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

SCHOOL VISION & CONTEXT

SCHOOL VISION: Project-based learning, a Pedagogy of equity, and Personalization: “Strong Hearts, Strong Minds, Strong Individuals, Strong Communities” At San Francisco Community School, we strive to ensure that ALL of our students, of any race, ethnicity, socioeconomic status, home language, gender or other difference, develop strong minds and strong hearts, and grow into strong individuals as members of strong communities. We strive to change the predictable patterns of achievement for our traditionally under-served students by providing equitable and excellent academic instruction as well as an equitable and positive school experience—allowing every student to reach his/her full potential. We strive to ensure all students will acquire the skills, knowledge, habits of mind, and self-confidence required for future success in high school and college—allowing them to become effective decision-makers, thoughtful lifelong learners, and positive contributors in a democratic society and shifting world. Since its inception in 1972, the school has sought to establish a learning environment in which students, parents, teachers, and the community at large work collaboratively to construct a strong academic and personal support system for the holistic growth of each student. Through—project based learning; anti-racist and culturally-relevant pedagogy; small, mixed-grade classrooms, looping, and personalized relationships; a rigorous standards-based inquiry curriculum focused on critical thinking and problem-solving; data-driven inclusive teaching practices, with individualized intervention & targeted instruction; a balanced assessment and portfolio accountability system; restorative practices & positive school climate; a strong adult learning community that values teacher voice, a culture of inquiry, equity-centered practice, and taking personal responsibility for student and school success—SFC addresses inequities in achievement, performance, and school experience—creating equitable opportunities and outcomes so every student reaches our expectations of high achievement.

SUCCESSES & CHALLENGES At SFC, all staff buy into our vision and work collaboratively to hold equity firmly at the center of our work. All teachers serve in leadership roles and are deeply committed to creating rigorous, differentiated curriculum. All staff are deeply invested in project-based learning and we have 40+ years of experience implementing PBL as an equity pedagogy through interdisciplinary inquiry curriculum. Balanced literacy and restorative practices have been key areas of focus for the past 5 years and there is clear consistency and growth K-8 in both realms. However, high staff turnover, growing demands on teachers to design and implement (new) standards-based curriculum across the disciplines, and the increasing social-emotional needs of our population continue to present challenges. Math and writing remain areas of priority. Implementing a coherent professional development plan and calendar and clear expectations across subject areas—integrated into a strategic vertical plan—is critical to strategically juggling the demands across content areas. Implementing behavioral and academic RTI and attending holistically to the social-emotional needs of our population are critical to our ability to best serve our students, particularly those with the greatest need. KEY STRATEGIES We focus on 4 areas of professional development: –Project-based learning (utilizing culturally responsive pedagogy) –Balanced Literacy (particularly small group work and strategic conferring; particularly in writing) –Math implementation of the CCSS (particularly math talks & math tasks) –Positive School Climate (PBIS, restorative practices, behavioral RTI) to accelerate student achievement, particularly for our historically under-served students.

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 IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2015-2016 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and 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><strong>The School Data Profile section has been added</strong></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><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></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>
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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.
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 (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>
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</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>
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</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>F&amp;P results: Growth of 5% proficiency overall and acceleration of 1.5 years for all students reading below grade level. SBAC: Growth of 5% proficiency in overall ELA scores.</td>
<td>WASC Ch.2</td>
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<table>
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<tr>
<th>WASC Ch.5</th>
<th>WASC Ch.2</th>
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<td>F&amp;P results: Growth of 5% proficiency overall and acceleration of 1.5 years for all students reading below grade level. SBAC: Growth of 5% proficiency in overall ELA scores.</td>
<td>WASC Ch.2</td>
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</table>
Our SBAC data in ELA demonstrates some areas of growth and some gaps in student achievement. In 6-8th grades, our proficiency rate declined by 3% to an overall rate of 29%. In grades 3-5th, the overall proficiency rate increased by 5% to 33%. Our F&P scores also show mixed results. The range of proficiency rates extends from only 50% of students at or above benchmark to nearly 87% at or above benchmark. All grades showed improvement overall throughout the year, but in some grades that improvement still meant that nearly half the students did not reach benchmark by year's end.

Our chosen intervention strategies will 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.

**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>
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<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>
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<tr>
<td>We are seeing the most growth in our F&amp;P data with students performing below grade level. This speaks to the deep value and commitment we hold for administering and analyzing F&amp;P data at all grade levels at SFC, and our ongoing investment in Balanced Literacy. We are seeing the least growth in our writing assessments with students performing below grade level. Teachers generally feel far more comfortable creating and implementing small group instruction in reading rather than writing. Thus we will continue to build teacher confidence and skill in implementing targeted instruction in writing. As mentioned above: Overall—teachers are skilled at unit-planning and have proficiency with the architecture of the mini-lesson in both reading and writing workshop. Our next steps are to zero in on strategic small group work and conferring. This includes building tool-kits for small group work, creating strategic schedules for guided reading and strategy groups, collecting and analyzing data from small group work and conferences, and learning to better differentiate instruction during the mini-lesson and throughout workshop.</td>
<td>Acceleration for all students performing below grade level and across all focal groups as measured by F&amp;P data, writing assessments, and the ELA IABs. In particular, we will accelerate the growth of our African American, EI and Sped students.</td>
<td>1) Increased aRTI: We are hoping to fund a 0.5 FTE aRTI teacher to support reading intervention at K-8 (particularly at 2/3). RSP and SPED paras will continue to implement aRTI K-8, where possible. 2) We are hoping to fund a 4th teacher at K/1, to allow us to reduce class size to 17 at these grade levels and to separate K and 1st graders into discreet classrooms (as opposed to our current mixed grade classrooms at K/1). This will ensure entering ELs and students below grade level receive the early targeted support needed at the point of highest leverage (according to research) and ensure that teachers can focus on targeted small group instruction in the primary grades, setting students up for success as they progress 2-8 throughout our school. 3) See above focus on small group instruction and conferring throughout all writing and reading workshop. 4) SBAC scores were incredibly low and alarming across the board—as they were not in sync with our other data. This points to the need to teach the tech skills, the reading skills, and the test-taking skills required of the SBAC, if we hope to address the SBAC scores—as well as to continue to address knowledge and skill gaps.</td>
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**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>
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<tr>
<td><strong>African-American Students:</strong> Scores for African-American students remain below the scores of most other subgroups—on all internal and external data. On the SBAC, 15% of African-Americans were proficient in grades 3-5, and only 11% were proficient in grades 6-8. This points to the need to teach the tech skills, the reading skills, and the test-taking skills required of the SBAC, if we hope to address the SBAC scores—as well as to continue to address knowledge and skill gaps. The achievement of African-Americans is an area of great concern. We see similar achievement discrepancies revealed in district and state data in our site-based data including GPA, portfolio assessment rubric scores, and F&amp;P reading levels. High-leverage and thoughtful support is needed to support this subgroup academically, and to accelerate achievement at the quickest rates possible.</td>
<td>We hope to raise the scores of our African-American students by at least 10% on the SBAC. We hope to accelerate all students reading below grade level by 1.5 years as measured by the F&amp;P.</td>
<td>Through a narrowed PD focus on small group work and conferring in Balanced Literacy generally, a targeting of writing through our work with TC, and a continued focus on culturally-relevant pedagogy through project-based learning, we hope to close the achievement gap with our African-American students. This will, however, also require targeted safety-net structures and targeted support (SAP, RSP, SSTs, RTI, tutoring, groups, family involvement, etc.), to ensure we are addressing the roots of the achievement gap. We will also use our RTI teacher to provide direct instruction to targeted students and also coaching to build teacher capacity to differentiate within the classrooms.</td>
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<td><strong>EL Students:</strong> EL students had among the lowest scores of any subgroup on the SBAC exam: only 4% scored at proficiency in ELA 3-5 and 7% scored at proficiency in ELA 6-8. This points to the need to teach the tech skills, the reading skills, and the test-taking skills required of the SBAC, if we hope to address the SBAC scores—as well as to continue to address knowledge and skill gaps. In addition, we plan to revamp our ELD program to offer more meaningful and impactful instruction for our second language learners.</td>
<td>We hope to raise the scores of our EL students by at least 15% on the SBAC and 10% on the district IAB. We hope to accelerate all students reading below grade level by 1.5 years.</td>
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<td><strong>English Language Learners:</strong> ELL students only had 22% proficiency (K-5 and 6-8) on the ELA SQII. However, other ELA data reveals that ELL students ARE progressing. 32% of ELLs met proficiency on the district’s IAB ELA exam and 19.6% met proficiency on the writing task (this is at/above the district average). 45.6% of ELL students are reading proficiently according to our F&amp;P scores (above the district average). ELLs continue to make substantial progress as a subgroup, accelerating on the IABs and F&amp;P. However, there is still growth to be made in writing, in language proficiency, and in pockets of lower achievement across the school—particularly given that we did NOT meet any of our AMAO metrics on the CELDT. Further, SBAC scores were incredibly low and alarming—as they were not in sync with our other data. This points to the need to teach the tech skills, the reading skills, and the test-taking skills required of the SBAC, if we hope to address the SBAC scores—as well as to continue to address knowledge and skill gaps.</td>
<td>We hope to raise the scores of our ELL students by at least 15% on the SBAC and 10% on the district IAB. We hope to accelerate all students reading below grade level by 1.5 years.</td>
<td>Through a narrowed PD focus on small group work and conferring in Balanced Literacy generally, a targeting of writing through our work with TC, and a continued focus on culturally-relevant pedagogy through project-based learning, we hope to close the achievement gap with our ELL students. This will, however, also require targeted safety-net structures and targeted support (SAP, RSP, SSTs, RTI, tutoring, groups, family involvement, etc.), to ensure we are addressing the roots of the achievement gap. Generally, a targeting of writing through our work with TC, and a continued focus on culturally-relevant pedagogy through project-based learning, we hope to close the achievement gap with our ELL students. This will, however, also require targeted safety-net structures and targeted support (SAP, RSP, SSTs, RTI, tutoring, groups, family involvement, etc.), to ensure we are addressing the roots of the achievement gap. Further, a consistent focus on targeted ELD strategies in every classroom, implementing the Next Gen ELD standards, academic language/conversation and writing across the curriculum, and individualization through Balanced Literacy—no doubt are needed to support the successes of this subgroup.</td>
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<tr>
<td><strong>SPED Students:</strong> We hope to raise the scores of our SPED students by at least 15% on the SBAC and 10% on the district IAB. We hope to accelerate all students reading below grade level by 1.5 years.</td>
<td>Through a narrowed PD focus on small group work and conferring in Balanced Literacy generally, a targeting of writing through our work with TC, and a continued focus on culturally-relevant pedagogy through project-based learning, we hope to close the achievement gap with our SPED students. This will, however, also require targeted safety-net structures and targeted support (SAP, RSP, SSTs, RTI, tutoring, groups, family involvement, etc.), to ensure we are addressing the roots of the achievement gap. Additionally, we will continue PD on inclusive practices and continue strategic scheduling with our RSP teachers and SPED paras. As we do not have an ARTI instructor, these are often the educators that implement reading intervention as needed.</td>
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</table>
Students in Special Education: SPED students were not a qualified subgroup for SFC on the SQII exams. However, other data is alarming. Only 6.7% of SPED students met proficiency on the district’s IAB ELA exam and only 10.7% met proficiency on the writing task (this is—sadly—at/above the district average). 28.6% of SPED students are reading proficiently according to our F&P scores (above the district average). While many of these scores are consistent with district averages, we are greatly alarmed by the low proficiency of our SPED students overall. SBAC scores were particularly alarming—as they were not in sync with our other data. This points to the need to teach the tech skills, the reading skills, and the test-taking skills required of the SBAC, if we hope to address the SBAC scores—as well as to continue to address knowledge and skill gaps. Our successes with F&P data were likely due to having restructured our RSP program, greater para support on site, our expanded academic and behavioral RTI programs, and our continued focus on inclusive practices school-wide.

Socially-economically disadvantaged students: Given that the vast majority of students qualify in this category, our overall school data points to trends for this group. Socially-economically disadvantaged students scored with only 24% proficiency at K-5 and 29% proficiency at 6-8 on the SQII ELA. 44% of SES students met proficiency on the district’s IAB ELA exam and 30.5% met proficiency on the writing task (this is at/above the district average). 64% of SES students are reading proficiently according to our F&P scores (above the district average). SBAC scores were particularly alarming—as they were not in sync with our other data. This points to the need to teach the tech skills, the reading skills, and the test-taking skills required of the SBAC, if we hope to address the SBAC scores—as well as to continue to address knowledge and skill gaps.

We hope to raise the scores of our low SES students by at least 12% on the SBAC and 10% on the district IAB. We hope to accelerate all students reading below grade level by 1.5 years.

Our SQII data demonstrated a great need to increase math proficiency in all grade levels at SFC (only 28% were math proficient at 3-5; only 22% were math proficient at 6-8). Our math spring scores for the district’s IAB, however, demonstrates considerable progress for our students in math. 42% of students met proficiency on the math IAB (grades 3-8) while 39.3% met proficiency on the math task (grades K-8, although 8th graders did not take this task given a teacher turnover mid-yr and thus lowered overall proficiency rates). Overall, there is clear and considerable growth in math proficiency, but more attention is needed. K-3 students had scores above the district average, while students in 4-8 had scores below the district average. This points to a need to continue targeting math instruction and intervention in our upper grades.

We do not currently have an aRTI instructor, thus all ELA intervention must occur within the classroom.

Through a narrowed PD focus on small group work and conferring in Balanced Literacy generally, a targeting of writing through our work with TC, and a continued focus on culturally-relevant pedagogy through project-based learning, we hope to close the achievement gap with our low SES students. This will, however, also require targeted safety-net structures and targeted support (SAP, RSP, SSTs, RTI, tutoring, groups, family involvement, etc.), to ensure we are addressing the roots of the achievement gap. We do not currently have an aRTI instructor, thus all ELA intervention must occur within the classroom.

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>Raise math proficiency rates by 10% on the SBAC and IAB. Increase in-class math intervention and begin providing outside math intervention for students in 4-8.</td>
<td>WASC Ch.2</td>
</tr>
<tr>
<td>Our SQII data demonstrated a great need to increase math proficiency in all grade levels at SFC (only 28% were math proficient at 3-5; only 22% were math proficient at 6-8). Our math spring scores for the district’s IAB, however, demonstrates considerable progress for our students in math. 42% of students met proficiency on the math IAB (grades 3-8) while 39.3% met proficiency on the math task (grades K-8, although 8th graders did not take this task given a teacher turnover mid-yr and thus lowered overall proficiency rates). Overall, there is clear and considerable growth in math proficiency, but more attention is needed. K-3 students had scores above the district average, while students in 4-8 had scores below the district average. This points to a need to continue targeting math instruction and intervention in our upper grades.</td>
<td>Raise math proficiency rates by 10% on the SBAC and IAB. Increase in-class math intervention and begin providing outside math intervention for students in 4-8.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
We are continuing to explore means to provide grade-level math instruction at all levels. At K/1, this will be accomplished with adding a fourth K/1 teacher to separate K and 1 classrooms (as opposed to mixed grades). In 2/3, math will continue to be split by grade into four small math classes of 17. We already have reduced class size at middle school by single grade. The challenge will be to determine how to create single-grade math within the master schedule for students in 4/5. Given our lower rates of achievement in math (relative to ELA) and the continuing challenge of teachers adjusting to the new CCSS and new SFUSD math curriculum, we are increasing the support, PD and planning time devoted to math.

First, our IRF will be focusing primarily on math, supporting teachers as a math coach and supporting the planning for our math classes. Second, we will be devoting two staff PD meetings a month exclusively to math PD (analyzing assessment data and student work, preparing strategic math workshop lessons, strengthening math talks (utilizing math vocabulary and high level academic conversation), utilizing math tasks as formative assessment, continuing to build math tool-kits and strategies for differentiation, etc. Third, we reworked our master schedule to allow for weekly grade level collaborative planning time for math (alternating between peer observation protocols and planning time). Fourth, we devoted site-funded summer planning days to math curriculum planning, ensuring teachers had time to develop strong scope-and-sequences and initial plans for the first units/lessons, to begin the year strong and ensure they were set up for success. They will have two more math-planning days embedded throughout the school year.

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

**Analysis of Results for Mathematics**

**Intervention**

We will continue utilizing a workshop-style instruction for math, allowing teachers to pull small groups and work individually with students throughout workshop. This allows for targeted and individualized instruction. Our smaller math class size (17 students in all math classrooms, except at 4/5 where class size is 22) allows teachers to provide intervention within the classroom.

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

Acceleration for all students performing below grade level and across all focal groups as measured by internal math assessments and the math IABs.

**What interventions are required to ensure all students reach mastery?**

We have class-size reduction in ALL middle grade math classrooms (17 students per class). We have class-size reduction at 4/5 (22 students per class) and K-3 (17 students per class) as well. Continue creating small class size and single grade instruction for math where possible, allowing teachers to provide targeted intervention within the classroom. Support our after-school program with instructional strategies and programs to support math learning/intervention. Refer families to tutoring and resource programs to remediate and extend math understanding.

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

**Analysis of results for Mathematics-Focal Group**

**WASC Ch.2**

We hope to raise the scores of ALL named focal groups by at least 15% on the SBAC and 10% on the district math IAB (African-Americans, Latinos, ELLs, SPED students, low SES students). For African-American students, we hope to raise IAB math scores by at least 15%.
English Language Development (ELD)

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

**Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)**

In a narrative, describe what your analysis of the data says about your school.

**WASC Ch.2**

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

Move within 8% of all AMAO target goals. We hope to raise the scores of our ELL students by at least 15% on the SBAC and 10% on the district IAB. We hope to accelerate all students reading below grade level by 1.5 years.

**What interventions are required to ensure all students reach mastery?**

1) Professional development cycle on targeted ELD strategies in the classroom, followed by peer observations and ILT observations to provide targeted coaching. Ongoing work with embedding the Next Generation ELD standards within every classroom. 2) Continued work on academic conversations and teaching the conversation "moves" to increase oral language practice and mastery in the classroom. 3) aRTI for all students reading below grade level (though we likely will NOT have capacity for this). 4) See strategies above intended to target ALL students performing below grade level.

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Focal groups performed as follows on the spring math IAB: African-Americans: 11% proficiency Latino: 28.6% proficiency (compared to 12% at 3-5 and 7% at 6-8 in proficiency on the SBAC) SPED students: 19% proficiency (not a qualified subgroup on the SBAC) LOW SES: 39.8% proficiency (compared to 24% at 3-5 and 16% at 6-8 in proficiency on the SBAC). This points to a continuing need to focus on math (generally) and the performance of our African-American students and SPED students in particular.

Through an increase in PD, collaboration time, and planning time for math (with a focus on math talks and math tasks); through continued investment in supporting teachers to individualize and target instruction through small groups and conferencing in the math workshop; and through a continued focus on culturally-relevant pedagogy through project-based learning—we hope to close the achievement gap with our focal populations. This will, however, also require targeted safety-net structures and targeted support (SAP, RSP, SSTs, RTI, tutoring, groups, family involvement, etc.), to ensure we are addressing the roots of the achievement gap.

Maintain small math class-size and single grade math instruction to the extent possible within the master schedule—allowing teachers to target focal groups. We have class-size reduction in ALL middle grade math classrooms (17 students per class). We have class-size reduction at 4/5 (22 students per class) and K-3 (17 students per class) as well. SBAC scores were particularly alarming—as they were not in sync with our other data. This points to the need to teach the tech skills, the reading skills, and the test-taking skills required of the SBAC, if we hope to address the SBAC scores—as well as to continue to address knowledge and skill gaps. See interventions outlined above for tier 1 & tier 2.
**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>Science receives ample attention at SFC. All of our fall and spring projects are centered around a science challenge, and students go deep to explore the content and build scientific skills throughout each project cycle. Social studies unfortunately receives less attention in K-5, as teachers are strapped planning curriculum for so many content areas. Both in scheduling and in planning, SS is often neglected. At 6-8, projects have both a science and a SS theme/challenge, thus middle schoolers have the opportunity to delve deep into SS. PE and the arts tend to exist independently at SFC, with teachers operating on their own and without the integration into classroom curriculum that we would hope to see, if we had more time and resources to devote. This year we have been able to offer K-5 technology classes and have begun implementation of a K-8 tech plan. This has allowed our students to build greater comfort with using technology, to build basic skills for typing and word processing, and to begin utilizing tech to deepen and enrich their learning. At 6-8, students regularly use our Chromebooks and Ipads. All students use GoogleDocs for their writing and for teacher feedback, all students create individualized digital portfolios, and all students utilize a variety of apps and programs throughout their core classes.</td>
<td>Continue to ensure there is rich science curriculum and content throughout all projects K-8. Deepen Social Studies for those grade levels without turn-over and that are able to take on more content. Continue to integrate PE and the arts where possible (based on individual teacher readiness and grade level readiness). Implement our technology plan for basic skill building, meaningful integration into content, and digital awareness/communication.</td>
<td>All staff are on board philosophically—the challenge is finding time to do so many things well. We are forced to prioritize and unfortunately these areas are low in the priority list. With all of these areas, we will begin with those teachers that are ready (experience-wise &amp; skill-wise) or personally interested/invested in deepening their implementation within any of these realms. Our ILT and our specialists with provide individualized support. Our hope is that other staff members will be similarly inspired once they see the successes and passion of the early-implementers. Our K-8 tech plan and K-8 art plan call for all grade level teams to embed tech and art within each project cycle. Teachers are provided project-planning days and support from our Tech Coordinator and Art Coordinator to ensure this occurs.</td>
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**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>
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<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We continue to invest in leadership programs, clubs, and extra-curriculars to support college and career readiness. In our upper elementary and middle school, we have many programs designed to prepare students for high school, college, and beyond—depending on the year this includes SPARK, Junior Coaches, Peer Mediators, Teaching Assistants, Youth Outreach Workers, GSA, Student Task Force, etc. In our middle school, we organize students into daily small advisories. Within advisories they explore social-emotional curriculum and high-school readiness. Because each advisory only has six 8th grade students, advisors are able to work closely to support their advisees through the high school application process. For many years now we have implemented a &quot;High School Support Team&quot; to support students and families with learning about high school, high school visits, high school applications, and programs to support students through middle school, high school, and college. We continue to promote, explicitly teach, and celebrate students K-8 for our 10 &quot;Powerful Ways of Thinking&quot; and 8 &quot;Virtues&quot;—designed to support students' ability to be college and career ready, as scholars, as community members, and as leaders.</td>
<td>Ensure that EVERY middle school student is involved in at least one leadership club/extra-curricular activity. Create a scope-and-sequence for implementation of Second Step at all middle school advisories. Launch college visits for all middle school students (two per year). Deepen our K-8 yearly roll-out (and corresponding teaching expectations and culture-climate expectations) of our virtues and powerful ways of thinking (PWOT), so there is clear alignment across the school and so teachers are explicitly teaching, reinforcing and celebrating students for exemplifying the virtues and demonstrating the PWOTs.</td>
<td>No shifts—our staff is in agreement. The key to success will be clear expectations and timelines (from the ILT), support offered for those teachers struggling to implement (from the ILT), and accountability held for implementation (through the admin).</td>
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</table>
Elementary Schools

What is your plan for promoting college and career readiness?

Continue to promote the Kindergarten to College program, with a goal of ALL students in participating grades utilizing their college-savings accounts. We hope that each elementary teacher will take a field trip to the bank, and we will continue promoting the program at new student/family orientations, Back-to-School-Night, and at school events. Continue implementing bRtI, PBIS, and restorative practices - alongside Second Step/Caring School Communities – to build social-emotional skills and collaboration skills for all of our students. Continue to promote, explicitly teach, and celebrate students K-8 for our 10 "Powerful Ways of Thinking" and 8 “Virtues” -designed to support students’ ability to be college and career ready, as scholars, as community members, and as leaders. Deepen our K-8 yearly roll-out (and corresponding teaching expectations and culture-climate expectations) of our virtues and powerful ways of thinking (PWOT), so there is clear alignment across the school and so teachers are explicitly teaching, reinforcing and celebrating students for exemplifying the virtues and demonstrating the PWOTs. Continue to teach using project-based learning and inquiry-style instruction, continue to invest in learning opportunities in nature and outside the classroom, and continue to promote critical thinking, conceptual understanding, and deep self-reflection through all of our instruction, pedagogy, and curriculum.

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 assessed in an integral role in student learning. Teachers are 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?

See Professional Development Calendar & Plan for more detail. COACHING: individual 6-week coaching cycles with concrete outcomes and timelines. New teachers are prioritized, followed by teachers most in need, followed by teachers that articulate a clear goal and interest in coaching. Our ILT (IRF, Lit Coach, and the principal) each coach 1-3 teachers at any given time, NEW TEACHER SUPPORT: New teachers receive ongoing support with curriculum planning/implementation, management and culture-climate (PBIS, bRtI tier 1, RP, etc.); and pedagogy. Based on need, our ILT each adopt 2-4 teachers to support throughout the year through weekly meetings/support (including observation/feedback, modeling, co-teaching, etc.). Additionally, some teachers participate in BTSAs or have other off-site coaches. Coordination amongst all coaches (to ensure coherence) is handled by the ILT member supporting that particular teacher. Additionally, we often offer new staff PD sessions or cycles such as "finding your authentic teacher presence/voice", "intro to restorative practices", "tier 1 practices to support classroom culture", etc. We have also been able to offer Balanced Literacy "Boot Camps" the past two years to support new teachers with understanding the fundamentals of reading and writing workshop and read-aloud. New teachers are encouraged to attend district PD where applicable. CURRICULUM PLANNING: All teachers K-5 meet weekly by grade level with our literacy coach (1 hour) and our math coach (45 minute) to plan curriculum/assessments, analyze data, adjust curriculum, and reflect on curriculum. This includes regularly embedded looking at student work and adult work protocols. All teachers 6-8 meet weekly to do the same, in regards to their interdisciplinary projects with a focus on student writing. All teachers receive a fall and spring project-planning day to plan the challenge, essential questions, and overall scope-and-sequence for each 9-week project cycle. All teachers also receive 3 paid days of summer planning by team to develop the scope-and-sequence and summative assessments for all content areas. GRADE LEVEL COLLABORATION: In addition to the above weekly times, we also pay for all staff to have 1.5 hours weekly in grade-level teams. This allows for ongoing planning, monthly SAP rotations/guidance/support by team, monthly ILT student work protocols, and time for integration with technology and the arts. WHOLE-STAFF PROFESSIONAL DEVELOPMENT CYCLES: Our professional development team (made up of our ILT and one representative per grade level) creates, implements, and reflects upon all staff-wide PD (this takes place at our before-school and winter off-site retreats and at our weekly staff PD meeting). We begin the year with a 4-week cycle on student support (PBIS/RP/bRtI). From there cycles are developed based on the current needs of staff in alignment with our school-wide priorities (balanced literacy, PBL, math planning, and positive school culture). Additionally, we pay to be a TC Project School, thus receive ongoing site-based support from our TC staff developer, twice yearly. We are contracting this year with SFCESS to support ongoing equity PD at SFC in the form of our monthly iGroups. In addition, we have allocated funds to pay for teacher release days around PBL throughout the year. OTHER PD: We write grants and secure funds to send teachers yearly to summer institutes including: TC summer institutes (beginning or advanced), the PBL World conference, the SFCESS Equity Facilitators Training’ etc. We support teachers to attend district PD when applicable to their needs or desired areas of growth. We have 4 current staff members working to become National Board certified. We have many staff members serving as BTSA coaches for their colleagues. ILT & PD Teams: Each team meets weekly for 1.5 hours to assess site needs, ensure coordination and coherence in PD/coaching, and design PD to meet present needs. The ILT meeting also includes instructional rounds (generally by grade level team or by content area).

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
<th>Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I</th>
</tr>
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<tbody>
<tr>
<td>Concrete plan for summer collaboration time and summer PD for returning and new teachers (coordination of dates/times for grade-level planning days and support, planning for the all-staff retreat, PD Team and ILT Team summer summits, Literacy Boot Camp trainings, New staff orientation and trainings, etc.)</td>
<td>Variety of grant funds, Prop A funds, and leftover funds from the 2015-16 budget (toward June planning days).</td>
<td>See above.</td>
</tr>
</tbody>
</table>
Build the 2016-17 school-year PD Calendars, Structures, and Goals (master document to guide all PD created yearly by our PD and ILT teams). We invest many hours in ensuring we have a thoughtful, coherent, and differentiated PD plan. We first collect feedback from all teachers on PD/coaching/collaboration from the past year, analyze and reflect upon the data, then make strategic changes to the new plan.

Continue contract with Teacher's College and/or create new contract with SF-CESS for ongoing PD and leadership support throughout the 2016-17 school year.

Restructuring ILT meeting design and goals/functions of instructional rounds—to maximize effectiveness of the ILT.

Cowell grant

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>At SFC we aim to fully include students with disabilities. We do not have an SDC program and we aim to prioritize push-in and co-teaching as much as possible in terms of how we allocate RSP support. We have a rigorous SAP referral process and we implement many interventions before considering offering assessment toward SPED for students with significant needs. Overall, about 12% of our students qualify for SPED, with varying numbers by cohort/grade-level. Our SPED students have scores lagging greatly behind all other subgroups. Only 28.6% of SPED students are currently reading proficiently according to F&amp;P reports. Midyear reports show SPED students performing at 6.7% proficiency on the ELA IAB and 19.2% proficiency on the math IAB. These are alarming reports and point to a need for greater support for our SPED students.</td>
<td>We aim to accelerate SPED students reading below grade level by 1.5 grades. We aim to raise proficiency scores by at least 10% as measured by the SBAC and IAB. We believe we have a rigorous and thoughtful SPED referral process and see no changes needed at this point in terms of referrals made to SPED (by number or by demographic).</td>
<td>Overall, we are increasing aRTI support next year both within the classroom and through pull-out. 1) We are expanding reading intervention support (LLI) to K-5 (as opposed to K/1 only) for strategic pull-out. 2) We are lowering K/1 class size to ensure students receive targeted early intervention in the primary grades for math, reading, and writing in the classroom. 3) We are continuing our PD focus on small group work and conferencing to build teacher capacity to differentiate and implement aRTI within the classroom.</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>Support all students/families with chronic absenteeism to move out of this category. Create an attendance tracking/monitoring system and plan for the 2016-17 school year; with embedded incentives and with a closely monitored tiered system of interventions (currently this is a relatively informal process).</td>
<td></td>
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</table>
Overall, 11% of our students have chronic absenteeism, according to our mid-year report. Grade levels with the greatest need are: K: 15.2% 1st: 26.7% 6th: 9.4% 7th: 24.2% While these numbers are alarming, we actually have relatively few students struggling with absenteeism; Given our small student population, a few students can dramatically affect our percentage results. We have been working closely with the families with ongoing chronic attendance needs to address our most severe cases, in collaboration with Pupil Services and our attendance liaison. Attendance rates are most alarming for our SPED students (24.3% chronic absenteeism), Pacific Islanders (25%), and ELLs (15.9%). These are subgroups we need to intentionally target to ensure stronger attendance. We believe student engagement is high within classrooms. 75% of students surveyed in the SEL survey had favorable responses in regards to "support for academic learning." Regularly, supervisors, principals, and teacher groups visiting our classrooms remark about the high engagement and interest demonstrated by our students (relative to students in other SFUSD schools). We credit our focus on PBL as a critical factor in ensuring strong classroom engagement.

We will need to target efforts at incoming K families and with our 1st grade families, SPED families, and Pacific Islander families to increase attendance patterns and address root causes for lower attendance rates. We will include information on attendance expectations at every meeting/event for new K families and throughout the fall semester at K/1. Given the middle school numbers, we will target attendance as well in all middle school advisories and with parents at all MS events. We also plan to begin monthly attendance celebrations at our K-8 assemblies and to target attendance at K/1 weekly in our K/1 classrooms with weekly attendance celebrations. Middle school advisors will all create attendance incentive plans for next year as well, to target attendance in 6-8. Our RSP teachers will collaborate on ways to improve attendance rates for students with disabilities (with individualized plans). We will continue our efforts to work closely with Pupil Services (BAT team) in regards to the high-profile cases of families with ongoing chronic attendance needs (attendance plans/incentives, Sart meetings, Sarb meetings, etc.).

School Climate

Our 2014-2015 social-emotional and culture climate report revealed some interesting data. In terms of social-emotional skills, students self-reported the highest positive results in the areas of "self-management" (3.97 out of 5 on average) and "growth mindset" (3.69) and self-reported the lowest positive results in the areas of "self-efficacy" (3.54) and "social awareness" (3.48). In terms of feelings toward support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging—overall students had lower scores in all 4 categories than families and staff. All 3 groups (students, families, staff) had the lowest favorable response in the realm of safety (76% for families, 58% for students, 72% for staff). Families had the highest favorable response for "sense of belonging" (94% had a favorable response) while staff and students had the highest favorable response for "support for academic learning" (94% for staff; 75% for students). We suspend only when a student poses a threat to themselves or others (once this year; none last year). We instead use site-based restorative practices and consequences to address harm. However, students are regularly referred to behavior support and our 4 staff members supporting with behavior are often overwhelmed with the number of students needing proactive or reactive support. About 75% of student referrals are for the same handful of students that chronically need behavior intervention, the majority of whom are African-American or Latino.

75% favorable responses for ALL categories on the SEL Culture-Climate survey. Reduce referral rates for the 10-15 students regularly referred our of class, but creating targeted individualized learning and behavior plans for each student.
Student and staff data was relatively representative (vast majority included in the data). Family responses were likely skewed as only 27 families (out of roughly 180) completed the survey. However, it is clear that safety must be addressed (physical safety of the building as well as the physical and emotional safety of students). Through our changes to behavior support and our work with PBIS (see above) as well as our work to secure the building physically (see above), I hope to see this data improve. Through our counseling, support, and social skills groups, we hope to support students to build social awareness and self-efficacy skills. All grade level teams are also this year teaching social-emotional curriculum (Second Step, Caring School Communities) and intentionally teaching social-emotional skills; we believe this will support with more students self-reporting strengths in these realms. While our site has made considerable progress in reducing suspensions and adopting a genuine restorative philosophy and restorative practices, we are not able to meet the social-emotional and behavioral needs of our students. Many students continue to be referred out of class and a small group of “high flyers” miss substantial academic time due to behavior needs. We have much work ahead to create practices in class and responsive practices out of class that address the high needs of our impacted population. We are currently making changes to our behavior support processes by creating a “Wellness Room” (to centralize behavior needs) and by funding a staff member to coordinate/prioritize behavioral needs (in order to free up our counselor and elementary advisor to focus on proactive approaches and meeting the social-emotional needs of students in order to prevent behavioral outbursts). We continue our partnerships with CBOs to support the mental health needs of our population (and our SSC is working to expand these partnerships). Our professional development in the realms of restorative practices, behavioral RTI, and PBIS will also continue to support this work, as well as our work on equity, cultural competency, and the role of race, class, and identity within our teaching practice and our interactions with students and families.

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>Who you are reaching/ missing (And how you know…)</th>
<th>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</th>
<th>What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, families are positive about SF Community as measured by the most recent &quot;Social-Emotional &amp; Culture-Climate&quot; report (limited and disproportional data) and school-initiated parent feedback circles (more representative and qualitative data). Our Family SEL survey indicated that &quot;Safety&quot; is the area of most concern (76% of families had a favorable response to questions in this realm) whereas &quot;Sense of Belonging/School Connectedness&quot; had the highest favorable response at 94%. We have strong family attendance for conferences (98% of families attend), for our two Project Open Houses—student exhibition nights—(75% of families attend), and for whole school community events. We have some family participation in terms of volunteering in various capacities (on or off site), though probably only about half of our families volunteer. Our leadership bodies (SSC, PAC, ELAC) have relatively low and disproportional attendance. Our white and Latino families tend to be the most involved, both in leadership teams and in volunteering. In contrast, we see limited participation from our Black, Chinese, and Filipino families. However, we have very few families at SFC generally (only about 150 families total) so we expect limited participation - though aim for proportional and growing participation. We have many positive relationships in the Excelsior neighborhood and partner regularly with neighboring organizations (Excelsior Science Workshop, Excelsior Action Center, Boys &amp; Girls Club, etc.). We have built some partnerships with CBOs to help address ongoing needs, particularly in the social-emotional realm (such as Bayview Hunters Point Foundation and SE Child/Family), but these are difficult to maintain and maximize.</td>
<td>Families are generally very satisfied with SFC, however we have work to do to increase family involvement, particularly amongst our African-American and Asian populations. Working to create open lines of communication and forums to reach these demographic groups is a need, along with ensuring our leadership bodies are representative of our population. We hope to increase participation of these groups in our leadership bodies (ELAC, PAC, SSC) and increase attendance from these groups at school events and at parent volunteer opportunities - by at least 10%. To address concerns re: safety, we are engaged in ongoing plans with B&amp;G to install a video surveillance system, secure our perimeter, and move our office to a location in which all visitors would be immediately seen and identified. We are continuing our school-wide work on PBIS and RP to support healthy and positive peer relationships and ensure that conflict is immediately recognized, addressed, and resolved. We hope to better utilize existing community partnerships and create new community partnerships to address the growing social-emotional-behavioral needs of our students and families.</td>
<td>1) We are targeting incoming K families at spring and fall orientations, to encourage their participation and involvement in SFC (by bringing representatives from all leadership groups to these orientations, by asking each family to sign on to a group when able, and by providing a strong rationale from both the principal and from fellow parents of the need). We will measure success based on the percentage of families involved in our leadership groups by demographic and overall growth from the previous year. 2) We will be funding a parent liaison (one day per week) for the second year. She will continue working to build strong family partnerships, outreach to community organizations, and help secure grants and other resources for SFC. We will measure success based on progress toward the goals we outlined in the job description. 3) Our SSC has narrowed the scope of our work this year and next year to supporting the social-emotional-behavioral needs of our students. We are currently investigating holistic models of schools across SFUSD, outreaching to various CBOs to build partnerships for the next school year, and working to design integrated methods of student support for in and outside the classroom. We will measure success by the number of new partnerships we are able to build and our ability to better utilize existing partnerships.</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.

<table>
<thead>
<tr>
<th>Special Education Weighted Student Formula (WSF-SpEd)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allocation</strong> = 1,850</td>
</tr>
</tbody>
</table>

To purchase instructional materials to better serve our SPED students, including the F&P intervention kits, high interest leveled readers, and materials to match classroom content at the reading levels of our SPED students.

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

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

**Allocation** = 24,995

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

1) $23,308: 0.45 FTE for instructional aide (para) – Spanish-speaking paraprofessional to work in K-3 classrooms to provide additional language support and targeted instruction to ELL students throughout the day and to help with outreach to Spanish Speaking families. This will support with building language and academic proficiency, to ensure students develop the fluency to access the curriculum, and to avoid students becoming LTELs in the upper grades. 2) $1651: Instructional Materials – Funds will also be used for instructional materials to support access to the curriculum for ELLs. This will include high leverage ELD curricular resources for concentrated ELD blocks and for integration throughout the school day, as well as curricular resources to support our work on deepening academic language and academic conversations (targeting ELLs and differentiating by proficiency level). Students will develop their literacy, language and speaking proficiency and develop the skills to communicate effectively using academic language.

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

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

**Allocation** = 0

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

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

**Allocation** = 15,000

*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?*

1) $9064: 0.18 FTE for instructional aide (para) – Spanish-speaking paraprofessional to work in K-3 classrooms to provide additional language support and targeted instruction to ELL students throughout the day and to help with outreach to Spanish Speaking families. This will support with building language and academic proficiency, to ensure students develop the fluency to access the curriculum, and to avoid students becoming LTELs in the upper grades. 2) $5936: Instructional Materials – Funds will also be used for instructional materials to support access to the curriculum for ELLs. This will include high leverage ELD curricular resources for concentrated ELD blocks and for integration throughout the school day, as well as curricular resources to support our work on deepening academic language and academic conversations (targeting ELLs and differentiating by proficiency level). Students will develop their literacy, language and speaking proficiency and develop the skills to communicate effectively using academic language.

**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 (TIIG) 07940**

**Allocation** = 142,500

*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?*
1) $47,464: 0.5 FTE for classroom teacher salary --To create class size reduction in all middle school math classrooms (17 students per class). This ensures targeted instruction and intervention for math in the middle years, where achievement traditionally drops for middle school girls and focal populations. 2) $47,464: 0.5 FTE for wellness counselor salary --To pay for 0.5 FTE of a full-time counselor/social worker to provide holistic support, manage behavioral RTI, and ensure students' social and emotional needs are being met so they are able to engage 3) $45,500: Consultant Fees —To fund Corps for Education Outside, a science/garden enrichment teacher and program. This program makes learning relevant, hands-on, and exciting to students, enabling them to engage deeply in learning, develop academic vocabulary, and apply their learning meaningfully. This teacher works with our science teachers to connect science units to garden curriculum and bring science to life in the garden. —To fund Playworks, a program that provides a "coach" to organize all recess activities, support with teaching conflict resolution and cooperative games/interaction, organize leadership opportunities for students (Junior Coaches), and organize sports leagues for students to increase physical activity and teach sportsmanship and positive collaboration. 4) $2072: Supplies —General supplies for project-based learning

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
In 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** = 57,283

**BSC** = 31500

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

1) $15,303: 0.25 FTE for R40 Elementary Advisor 2) $18,986: 0.20 FTE for TSA –To fund a 0.20 Parent Liaison and Volunteer Coordinator, to solicit and maximize volunteers, to support engagement and outreach within the SFC family community, to build stronger partnerships with families, to support with grant-writing and event-planning, and to create stronger family groups (PAC, SSC, ELAC, MZuri, etc.). 3) $20,885: 0.22 FTE for ELD Classroom Teacher –To create a class-size reduction teacher at K/1 to support learning and intervention in the primary grades (and enable academic RTI for all students in K and 1st). 4) $2109.95: Instructional Materials –To purchase books for classroom libraries, to build, strengthen and enrich our Balanced Literacy program.

**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: 573**
For Title I programs, 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.

**Title I School-Level Parental Involvement Policy** San Francisco Community School, K-8

**STATEMENT OF PURPOSE:** San Francisco Community School values the collaboration between home, community and school. The involvement of parents and community members is an essential component of developing high achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. San Francisco Community School has developed a written Title I parent involvement policy with the input from parents, teachers and administrators. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision-making and volunteer activities, we encourage active participation by: • Holding an annual Title I meeting to inform parents of school wide program requirements and their rights which occurs at our Welcome Back BBQ meeting each Fall • Offering a flexible number of meetings, which also includes opportunities for parents to meet to participate in the decisions relating to the education of their children through: o San Francisco Community school offers a variety of opportunities for regular meetings including monthly School Site Council (SSC) meetings, twice a year Community Meetings, monthly English Language Advisory Committee (ELAC) meetings, monthly Parent Action Committee (PAC) meetings, and monthly MZuri Women’s Group meetings. o Parents are welcome to schedule an appointment with teachers, principal and/or counselor at any time throughout the year • Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs and the Title I parental involvement policy o The academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard/Single Plan for Student Achievement (BSC/SPCA) and through Community Meetings. • Providing parents of Title I students with timely information about school programs, including academic information regarding curriculum and assessment, through: o Welcome Back BBQ, Back to School Night and Project Open House (fall & spring) o School Site Council meetings o Parent-Student-Teacher conferences twice a year; families are also welcome to schedule appointments with teachers, principal and/or counselor at any time during the school year o Weekly school newsletter and classroom newsletters o SFC School Compact and SFC calendar (sent home at the start of each school year) o Grade level and classroom academic expectations o Regular progress reports (6-8) and report cards o Portfolio Presentations for all students o Family workshops and information nights • All written materials are translated into Spanish and Chinese. Interpretation is offered for all meetings. School-Parent Compact San Francisco Community School has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact is included in the Back to School packet each Fall. See Attachment A. Building Capacity for Involvement San Francisco Community School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: • Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children which also includes training and materials to help parents work with their children to improve achievement o Data reviews and monitoring of student achievement is reviewed by School Site Council. These meetings are open to all parents, staff and community members o Parents receive student assessment scores in the mail and at conferences and teachers explain academic content standards, assessments and how parents can assist their student’s progress during Back To School Night presentations and parent conferences o Family Workshop and Information Nights and other community events • Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. o Weekly newsletters include upcoming meeting dates, time and location and include suggestions on how parents can work with their students at home o Meeting agendas are posted on the community bulletin board and the school website o Parent resources are provided in the main office including: • School/Meeting Calendar • Parent/Student Handbook • Volunteer Applications/Information • Curriculum and Assessment Information Our staff believes in the value of parent contributions and we actively seek opportunities to work with parents as partners and work to continuously inform ourselves on best practices to grow and develop parent engagement. Accessibility San Francisco Community School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. This includes providing information and school reports in a form and language parents understand. In addition, dinner and childcare is provided for each meeting to increase parent accessibility.

**Date** your school’s Parent Involvement Policy was reviewed by your School Site Council: 3/15/2016

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

- [ ] Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Impact & Innovation Awards = 28,477**

Referencing your plan, how do you plan to use these funds?
Funding: To implement this project, funding will be needed as follows: $28,477.42 Total (as calculated on Excel budget attachment) 1) Pay for “PBL World” conference attendance ($1250 per person x 6 participants) = $7500; staff cover their own travel/room/board expenses. 2) Pay for 1 summer day of work for the PBL leadership team (6 participants x 1 day x $268.94 per day at extended hour rate) = $1,613.64 (* roughly) 3) Pay for 3 collaborative planning days for every teacher (24 teachers x 3 days x $268.94 per day at extended hour rate of $38.42 = $19,363.68 (* roughly) * Excel budget attachment calculated extended pay/benefits rates somewhat differently than my above calculations for extended hour pay Action Plan: Summer 2016: Creation of PBL leadership team to bring expertise and emerging ideas/research to the school site: Through this grant, 6 teachers (ideally one per development level—K/1, 2/3, 4/5, 6-8) will participate alongside our IRF and Principal as part of a “PBL Leadership Team.” Over the summer, this group will: • June 22-26 (roughly; these were dates last summer): Attend the “PBL World” conference in Napa (through the Buck Institute, the leader in K-12 PBL) to build expertise • June-August: Form a study group to meet minimum of 2x over the summer to read, discuss, and apply 1-2 books on emerging PBL theory, research and practice, as chosen by the team (PBL for 21st Century Success, Project Based Learning Handbook, Authentic Learning Experiences, The Leader’s Guide to 21st Century Education). • August: Spend one summer day designing the PBL learning goals for the year and the corresponding professional development plan for PBL, embedding culturally-relevant learning strategies into the project design template, and designing/updating all documents, templates, and resources teachers will be needing for planning and implementation for the 2016-17 school year. Summer-Fall 2016: Provide collaboration/planning time for all SFC teachers to develop two strong interdisciplinary projects: Through this grant, all SFC teachers will be provided 3 planning days (two over summer, one in fall) to establish standards-based essential learning objectives, develop long-term project-based curriculum, and develop common learning strategies—in order to implement high-quality interdisciplinary projects. • August 2016: All developmental-level teams (K/1, 2/3, 4/5, 6-8) schedule two project-planning days to implement goals outlined above (for upcoming fall and spring projects). The teacher leader from the PBL leadership team will organize and drive the planning days, with support from the principal and IRF. • August-September 2016: Teachers collect baseline achievement data for all students; Teams spend time in grade-level meetings analyzing and disaggregating data and making corresponding action plans—focusing specifically on our African-American students. • Early October 2016: All developmental-level teams (K/1, 2/3, 4/5, 6-8) schedule the final project-planning day to implement goals outlined above. The teacher leader from the PBL leadership team will organize and drive the planning days, with support from the principal and IRF. Time will be set aside to embed action plans into the fall project targeting the achievement of African-American students. • October-December 2016: All teachers implement the fall project. Teachers continue to meet weekly to plan for the project, track and analyze formative and summative assessment data, and utilize data to drive instruction. With support from IRF and principal, teams analyze the data on African-American student achievement every 3 weeks throughout the project cycle, using data to adjust action plans and strategize interventions.

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

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

**Principal’s Innovation Fund: 100,000**  
(For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

1) $91,271.99: —ACTUAL salary to fund Frank Sanchez to continue as TSA (teaching K-5 tech classes; supporting tech integration into middle school curriculum, supporting with school culture/climate) 2) $8,728.01: —Extended pay for teachers to support collaboration and planning for project-based learning (and tech integration)

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**

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) = 75,000**

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

To fund a behavior support position, to fund all field trips and project materials, to fund camping and outdoor learning, to fund summer planning time and extended pay for staff professional development, to fund office supplies and classroom teacher supplies, to fund art supplies, to find all PD and operational needs not covered in district budget.
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>
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<tbody>
<tr>
<td>0.5</td>
<td>0.5</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<td></td>
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<tr>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic Rtl Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>0.5</td>
<td></td>
<td>yes</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:

1) Proactive social-emotional-behavioral support including one-to-one and group counseling by our social worker; mentorship and support groups by our Elementary Advisor; health, sex-ed and Youth Outreach Workers programming by our nurse; and support implementing Second Step as well as general behavior support by all three.
2) Individual teacher coaching (6-week cycles); weekly literacy and math collaboration facilitation for each grade level team; ILT walk-throughs and feedback cycles to inform coaching/PD; and planning, implementing and reflecting upon whole-staff and differentiated PD - by our IRF and Literacy Coach.
### SECTION V: Recommendations and Assurances

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</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: 3/1/2016</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: 3/15/2016</td>
</tr>
</tbody>
</table>
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Rosenberg</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Nicole Lelevier-Joseph</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Joy Paterson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Mary Lavalais</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td></td>
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<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Halima Marshall</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Chi-An Chien</td>
<td>Parent (President)</td>
<td></td>
</tr>
<tr>
<td>Jose-Luis Mejia</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Evra Baldinger</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>