4th graders), we intend to increase the number scoring at proficient to 20. * When it comes to supporting each gender equally, we would like to increase the number of males scoring at met/exceeds to 55%. By January, 2018...</td>
<td>The instructional shifts required to achieve these goals at Yick Wo are as follows: * To increase the number of students scoring Met/Exceeds on the Math SBAC we will increase the amount of math talks that happen in classrooms, we will also focus on the 6 mathematical practices in kid friendly language. * To support the 5th graders teachers and support personnel will do targeted math intervention groups to teach/teach the required skills. * Continued learning/PD from the Math Team on SFUSDs multiple methods of solving math problems to better meet the varied needs understanding of the males.</td>
</tr>
</tbody>
</table>

*WASC Ch.2*
As a school community our students perform higher overall in Math than in English Language Arts. As a school 53% (88/162) of our students scored at Met or Exceeded the Standards on the Math SBAC. In each grade level, our highest scoring was 3rd grade, with 60% (24/40) scoring at Met or Exceeded the Standard. This can be attributed to the high level of collaboration, planning and alignment with the SPUSD Math curriculum which is Common Core Thinking. Our lowest scoring grade was 4th grade, with only 43% (19/44) scoring at Met or Exceeded the standard. After further analysis we noted a high percentage of boys in that grade level, which led us to focus on the gender breakdown school wide. 57% (29/51) of the 3rd-5th females scored at Met or Exceeded in Math SBAC, while only 50% (39/77) of males did. Finally, on the mid-year math milestone the school average rubric score K-5 was 2.77.

**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>After a deeper dive into multiple data points for Math we identified students who need Tier II support: On the Math SBAC there were 26 students who scored in Has Not Met the Standard. There are 42 students school wide scoring Below Standard on the mid-year milestone task. Of these students we are seeing the highest numbers in 4th grade and 2nd grade, 12 and 10 accordingly. Similarly, on the Math IAB, there are 50% of the 3rd-5th grade students who have not met/nearly met the standard.</td>
<td>The math goals we have set for our Tier II students are: - On the Math SBAC we will decrease the number of students scoring in Not Met from 26 to 22. - To decrease the number of students scoring at Below Standard on the math milestone from 42 to 38. - To decrease the percentage of students scoring Below Standard from 50% to 48%</td>
<td>To ensure that our Tier II students meet these goals we will: - Have monthly data analysis at grade level collaboration where we do deep analysis of Tier II students and how best to support them. - Professional learning around formative assessment in order to ensure timely assessment and re-teaching for students who are struggling in math.</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>Our focal group for math is also our English Learner Group. On the Math SBAC for 2015-16 28% (725) scored at Met/Exceeded standard. Similarly, on the mid-year IAB only 33% of them scored at Met/Exceeded the standard.</td>
<td>Since we have been focusing on ELD this year, we have set the rigorous goals of: -42% of our 3rd-5th English Learners (12/28) will be at Met/Exceeded the Standard in Math, and an increase of 14%.</td>
<td>Our focal group will be the target group that the Math team focuses on all year long. - We will consistently front load math vocabulary and academic discourse frames to allow the ELs easier access to the math content.</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>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

---
Yick Wo serves 71 English Language Learners, 24 of whom are Long Term English Learners (LTEL) and 20 of whom are Newcomers. They make up 28% of our population, not including the 16 students who have been reclassified fluent English Proficient (R-FEP). On the September 2016 California English Language Development Test (CELDT) the English Learner Students scored as follows: Advanced-4 students Early Advanced-29 Intermediate-27 students Early Intermediate-9 Beginner-5

Based on the analysis our ELAC, SSC and school community has done we have set the following goals for our ELs: By December 2017 we will: * Decrease the number of Long Term ELs from 24 to 18. * Increase the # of R-FEP students from 16 to 20 * On the CELDT decrease the number of students in Early Intermediate from 9 to 7 and decrease the number of students in Intermediate from 27 to 25.

Our school site will implement many interventions to ensure that our English Learner’s are able to reach these goals. * Implement designated ELD with frequent opportunities for academic discourse * Ensure that the Early Advanced/Advanced students have frequent access to in depth CCSS reading, writing and confering during Reader’s and Writer’s Workshop. Finally, our English Language Learner Committee (ELAC) will review current EL data and practices on a monthly basis to ensure progress towards our goals.

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

Elementary Schools

What is your plan for promoting college and career readiness?

To promote college and career readiness, we are doing weekly Panda of the Week awards for the 3rd-5th graders where they get money added to their K2C college scholarship. They also get to add a college pennant to our College Wall! At the beginning of next year we will have each staff member share with the community where they attended college. Then on a consistent basis we will have student council members research a university and share about it at morning circle once a month.

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?

Site-based professional development will be carefully designed by the Literacy Team to support teachers in successfully implementing the Comprehensive Approach to Literacy. During the 2017-18 school year, as it evidenced by need in the student data, we will be focusing on Reader’s Workshop. We will be working to move from ‘Not Yet’ on the CAL rubric to ‘Awareness or Beginning Implementation in Classroom Environment, Interactive Read-Aloud and Reading Workshop. This will be done a number of ways; monthly PD on Reading Workshop, peer partnerships/PLCs that meet monthly, coaching support from the literacy team, and observations at other school sites.

School-Wide Action Step(s) | How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)
--- | ---

**Analysis of Results - All Students**

For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.

WASC Ch.2

**What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?**

WASC Ch.5

**Narrative describing college going culture**

(Using indicators suggested above)

WASC Ch.2

**What are your targets/goals?**

**What shifts will be required to achieve these goals?**

WASC Ch.5
Teacher's and staff will learn the components of Reader's Workshop (Mini-Lesson/Read-IRA, Read-IR, Read-GR/Closing Circle). Teachers and staff will become comfortable with creating targeted high level questions (in IRA, confering & GR). Teachers and staff will begin to question how they are promoting independence throughout the workshop.

MTSS Resource Staff Facilitation from the brilliant literacy coaches in Humanities -Prop A hours -Site Funded Sub Release

---

### Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>One of the many wonderful components of Yick Wo are the students with special needs we have as well as the two Autism Focused SDC classes, one K-2 and one 3-8th classroom. To ensure mainstreaming the SDC teachers have many of their students participate in art, music and PE with the General Education students. Additionally, the students get to go to Trader Joe’s and the pool to include them into the wider community.</td>
<td>Our goal is to increase the amount of Autism Awareness and mainstreaming that we do in all of our classrooms.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>During the 2015-16 school year we had a chronic absenteeism rate of 9.6% (26/271 students). The place where we see the most chronic absences is in our socio-economically disadvantaged population (SES) and our Latino population.</td>
<td>Being in school is the factor that matters most to our students success and thus we have set clear targets of: This year we intend to decrease this rate to 5% or less. For our SES population we would like to decrease the number of chronically absent students from 12 to 10. For our Latino students our target is a decrease of 3, from 7 to 4.</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>Our school climate at Yick Wo is of utmost importance to us. Our data from 2015-16 shows that students Social Emotional Skills are as follows: Growth Mindset 60%, Self-Efficacy 56%, Self-Management 71%, social Awareness- 63%. As it pertains to our culture and climate, from the culture/climate survey, students, families and staff feel support for academic learning and knowledge/fairness of discipline. For students, unlike for families and staff, students reported they don't feel safe (48%) and 29% reported that they don't feel a sense of belonging to the school</td>
<td>Our targets to continue the wonderful school climate we have and improve even more, are as follows: Self-Efficacy-60% from 56% Social Awareness 70% from 63% In terms of culture and climate, we will focus on ensuring that our students feel 1. safe at school all the time 2. a sense of belonging in our community</td>
</tr>
</tbody>
</table>
Parent-School Communities Ties

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

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

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

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

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
</table>
| **Narrative describing Parent-School-Community culture**  
Who you are reaching/missing (And how you know…)  
Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…) | In order to have a fully inclusive community that is representative of all of our students we have set the following targets: * Increase the number of participants on the ELAC from 3 to 10.  
* Increase PTO meeting participation from 15-20 to 40-50 | The strategies will will use are as follows: -translators at all meetings, we will ensure success by scheduling these at the beginning of each semester. -assessment of less involved parents to assess why they are not involved as much and how we can engage them more, via conversations, phone calls, e-mails. We will know we are successful if we see more attendance from these parents. - Structure the ELAC meetings in a way that is comfortable and supporting to the English Learner families, including lots of time for questions and translators. -combine the SSC and PTO on a consistent basis. |

Our school community has a high level of involvement by a small number of parents. We have consistently 20 parents who help with events, run PTO, volunteer for field trips etc. The vast majority of our involved parents are from the K-2 families. There is also minimal involvement from our non-English speaking families (often less than 15% participation).
### SECTION IV: School Budget & Resource Priorities

**Weighted Student Resources in WSF and Other LCFF-Funded Allocations**

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

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

**Allocation = $1,950**

These funds will be utilized to support our 27 students who receive Special Education Services—it will be utilized to buy books, differentiation materials and supplies that support their individualized learning needs stated in their IEPs.

**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 = $29,416**

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

Our site will utilize our SCG-EL resources to partially fund a 1.0 FTE Reading Specialist. This is the best use of our resources because the majority of our English Learners are reading significantly below grade level (2-3 years), and giving them a 'Double Dose' of guided reading from the classroom teacher as well as LLI from the Reading Specialist will allow them to catch up to grade level.

**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?**

**LCFF Concentration Grant (SCG-C) 07092**

**Allocation = $0**

**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 = $0**

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

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

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

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

**Title I =** (31500)

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)

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)

**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>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5 FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Two to three high leverage strategies that will be accomplished:

The School Social Worker facilitates/supports the following initiatives: 1. School Climate Committee-Focusing on school-wide PBIS-Be kind, be safe, be responsible, and well as other initiatives to support school culture and climate. 2. CARE/SAP Team-To analyze Tier III students to ensure the appropriate and equitable supports and interventions go to students who need it most. 3. Social-Emotional Learning Programs-SSW facilitates the use of Kimochi in Kinder and 1st grade as well as Second Step in 3rd-5th grades.
## SECTION V: Recommendations and Assurances

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

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

<p>| ☑ | 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) Parent Teacher Organization, Student Council |
| | ☑ The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| | ☑ This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| | ☑ The school held two (2) community meetings prior to the completion of the school site plan. |
| | 1. One meeting to gather input from the school community including all advisory committees. |
| | 2. One meeting to present plan upon its completion before March 24, 2017. |
| | ☑ The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/4/2017 |
| | ☐ For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| | ☑ Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| | ☑ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| | ☑ This school plan was adopted by the SSC on: 3/22/2017 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgen Humes</td>
<td>SSC Chair-parent</td>
</tr>
<tr>
<td>Masharika Prejean Maddison</td>
<td>SSC Secretary-parent</td>
</tr>
<tr>
<td>Jennifer Welch</td>
<td>parent</td>
</tr>
<tr>
<td>Robin Wilson</td>
<td>parent</td>
</tr>
<tr>
<td>Samantha Stoddard</td>
<td>parent</td>
</tr>
<tr>
<td>Deborah Goodyear</td>
<td>2nd Grade Teacher</td>
</tr>
<tr>
<td>Leah Stegman</td>
<td>School Social Worker</td>
</tr>
<tr>
<td>May Wong</td>
<td>K Teacher</td>
</tr>
<tr>
<td>Malvin Chew</td>
<td>4/5 Teacher</td>
</tr>
<tr>
<td>Sarah Van Velsor</td>
<td>principal</td>
</tr>
</tbody>
</table>