2016-2018 Balanced Score Card:
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

The mission of Yick Wo Elementary School, envisioned by the school community, is purposefully to develop the full potential of each student through teacher-facilitated, active learning experiences. This warm, caring, inclusive environment provides an educational program that promotes academic success, respect and personal responsibility for 260 students. A strong, rigorous academic program is supported by a comprehensive enrichment program that integrates creative arts and physical and mental well-being. Students are encouraged to build on their interests in order to foster the joy of learning. In the 2016-2018 school years, Yick Wo will be continuing to implement and grow our reading and writing workshop practices. We will also continue to implement the SFUSD Math Core Curriculum with a focus on supporting students understanding of word problems and multiple ways to solve them. We will continue to provide a holistic learning experience for students as we focus on our school climate through Positive Behavior Intervention Supports (PBIS), moving into Tier II and then Tier III supports. We will continue to support a safe, structured and inclusive recess through the “Yick Wo Playworks-esque” model while also continuing to provide a wide variety of Visual and Performing Arts experiences.

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 on 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 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 Content areas) | • Instructional Core: ELA, Math, Other Subject Areas  
• College and Career Readiness                                                                      | Overall and sub-group grades – % A’s and % D&F’s for English Language Arts, Math, Science, Social Science and GPA Average |
| College Readiness School Profile** (Performance on college readiness indicators)            | • College and Career Readiness                                                                                                            | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores |

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
### SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state’s priorities. These align well with SFUSD’s articulated performance indicators and the work we’ve done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- What are the implications of the data, based on your analysis?
- Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school’s context?
- In each area, identify targets/outcomes that measure impact on student achievement.
- What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan Transform Learning. Transform Lives.

### Strategies in Action: Classrooms

#### School Plan

**Instructional Core / Engaging and Challenging Curriculum**

As a school community, please review “Strategies in Action: Classrooms” prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

*Focal Group:* Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.

#### Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>We scored an Index Level 9 or 10 in all ELA subgroups on the SQII. However, we know a gap still exists for our ELs and our low SES students, scoring 47% and 43% respectively as compared to 59%. The goal is to close this gap so it is less than 10% in both subgroups. The same remains true with F&amp;P, with our goal being that by the EOY 2nd grade, the gap is less than 10% between ELs and school-wide.</td>
<td>Continued focus on strategies that support ELs throughout the day, particularly in reading comprehension and writing including vocabulary development and sentence structure. Continued focus on students reading at their independent level every day and getting small group reading support at their instructional reading level throughout the week.</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>Reading intervention supports through small reading groups and book groups done 2-3x per week have helped support struggling readers.</td>
<td>At least one year growth in reading throughout the school year as measured by F&amp;P from August - May.</td>
<td>Small, intensive, data driven reading intervention supports for struggling readers that last 6-8 weeks are done 4-5x per week.</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 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>
</table>

This year we will have two focal groups: first English Learners, who are underperforming their peers by a minimum of 50%. Secondly, only 30% of males are performing at proficient on SBAC, which is 29% less than the females.

On the SBAC, the goal is to have no more than a 10% gap between ELs and their peers.

Small, intensive, data driven reading intervention supports for struggling readers that last 6-8 weeks are done 4-5x per week.

### 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>Overall, math continues to be a school-wide strength. This is seen across grade levels 3-5 in both the SBAC (71% proficient) and the IAB-Math with 81% proficient. In the math task grades K-5, the school performed at 60% proficient, with a lower score in both 1st and 4th grade. School-wide, ELs continue to underperform their peers, something we have discussed and focused on a lot as a staff given how language demanding the math CCSS is. Continue performing at or above this level. Goal of 75% proficient.</td>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>

#### Academic Tier Two

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math tutoring before school in grades K-3 and also shifting how we are teaching 4/5 math - smaller classes - have supported students. Show growth in the groups who are at &quot;has not met standard&quot; and &quot;nearly met standard&quot;</td>
<td>Focus on showing their math thinking in multiple ways and having multiple strategies to solve a problem, growing number and math flexibility, and explaining in writing their mathematical thinking with vocabulary supports and sentence frames.</td>
<td>WASC Ch.5</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 ELs scored significantly lower in math overall than their peers with only 31% scoring at proficient. The majority (62%) of ELs scored at &quot;nearly met the standard.&quot; Given the high language demands of math CCSS, this is not surprising to us. The target would be to move some of the ELs in the &quot;nearly met the standard&quot; to &quot;met the standard&quot; and from &quot;has not met the standard&quot; to &quot;nearly met the standard.&quot;</td>
<td>Vocabulary support and sentence frames to explain mathematical thinking.</td>
<td>WASC Ch.5</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.</td>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>
According to the CELDT results, we had at 59% of students move up at least one level which is the same as the previous year but significantly lower than two years ago (70%). We had about 25% meet CELDT criteria. The largest groups are Intermediate and Early Advanced. It is worth noting that in 5th grade, 70% of ELs are at the Early Advanced level.

Continuing structured ELD that reflects the CCSS ELD standards that is then more thoroughly coordinated with the CCSS ELA standards being taught. Writing will continue to need to be an area of focus.

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

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

### College and Career Readiness

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

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

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

### Elementary Schools

What is your plan for promoting college and career readiness?

Continual conversation about college will continue with the message that college is possible for ALL students. In the upper grades in particular, the use of rubrics, oral presentations, and visual presentations using technology such as Google Slides and PowerPoint will continue.

### 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 continue to be based on a theory of action at the beginning of each year from which a professional development plan is then mapped using ILT meetings, grade level meetings, and staff professional development meetings to do this learning. We will partner with C&I as appropriate in order to do this learning.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site based whole staff professional development focusing on math - specifically the 3 read protocol for word problems and adjusting math units in order to ensure that students are meeting standard.</td>
<td>Done during whole site PD and in collaboration with C&amp;I math coaches</td>
</tr>
<tr>
<td>Grade level analysis of student work, particularly in math and writing, at least one time per month, in order to plan instruction.</td>
<td>Done in grade level teams with ILT support</td>
</tr>
</tbody>
</table>
School-wide writing prompts for narrative, opinion, and/or expository

Developed by the staff and assessed in staff PD to allow for calibration and to analyze results for school-wide trends & to inform instruction in the next spiral.

Tier II PBIS. The staff will work together with the PBIS team to develop Tier II supports, office referrals and more.

PBIS team and PBIS coach from Pupil Services will lead this

Introduction to NGSS

Support from C&I and in work with Education Outside

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>This year all of our students in our M/S SDC classes were mainstreamed for at least part of the day including specials such as PE and art. We moved 3 students from M/S to M/M. In our inclusion program, we have many students who receive both pull out and push in services. There was an increase in push-in services as a way to increase inclusive supports. Two students with special education services were suspended this year.</td>
<td>Decrease the number of suspensions for students with special education needs.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>At this point in the year, close to 11% of our students K-5 fall into the chronic absenteeism category. This is particularly high in 4th grade where we have SARBEd two students.</td>
<td>Decrease chronic absenteeism to 9%. Improve attendance this year for the two students who were SARBEd.</td>
</tr>
<tr>
<td>School Climate</td>
<td>Overall, school climate has improved significantly since the beginning of the school year as measured by suspensions and incidents.</td>
<td>Decrease school-wide suspensions</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…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>Increase ELAC membership</td>
<td>Targeted recruitment of ELAC families as measured by increased attendance at ELAC meetings.</td>
</tr>
</tbody>
</table>

We have a handful of very active and engaged families, however there is an underrepresentation of English Learner families.
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 = 3,800
Three substitute days for each special education teacher to do casework including assessments, planning and draft IEPs. The remainder of the funds will be split between supplies and instructional supplies to be spent on things such as sensory items, ink, curriculum and more.

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 = 28,630
How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?
The majority of the funding will go to support a TSA who will do reading intervention for struggling readers including ELs. The remainder of the funds will be spent on instructional supplies including books.

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

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation =
How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

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

LCFF Concentration Grant (SCG-C) 07092
Allocation = 10,000
If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?
This funds part of a computer paraprofessional. During computer time the students will learn technology skills. Additionally, only half the class goes to computer lab at a time which allows for small group reading instruction in the classroom for all students, but in particular for struggling readers and writers.

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 TIIG 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)

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) = 142,000

How do you plan to use these funds to support your school-wide actions?
These funds will support a 1.0 FTE TSA to do reading intervention supports K-5, arts programs, field trips and more.

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.5</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:

School social worker will oversee PBIS Tier II implementation in conjunction with PBIS team, facilitate CARE team meetings and SSTs, guide the mentor/tutor paraprofessional and support work on attendance.
### 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>Assurances</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
<tr>
<td>✔️</td>
<td>The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.</td>
</tr>
<tr>
<td>✔️</td>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
</tr>
<tr>
<td>✔️</td>
<td>English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td>✔️</td>
<td>Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td>✔️</td>
<td>Other (list)</td>
</tr>
<tr>
<td>✔️</td>
<td>The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.</td>
</tr>
<tr>
<td>✔️</td>
<td>This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.</td>
</tr>
<tr>
<td>✔️</td>
<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
</tr>
<tr>
<td>✔️</td>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
</tr>
<tr>
<td>✔️</td>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
</tr>
<tr>
<td>✔️</td>
<td>The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 2/24/2016</td>
</tr>
<tr>
<td>✔️</td>
<td>For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.</td>
</tr>
<tr>
<td>✔️</td>
<td>Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.</td>
</tr>
<tr>
<td>✔️</td>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
</tr>
<tr>
<td>✔️</td>
<td>This school plan was adopted by the SSC on: 3/16/2016</td>
</tr>
</tbody>
</table>
## School Site Council Roster and BSC/SPSA 2016-2017 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”).

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgen Humes</td>
<td>SSC Chair/Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer Welch</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>James Thien</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Nora Vandenberg</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Robin Wilson</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Kristen Thompson</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Ann Savoie</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>May Wong</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>Deborah Goodyear</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>Stephanie Fernandez</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>Leah Stegman</td>
<td>school social worker</td>
<td></td>
</tr>
<tr>
<td>Sarah Van Velsor</td>
<td>principal</td>
<td></td>
</tr>
</tbody>
</table>