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

<table>
<thead>
<tr>
<th>School</th>
<th>Yu, Alice Fong (K-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Liana Szeto</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

Alice Fong Yu (AFY) Alternative School is the nation’s first Chinese immersion public school. Students at AFY have the unique opportunity to become bilingual and bi-literate in Chinese and English. Our school's mission is to prepare our students to become caring, responsible, and competent global citizens with Chinese bilingual skills and global perspectives. The Cultural Exchange Program (CEP) at AFY is our signature program. Every Spring, our 8th graders have the once in a lifetime opportunity to travel to China for two weeks with their classmates, staff, and parents. The students attend school and stay with host families in China with the purpose to not only deepen their own Chinese language and culture, but also help bridge the cultural and language gaps between the world’s two most powerful nations. With the Cultural Exchange Program as our school's destination, the entire AFY community works together to ensure our students are prepared academically in all areas, and at the same time, possess a strong sense of self, empathy and grit. In addition, we strive to meet the SFUSD graduate profile of Vision 2025 in which all the students are not only prepared academically, but also have the character traits that enable them to enjoy learning, care for the environment, and navigate the ever-changing world. AFY’s strength is our community’s collective commitment to student success. This is evidenced by not only our student academic record, but also our teachers’ dedication to ongoing reflection of teaching practice and professional development. In addition, our parent attendance record in school events and meetings has been consistently over 80%. Our top challenge is to narrow the academic gap for our African American students. Our AA students are performing below standards in both ELA and Math. Our main strategies for the past three years have been a focus on understanding and providing equity for our most at risks students. The whole school staff participated in workshop with Dr. Holle, we completed a series of workshops with the Office of Access and Equity, and we are currently doing a book club on Courageous Conversation by Glenn Singleton. At the same time, we are implementing Readers and Writers Workshop, Common Core Math, and the most effective immersion education teaching strategies.
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 § 6001.

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
SECTION II: School Data Profile

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

Follow this [link](https://district.sfusd.edu/dept/roa/aaq/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"

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

### 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
- **NC 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)

### 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)

### 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

### Strategies in Action

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

**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 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>Based on the results, we will continue to focus on the implementation of the Readers and Writers Workshop with the focus on expanding it to the middle school level. We will also focus on the vertical alignment of our ELA writing component with the target of a 5% school wide improvement.</td>
<td>Teachers will embed CCSS shifts in alignment with the intended instructional purpose into the collaboratively generated curriculum maps, unit plans, and lesson plans: • Identify, gather, analyze and evaluate evidence through thorough reading of complex text(s) • Close reading of complex texts to build knowledge through literary texts and content-rich nonfiction • Engage in high level academic discussion and conversations about evidence from text • Present elaborative and evaluative techniques in writing using evidence from text (Narrative, Informative/Explanatory, Opinion) 4. Teachers will implement SFUSD’s Comprehensive Approach to Literacy. • Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conference • Interactive Writing, Shared Writing, Independent Writing, Writing Conference, Guided Writing, Word Study</td>
</tr>
</tbody>
</table>

In review of our school data, 84.3% of our middle school students and 78.8% of our elementary students met standards in the 2016 SBAC. In review of the mid-year data, our school wide writing task results show a negative change of 3%. This is a significant negative change. Upon further investigation, there are a number of factors that we need to consider: 1) research shows that students in an immersion setting will lag in ELA in the beginning years 2) there are discrepancies in the scoring process.

**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>Interventions include Push in and pull out reading interventions by the reading support teacher. Ongoing check ins and monitoring of student progress by the teachers and care team representative.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The reading support teacher works with thirty students in grades K–3 targeting on basic language arts skills such as letter and sound recognition and comprehension. F& P results show that the targeted students made at least a 2-level improvement over the course of the semester. Our performance goals are to maintain the positive improvement level. Due to the immersion education model, we must allow the students time to absorb and navigate two languages at the same time. We are monitoring the progress to ensure the students are moving in an upward direction.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our focal group is our AA students. F&amp; P results indicated that our current AA students are lagging by 4.8%</td>
<td>Our targets are to move at least half of our K-2 AA students end of the year benchmark by 10%.</td>
<td>The classroom teacher in collaboration with the reading support teacher will design individual learning plans to monitor progress.</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. <strong>WASC Ch.2</strong></td>
<td>The targets are to maintain the current results with a focus on a 5% increase for the elementary EL students.</td>
<td>The ES math teachers will work together to design a plan to address the language requirements necessary to solve the math tasks.</td>
</tr>
</tbody>
</table>

Based on the SBAC data, 81% of our middle school students met or exceed standards which with a 15.8% decrease in the benchmarks assessments and a slight drop of .51% in the math task scores. Our ES students show similar results with a 78.8% in 2016 SBAC.

**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>Students showed gradual increase in mastery.</td>
<td>The targets are to increase the mastery by 5%.</td>
<td>1) Differentiation within the lessons 2) Academic supports before and after school 3) Peer support within the classrooms</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 <strong>WASC Ch.2</strong></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? <strong>WASC Ch.5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Only 18% of our AA students (17 tested) met standards</td>
<td>The targets is to increase the meeting standards to 50%</td>
<td>Analyze the root cause of this low mastery rate Design intervention strategies - focused lessons, address misconceptions, intensive practice.</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):</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure</th>
</tr>
</thead>
</table>
Newcomer, Developing, LTELs, recently reclassified
In a narrative, describe what your analysis of the data says about your school.
WASC Ch.2

Based on the 2017 SBAC results, of the 53 EL students who took the tests, 49% met standards in ELA and 62% met standards in Math. For the Ever EL students, 79% met standards in ELA and 80% met standards in Math. In an immersion setting, these results are typical. However, the percentage is lower than previous years.

Based on the results, our targets/performance goals are to increase the percentage met to 60% in ELA, and 75% in Math.

We are implementing the 30 minute ELD instruction before school for the targeted students. In the area of Math, we are using Dreambox, an online math program, as an additional intervention for struggling students.

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? WASC Ch.5</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>Based on assessment results, 20 - 25 % of our students in the K-3 grades who struggle in meeting standards in the area of Chinese language arts.</td>
<td>Based on the results, our targets/performance goals are to reduce the number of students who do not meet standards by 5%</td>
</tr>
<tr>
<td>Based on assessment results, 20 - 25 % of our students in the K-3 grades who struggle in meeting standards in the area of Chinese language arts.</td>
<td>Our performance goals are to reduce the number of students who do not meet standards by 5%</td>
<td>We plan to design a more focused and intensive academic support program targeted towards the local students.</td>
</tr>
</tbody>
</table>

The Cultural Exchange Program (CEP) in which all 8th graders are offered the opportunity to travel to China in the Spring is an integral part of AFY's program. This is putting our school mission of ‘Bridging Cultures, Building Community’ into action.

Our target is to ensure 100% of our 8th graders have the opportunity to participate in the program. | The entire community needs to understand and support the goals and objectives of this program which means: 1) Ongoing education about the value of the program. 2) Consistent fundraising activities 3) Continue to refine and integrate the Chinese LA curriculum. |

College and Career Readiness

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals? WASC Ch.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a strong college going culture at our school with over 75% of the students came from parents who attended college or beyond. In addition, goal setting, attending higher education, taking courses at City College are topics for our middle school advisors.</td>
<td>Our targets is to maintain and support our students' goals. In addition, we want to ensure that our AA and EL students and families have the necessary information to pursue college and career pathways.</td>
<td>The counselor will provide parent information early in the school year beginning at 6th grade. In addition, the annual career fair will feature speakers who reflect the diverse population and interests of the students.</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?
We will promote the K-C initiative during Back to School Nights, at the P/T conference weeks, and parent meetings. Units of study on career pathways will be be integrated into Social Studies and Language Arts units.

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?

There is an on-site professional development calendar developed and shared by the administrators and staff. The content is an equity focused plan which includes ELA, Math Chinese language arts. There are at least two to three meetings per month with additional grade level team meetings. Prop A hours are used whenever necessary to encourage additional learning time for on and off site opportunities. For 2017-18, we plan to seek assistance from SFUSD Humanities Department to implement a coaching model and site based instructional round. In addition, we plan to pilot a two-day middle school block schedule to allow more flex time for middle school students and teachers.

<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>1) Determine the focus topics for the year 2) Construct a calendar for the year 3) Design a execution plan</td>
<td>1) Internal and external release time will be structured using resources from the site budget. 2) Prop A hours will be utilized. 3) Support staff members (reading support, librarian, Ed tech, counselor) will be part of the facilitation team.</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (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>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>There are 15 students with disabilities schoolwide with a wide range of needs. The students are fully included in the general education setting with RSP support. According to the SBAC data, 35% of the SpEd students meet ELA standards and 36% met math standards.</td>
<td>For 2017-18, we strive to increase the number of SpEd students who meet standards by 10%</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>The data indicates a 1.8% chronic absenteeism</td>
<td>The target is to maintain this record.</td>
</tr>
<tr>
<td>School Climate</td>
<td>The ES student survey data indicates a drop in all areas of the social emotional areas.</td>
<td>The targets is to increase the percentage by 10%</td>
</tr>
</tbody>
</table>

Parent-School Communities Ties

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

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

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

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.
<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
<td>The target is 90% participation in for AA parent community in the following events: Back to School Night, P/T conferences, and Open House</td>
<td>Implement an intensive outreach using a multiple systems: phone call, text, email, social media</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/ climate, and social emotional goals (And how you know...)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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:** $1,150

  The funds will be used to purchase supplement materials such as wiggle stools, yoga balls, and cool down kits.

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

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

- **Allocation:** $40,253

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

  The funds will be used to hire a Chinese bilingual paraprofessional who will provide native language support to EL students and translate parent communications. This validates the students’ home language and support their social emotional growth.

<table>
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</tbody>
</table>

**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?**

<table>
<thead>
<tr>
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<td>- Professional Capacity (LCAP Priorities: Basic)</td>
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<td>- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
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</tr>
</tbody>
</table>

**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?**

<table>
<thead>
<tr>
<th>Select the Bryk Essential that most aligns to the use of these funds:</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>- Professional Capacity (LCAP Priorities: Basic)</td>
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<tr>
<td>- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
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<tr>
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</tbody>
</table>

**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?**

<table>
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<tr>
<td>- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
</tr>
</tbody>
</table>
# 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 = $0 (31500)

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

Select the Bryk Essentials that most align 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 = $0

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 Essentials that most align to the use of these funds:
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

## Impact & Innovation Awards = $0

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

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

## Principal’s Innovation Fund = $100,000 (For Middle Schools and PK-8 Schools as applicable)

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

These funds will be used to hire an EdTech teacher whose responsibilities include planning and implementing integrated educational technology lessons in Chinese and English in K-3 classes once a week, and on project-based basis for 4th–8th. He/she will also provide professional development to teachers/staff and information to parents. He/she will assist in SBAC and all tech-related assessments. He/she will manage all tech carts and devices, and represent the school in District-based technology meetings.

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

## Equity Grant = $0 (as applicable 16-17)

**Identify Sub-group & specific actions**

Select the Bryk Essentials that most align 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) = $100,000

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

The funds raised by the AFY Parent Association will be used to support the following 1) The Culural Exchange Program (CEP) which includes student scholarship, staff chaperone travel, and other cultural exchange expenses 2) The outdoor education program currently run by Education Outside 3) A play coach 4) A physical/perceptual motor program, eg, Acrosports 5) Various field trips to museums, aquariums, concerts, overnight camping trips, national parks 6) Supplies 7) Instructional materials to support the Readers and Writers Workshop
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>.5</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>
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</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>.5 Assistant Principal</td>
<td>1.5 RSP teacher</td>
<td>5 SpEd Paraprofessionals</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

0.5 FTE Assistant Principal - who will support school operation and instructional leadership
0.5 FTE Social Worker - who will provide comprehensive social emotional support to at risks students and families, facilitates all SST meetings, and design and implement social skills groups.
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:

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 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:
- 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: 10/5/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Yee</td>
<td>Parent/Chair</td>
<td></td>
</tr>
<tr>
<td>Lisa Rucks</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Kesinee Yip</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jessica Reeves</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Colin Higgins</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Wendy Dore</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Gina Chow</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Mei Wong</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Karen Lee</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jay Taylor</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Lisa Ernst</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Liana Szeto</td>
<td>Principal</td>
<td></td>
</tr>
</tbody>
</table>