

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

2018-2020 Balanced Score Card: A Two-Year Single Plan for Student Achievement

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| School | Balboa High School |
| Principal | Freedom Siyam |

SCHOOL VISION & CONTEXT

Founded in 1928 and completed in 1931, Balboa is one of the oldest public high schools in San Francisco. Standing in the southwest quadrant of San Francisco, the Spanish Colonial Revival Style campus has a student body that continues to reflect not only the urban working-class population of the Excelsior and surrounding neighborhoods but the City itself by consistently being on the cutting edge of change. The Teen Clinic; Grab N Go student breakfast; the Williams v. California lawsuit to provide equal materials and facilities; and transition to a wall-to-wall pathway system are just a few of the first-of-their-kind changes made over the years in support of student success. Balboa's one time reputation as a struggling program improvement school is now past history, due to numerous overarching improvements and sound academic growth spanning the past decade. While our academic growth continues, the greater school community does not take its progress for granted. As forward thinking professionals, we fully recognize and understand the fragile nature of maintaining school-wide improvement and reform efforts. Our responsibility must be for every Balboa student, in order to develop and support their greatest individual and collective potential, achievement, and well rounded success, remains at the forefront of our daily professional planning, preparation, implementation and evaluation of our student centered programs and services. As a community we are committed to working together to make Balboa the best school in can possible be and to work collaboratively with students, teachers, school leaders, and community members so that Balboa High School fully realizes its potential. Academic instruction at Balboa High School is centered on the concept of Small Learning Communities through five pathways: The Game Design Academy; CAST (Creative Arts for Social Transformation); The Law Academy; PULSE (Peers United for Leadership, Service, and Equity); and WALC (Wilderness Arts and Literacy Collaborative). Each pathway community has a thematic focus that encourages individualized learning, an awareness of the future, and personal responsibility. Students are able to build powerful relationships with teachers while engaging in rigorous academic, artistic, and athletic pursuits. Our vision statement is as follows: Balboa graduates draw strength from our diverse community and are civically, socially, and academically engaged in our global society as empathetic, self-aware, collaborative, and resilient critical thinkers. Balboa graduates are equipped with the tools to successfully navigate and contribute to the world with integrity, justice, purpose, and courage. Our mission statement is as follow: Balboa works with stakeholders to provide students with a rigorous, relevant, and relationship-based curriculum in a supportive community that embraces diversity and is committed to social justice, engagement, discovery, and love. Our Expected School-wide Learning Results (ESLRs) are stated below:

1. Resilience: Students value effort & persistence.

a. Students trust productive struggle as a part of the process of learning.

b. Students persist to solve problems.

c. Students will develop a growth mindset to learn from and value mistakes

2. Empathy: Students practice compassion and leadership.

a. Students see and value the inherent humanity in all.

b. Students embrace and build strong, diverse communities.

c. Students enrich their communities through civic leadership.

3. Action: Students develop the capacity to challenge injustice.

a. Students learn to participate in and see themselves as part of both local and global communities.

b. Students are able to synthesize solutions to complex scenarios.

c. Students develop self-agency and the ability to advocate for equity and justice.

4. Literacy: Students think critically and creatively.

a. Students experience learning through multi-modal, real-world connections.

b. Students engage with and approach learning as curious, diligent, and analytical thinkers.

c. Students develop and grow as independent and strategic readers and writers across disciplines.

Our ESLRs are written to be as memorable as possible in order to keep them present in our daily practices. The first letters of the key words: Resilience, Empathy, Action, and Literacy spell out R.E.A.L. These learning results are lifelong values and skills that we want all our graduates to embrace and achieve.

2018-2019 priorities are anchored by our 2017 – 2023 WASC accreditation and include the following:

Goal 1 – Increase Attendance: Increase in attendance as measured by instructional time, for all student groups (baseline is 2014-15 rate: 97% for all students; 90% for Black students; 90% for Latino students; 80% for special education students; 95% for English learners).

ADD 2016-2017 DATA & 2017-2018 DATA (IN AUGUST)

Goal 2: Increase our students' proficiency with grade level reading, writing, and mathematics. Growth in literacy and numeracy measured by ELA & Math SBAC test scores (number of students who met or exceed standard) as well as internal assessments decided on by departments.

Goal 3: Increase student self-awareness, positive identity, restorative practices to more successfully navigate and participate in school-wide activities, clubs, and community service projects. Growth measured by Culture and Climate surveys as well as participation numbers in school activities.

Balboa will continue to focus on:

- Increasing support of our most underserved student groups, including expansion of stakeholder participation in all aspects of the Balboa community;
- Developing a campus-wide non-racist and culturally responsive teaching and learning, including continued expansion of PBIS and restorative practice;
- Focusing our Professional Development on three key areas: 1) Academic Discourse, 2) Collaborative Learning, and 3) Critical Thinking and Problem Solving.

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: **(500 words maximum)**

- Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (*For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?*)
- High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

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 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

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

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* as well as for the Local Control Accountability Plan (LCAP).

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.

SECTION II: School Data Profile

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/ao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "**####_Mid-Year_Summary_2017-18**". This folder includes the following reports:

| Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/ao/DataDisk/ | Contains data for the following Strategies in Action | Data in Report |
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| Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math | 2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016) |
| F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA | Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure |
| Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math | Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level. |
| Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison) | <ul style="list-style-type: none"> ▪ Student-Centered Learning Climate | 2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016) |
| CA Dashboard Report (New California Accountability System, documentation/overview included) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness | The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts. |
| Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas) | <ul style="list-style-type: none"> ▪ 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: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10 | <ul style="list-style-type: none"> ▪ College and Career Readiness | Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students |
| Illuminate Report Lists for Fall and Spring | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate | Direct links to summary and list reports at the student level to take a deeper dive into your results |

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 groups.
- Refer to **Illuminate Report List** to link to student level data

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 2016-2019 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

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

African American, Polynesian, English Learners and Students with Special Needs

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

| Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional practices are required to ensure all students reach mastery? | What instructional shifts will be required to achieve these goals? WASC Ch.5 |
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| | While we have ambitious goals for our students; comparing the 11th grade class (class of 2020) to the previous 11th grade class (class of 2019) is a bit like comparing apples to oranges. We have grounded our goals for the current 11th grade class using data and measures that reflect the current students' realities and desired growth from there. 77% of our 295 10th graders from SY2017-18 (class of 2020) took the Reading Inventory Assessment, which is a rough measure of their reading grade levels and a good correlate to the ELA SBAC. 65.8% of those students scored at or above grade level in their reading. With this data point, we aim for an increase 10% or more students scoring at or above their reading levels by the end of May 2019. | Administrators, teachers, and students are aligned and passionate about our instructional foci. We developed these foci with our WASC report and continue to refine our specific goals and strategies. Our program is three fold. Our instructional framework relies on first, strong relationships with all students; second, a rigorous curriculum; third, a curriculum that is relevant and engaging to our students. Within this framework we will focus on academic discourse, collaborative learning, and critical thinking and problem solving. These three classroom practices work interdependently and allow all students access to content mastery. Currently, we are refining our "Instructional look -fors" so that we have a concrete understanding of what it looks like to use these instructional approaches in the everyday classroom. | |

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| <p>Balboa High School's 11th grade students' performance on the ELA SBAC has fluctuated over the last few years. 2014-2015 - 69.9% Proficient 2015-2016 - 59.7% Proficient 2016-2017 - 66.3% Proficient 2017-2018 - 58% Proficient The spring 2018 administration of SBAC Balboa witnessed a decline to 58% proficiency in the ELA SBAC from spring 2017's ELA SBAC proficiency scores of 66.3%. SBAC ELA: SY2017-18 Bal's proficiency 57.9%; SFUSD overall HS proficiency 62% (diff: -3.9%) SY2016-17 Bal's proficiency 66.3%; SFUSD overall HS proficiency 67.1% (diff: -0.8%) SY2015-16 Bal's proficiency 59.7%; SFUSD overall HS proficiency 66.7% (diff: -7.0%) SY2014-15 Bal's proficiency 69.9%; SFUSD overall HS proficiency 65.5% (diff: -4.4%) A four-year analysis does not show a specific trend or pattern however, does indicate that we are consistently below the district average (average for four years: -4.0%; for the three year trend is 3.8% points below the district average). For our English learner students, 25% of students met/exceeded the standards; the English learner population trend for the past four years mirrors the whole 11th grade performance; as the results are mixed. The difference between the highest-performing racial group and the lowest-performing racial group for SY2017-18 is between Asian: 71.8% (change -14.6%) and Hispanic/Latino: 48.8% (change +4.9%).</p> | | <p>Literacy Students will work in all subjects to:</p> <ul style="list-style-type: none"> • Read and understand a text's central argument; identify and assess the associated evidence; and evaluate the quality of the text's explanation and analysis. • Develop clear, specific arguments; identify and cite evidence to effectively support their arguments; articulate thoughtful explanation/analysis for their argument's evidence. • Continue to focus on academic language (vocabulary and discourse) in all classes • Develop close reading as a strategy for every classroom Assessment Plan • Tracking students growth with diagnostics and benchmarks • All ninth and tenth (if not all) take the RI reading assessment in the beginning and end of year • All departments share a part of their summative assessments <p>In order to reach these goals our students will:</p> <ul style="list-style-type: none"> - Know where their reading level and basic math skills levels are upon entering 9th grade - Understand how crucial it is to be reading, writing, and able to do basic math at grade level upon graduating - Value and take advantage of multiple supports and interventions throughout their high school experience - Have a growth mindset – knowing that they will be able to grow in anything they put work towards - Be able to self-monitor throughout the school year. |
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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?

| Analysis of Results for Language Arts- Intervention | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required specifically for your focal students to achieve these goals? |
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| <p>It is evident from our subgroups the need for interventions that will reach our African American, Polynesian, English Learner populations and our students with IEPs. What is most distressing is the complete lack of proficiency in our Polynesian students, and the 13% proficiency rate of our African American student populations whereas our white student population is smaller than yet out performs our African American and Polynesian student populations.</p> | <p>We want to ensure that we are reaching our vulnerable populations. Our goal is to continue the growth in the sub-groups to ensure growth school-wide. Similar to our school-wide goal. We want to see an increase of 3-5 percentage points every year in terms of the overall percentage to meet/exceed expectations on the SBAC.</p> | <p>In the 1819 School Year we want the leverage the strengths our school developed as a whole through the development of school wide EL strategies that are universal in design, that is to say they are strategies that can be used to reach and teach each child - and continue to scaffold teacher Tier 1 and Tier 2 PBIS strategies, including culturally responsive pedagogy. Furthermore, Students will work in all subjects to:</p> <ul style="list-style-type: none"> • Read and understand a text's central argument; identify and assess the associated evidence; and evaluate the quality of the text's explanation and analysis. • Develop clear, specific arguments; identify and cite evidence to effectively support their arguments; articulate thoughtful explanation/analysis for their argument's evidence. • Continue to focus on academic language (vocabulary and discourse) in all classes • Develop close reading as a strategy for every classroom Assessment Plan • Tracking students growth with diagnostics and benchmarks • All ninth and tenth (if not all) take the RI reading assessment in the beginning and end of year • All departments share a part of their summative assessments |

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

African American, Polynesian, English Learners and Students with Special Needs.

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

| Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional practices are required to ensure all students reach mastery? | What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5 |
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| <p>Like Balboa High School's 11th grade students' performance on the ELA SBAC, our Math SBAC has fluctuated over the last few years. SBAC Math: SY2017-18 Bal's proficiency 38.2%; SFUSD overall HS proficiency 49.7% (diff: -11.5%) SY2016-17 Bal's proficiency 47.8%; SFUSD overall HS proficiency 53.5% (diff: -5.7%) SY2015-16 Bal's proficiency 42.2%; SFUSD overall HS proficiency 52.1% (diff: -9.9%) SY2014-15 Bal's proficiency 53.8%; SFUSD overall HS proficiency 49.4% (diff: +4.4%) A four-year analysis does not show a specific trend or pattern. The most recent administration of the math SBAC Bal's 11th grade cohort scored 11.5 behind the SFUSD high school cohort. For the previous three years, Bal's 11th grade cohorts scored significantly behind the high school division's average (greater than 5%); on average we scored -5.6% behind the district's average for high schools. We consistently score below the district average (average for four years: -4.0%; for the three For our English learner students, 20% of students met/exceeded the standards; the English learner population trend for the past four years mirrors the whole 11th grade performance; as the results are mixed and there is no particular trend to be observed. The difference between the highest-performing racial group and the lowest-performing racial group for SY2017-18 is between Asian: 65.1% (change -13.3%) and Hispanic/Latino: 13.4% (change -3.0%).</p> | <p>Performance goals are to raise school-wide performance and have at least 52% of our entire student population meet or exceed SBAC Math standards</p> | <p>Administrators, teachers, and students are aligned and passionate about our instructional foci. We developed these foci with our WASC report and continue to refine our specific goals and strategies. Our program is three fold. Our instructional framework relies on first, strong relationships with all students; second, a rigorous curriculum; third, a curriculum that is relevant and engaging to our students. Within this framework we will focus on academic discourse, collaborative learning, and critical thinking and problem solving. These three classroom practices work interdependently and allow all students access to content mastery. Currently, we are refining our "Instructional look-fors" so that we have a concrete understanding of what it looks like to use these instructional approaches in the everyday classroom.</p> | <p>Numeracy • Improve basic math skills a. Ratios & proportions • Improve graph writing, reading, and interpreting • Standards of Mathematical Practice b. Increasing academic language and writing across math classrooms Assessment Plan • Tracking students growth with diagnostics and benchmarks • All ninth and tenth (if not all) take the SRI reading assessment in the beginning and end of year • All departments share a part of their summative assessments Connection to Expected School-wide Learner Result: We want our students to value effort and persistence (Resilience) and think critically and creatively (Literacy). In order to reach these goals our students will - Know where their reading level and basic math skills levels are upon entering 9th grade - Understand how crucial it is to be reading, writing, and able to do basic math at grade level upon graduating - Value and take advantage of multiple supports and interventions throughout their high school experience - Have a growth mindset – knowing that they will be able to grow in anything they put work towards - Be able to self monitor throughout the school year.</p> |

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

| Analysis of Results for Mathematics-Intervention | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? |
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| <p>Our math intervention program is currently small and only serves about thirty students who either self-select or are encouraged by teachers to attend. The tutoring is only 25minutes long and each student is paired with an upper classroom that volunteered to tutor math.</p> | | <p>Students need to be aware of their academic status on a regular basis. Students should self-monitor and regulate where and when the need support. As soon as a student begins to fall behind our counseling team should reach out to understand the problem and begin supports to get students back on track.</p> |

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| | We want to scale up our intervention supports in math. We are starting a Saturday Success School program that will allow students to come to school on Saturday and work on any and all academic work as well as social/emotional support to catch up on academics. Students will work individually with a teacher or paraprofessional or in small groups with a teacher or paraprofessional. Our goal is to see less failing grades across the math classes. More students taking higher level math courses and AP courses. Higher average proficiency scores on SBAC. | |
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SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

| Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5 | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5 |
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| For the SY2017-18 we observe the following for our science department: 100% of Balboa's 9th graders (unless their IEP requires a different plan) take physics as a core class. Of those students 77% received a grade of a C or higher for the spring semester. 100% of Balboa's 10th graders (unless their IEP requires a different plan) take biology as a core class. Of those students 72.3 % received a grade of a C or higher for the spring semester. 79.5% 11th graders take a college-preparatory science class (chemistry, astronomy, or other college-preparatory science class, like AP physics. Of the students in the 11th grade who took a third year of science, 25.7% received D or F for their final spring semester grade. | We continually will work within a professional learning structure to ensure that conversations and strategies are identified to reduce the number of students, particularly in the 9th and 10th grades, who receive a final semester marking of D or F. Likewise, we have the goal to reduce the D/F by 10% for the 11th graders who are taking a third year of science. | The 10th grade science teachers at Bal are focused on rolling out the new NGSS aligned curriculum for biology. The physics team is currently in year 2 of rolling out the NGSS aligned curriculum for physics. It is our plan to continue to provide science teachers of biology and physics common planning time and guidance from district level supports to continue to revise curriculum, learning new teaching modalities, and review assessments to ensure alignment. |

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

| Analysis of results (including ELPAC (formerly CELDT), F&P/RI 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. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5 |
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| <p>In 2017-2018 Balboa tested 196 students with the ELPAC, 14% were reclassified. In the oral section, we had 33% of students were well developed, 28% were moderately developed, 20% were somewhat developed and 19% were at beginning. In the writing section, 22% of students were well developed, 64% in somewhat/moderately developed and 14% were at beginning. We thought that writing would be the most difficult section to make breakthroughs, but actually found that reading was much more difficult for our students. We know that our students are long terms, that speak very well, and it is confirmed they are speaking well, but less of them are understanding everything they hear.</p> | <p>Goal 1: Collaborative Structures Learning Goals(what teachers will understand): Teachers will experience/learn research-based best practices that help ELs expand, express, and clarify meaning listen carefully to each other and negotiate meaning, deepen their reasoning. Skill Goals(what they will be able to do): Teachers will design lessons that incorporate collaborative structures which give students time to think and make an inference; paraphrase; and ask for evidence and reasoning. help students express agreement/disagreement; rephrase and repeat, and explain what someone else means. help students add on to ideas, challenge ideas, and offer counter examples. Goal 2: Rigor LG: Language learners can experience rigor in their exploration of content and language regardless of their language levels. SG: Design tasks and create lessons that incorporate a range of questions from all levels of Bloom's Taxonomy and include all levels of DOK (Hess's Depth of Knowledge). Goal 3: Brain-based research on teaching and learning LG: Delivering content through multimodal methods of instruction enhances language and content acquisition by priming the brain for learning. LG: Neuroscience research has substantiated the reality that we are all wired for expansive learning, high intellectual performances, and self-determination. LG: To foster EL students who are ready for rigor and independent learning we must provide appropriate challenge in order to stimulate brain growth to increase intellective capacity. SG: Design culturally relevant lessons which include activities that stimulate the brain in ways supported by neuroscience research on learning, culture, and the brain. Goal 4: Integrating Language and Content: Teaching Vocabulary LG: vocabulary can be presented and practiced in interactive ways that engage higher order thinking skills and increase student to student interaction LG: there are many levels to "knowing" a word, including how words collocate. LG: teaching collocations is in line with how the brain learns/categorizes/remembers words (teach students cognitive routines using the brain's natural learning systems) SG: Design a lesson plan that presents and/or practices vocabulary interactively and engages higher order thinking SG: Identify common collocations across content areas and design content-specific collocations exercise to practice them.</p> | <p>We will continue with our EL PD thread so all teachers can benefit from the coaching and instructional strategies that will help all students. We have added additional classes to our master schedule allowing ELs a variety of support levels including the expanding of EL support in 11 & 12 grade pathways, whereas they were tracked and relegated into the "International" pathway up until 2016. We group students by both language typology and ELPAC score level. We also are now tracking students who are considered long term ELs in our newer support classes to better understand their language development needs. We will continue to think creatively about better ways to provide support in all classes and want our EL students to more fully participate in our pathway programs.</p> |
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HEALTH EDUCATION CORE CURRICULUM

| Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school. | Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year? | What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals? |
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| We will continue to look at both formative and summative assessments from our Health teachers classrooms as well as the district surveys such as the SEL. We noted from last year that our students needed to build their self-efficacy skills and that became our third WASC goal. | The Health class curriculum consists of: Unit 1: Mental and Emotional Health 15 Lessons; August - September Unit 2: Nutrition and Physical Activity 15 lessons; September - October Unit 3: Sexual Health and Relationship 17 lessons; October - November Unit Four: Substance Abuse Prevention 9 lessons; November - December | Our health classes will remain consistent. We have to expand the learning from the 9th grade. We could have school wide initiatives on health throughout the whole year with all grades participating. |

VISUAL AND PERFORMING ARTS

| Narrative describing site's vision for a balanced, comprehensive arts program. | What are your targets/ goals? (Elementary, Middle, High) | What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
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| Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars. | Refer to the VAPA section in the Central Services Supports Guide | |
| Students are introduced to the CAST Academy curricular lenses and themes use across subject areas that provide common vocabulary and approach to projects and learning. Students are made aware of internship and extended learning opportunities requirement, and are asked to identify ones of interest. Applications run throughout the year. Students review the elements and principles of design, and establish foundational drawing skills through series of exercises, including control of basic shapes, forms, value, composition, linear perspective, human facial and figure proportion, caricature. All CAST Students attended field trip to SFMOMA to view, analyze, and contextualize art and design, with a historical and global perspective, and beginning to link discussions and concepts across different subject areas. Establish framework and overview of the Young Curators project for Juniors and Seniors. | For Visual Arts - Students will be able to: Explain and articulate CAST connecting themes and curricular lenses. Identify and explain elements of art and design in traditional and non-traditional mediums: drawings, paintings, sculpture, architecture, video, animation, and photography. Create drawings that demonstrate an understanding and control of line, shape, form, value, and composition. Work in small and large production teams to create animations. | Facilities and space constraints can be greatly improved with our VAPA pathway, with the District's ongoing commitment towards infrastructure and other capital improvements of our Leonidakis Center for Innovation and Design (formerly, the old Art Wing, and home of the District's Textbook Department which has since been relocated). This space has already been in use by staff and students in various capacities, but our hope is that we can turn it into a versatile Maker's Space of sorts, that can allow all five pathways (especially our VAPA pathway), additional access of workspace and resources for our students to utilize. |

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

| Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided. | What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health? | What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
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| Teachers in the Physical Education Department are committed to providing a quality program where all students have the opportunity to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Our master schedule reflects that students receive the required physical education instructional minutes in the 9th and 10th grades. Our PE courses ensure that age-appropriate, developmentally appropriate, and sequential PE courses are provided for all students in 9th and 10th grades. Balboa also offers PE elective courses for students in 11th and 12th grades. We will ensure that all 9th grade students are automatically enrolled in the PE 1 course and that all 10 grade students are enrolled in the PE 2 course. | | |

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

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| Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5 |
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| <p>Balboa is made up of five Career Pathways: Game Design Academy (our computer science pathway), CAST Academy (our VAPA pathway), Law Academy, PULSE Academy (Peers United for Leadership, Service, and Equity, our service learning pathway), and WALC (Wilderness Arts and Literacy Collaborative; which focuses on environmental education and justice). Every Pathway makes a concentrated effort to have quality curriculum and learning experiences designed for the myriad of subgroups at this school. Given our recent push for English Learners to move out of the all-EL International Pathway and onto the five remaining Pathways, and pushing for additional supports for every pathway to accommodate students with IEP's (versus the overwhelming majority being in the PULSE pathway), Balboa has been moving on to making all pathways an inclusive place for all students. All upperclassman students 11th and 12th Grade are placed into a two-year Pathway. The population of the pathway mirrors that of Balboa's own demographics as much as possible. ELL students are distributed in pathways so they can have access to college and career opportunities. There are students with IEP's in all Pathways but PULSE has the majority because of their Co-Teaching model. PULSE does a lot of Work-Based Learning because of their embedded work within their committees and CBO connections. With the support of CTE, all Balboa Pathways have access to outside the classroom learning field trips which support and supplement their education with their pathway learning communities. For Balboa, Pathway completion is an upperclassman student that has finished a two-year sequence in a specific Pathway. Within that experience, a student has the opportunity to have: created a resume, LinkedIn profile, take part in a job shadow, go on numerous learning field trips, go on a college tour visit, take part in a school year/summer internship, work in connection with their community, create a superb capstone project and have a portfolio ready for college and a career. Along with the Pathway work, a student will learn to be a collaborative learner, use academic discourse, be a critical thinker and problem solver and harness the power of productive struggle.</p> | <p>School wide support for Pathways would be needed from the top down from admin, counselors and other school stakeholders. Building out programming and availability for the Leonidakis Center for Innovation and Design so all students have use of this space to enhance their learning. More supported and paid CPT within our Pathways. Sub days for field study/PD opportunities so Pathway Teachers can plan together more effectively for all students, especially around supports for SpEd and EL students.</p> | <p>Building on the active engagement of our students and families through community meetings, and information about opportunities inside and outside the pathways, as well as increase personalized support for students with their pathway teachers and counselors. More paid support for co-teaching SPED in Pathways. More CCSF offerings on-site for the next school year moving forward to further support our pathway/college learning. An orientation to Pathways for staff, both old and new, so Balboa as a whole, can know what is going on in our Pathway system, and play up the importance of Pathways to our students, starting as early as the 9th grade.</p> |
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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

| Narrative describing college going culture (using indicators suggested above) WASC Ch.2 | What are your targets/ goals? | What shifts will be required to achieve these goals? WASC Ch.5 |
|---|--|---|
| | <p>Collectively our team is working towards a goal of ensuring that 100% of our students are prepared to choose a post-secondary (vocational, 2 or 4 year post-secondary program by the end of their final year.</p> | |

4 years of English, etc. Like sfusd, our goal to graduate students who are college and career ready by the end of their 12th grade by providing pathway academies (small learning communities) to 11th and 12th grade students, providing real world learning, linked learning opportunities and work based learning opportunities. Bal is equipped with 4 guidance counselors, an articulated calendar that advises them through the college application process. A number of our 11th and 12th graders are enrolled at city college. It is our aim to increase the number of students taking AP courses or are dual enrolled at city college. Our Community Based Partnerships housed in the college room assist us in a lot of our heavy lifting around college applications. These partnerships include 10,000 degrees, Trio Talent Search, Upward Bound, and the like.

We will continue to grow our comprehensive College and Career curriculum as well as shift our focus to developing smaller communities within our larger school. If we are able to have smaller communities, it will help us individualize our efforts and create plans to improve our support throughout students 4 years with us. Our team is pursuing a master schedule change that might extend our pathways to 9th and 10th grade. We want to include broader titled pathways and allow for multiple tracks within our pathways. Multiple tracks within each pathway will allow students to see the diversity in their field of interest and create a better awareness of all that is out there in the real world. Our counseling office will continue to prepare our students for college readiness by monitoring the On-Track Data and advising them on the appropriate academic requirements. Our College & Career Counselors will continue to provide outreach to our students and families and provide the necessary resources to successfully gain college admission. Our site's Family Liaison Counselor, helps to support the school team to provide a number of college presentations (awareness, application process and FAFSA) to parents at a number of special evening meetings and during our regular, monthly PTSA meetings.

Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

Strategies in Action: Schools

In *Transform Learning. Transform Lives*, the “**Strategies in Action: Schools**” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to “**Strategies in Action: Schools**” as you consider plans for the coming school year.

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (**consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration**)

How will you structure site-based and district professional development/learning?

Working in conjunction with the site’s administrative team and various internal stakeholder groups (instructional Leadership Team, UBC, etc), the site will work to develop a comprehensive Professional Development Plan for the 2018-2019 SY. We focused and will continue to focus primarily on the development of teachers’ instructional strategies in regards to EL instructional strategies and differentiation supports. We also will continue to hold sessions focused on the development of more equitable classrooms, the implementation of culturally relevant pedagogical approaches. Professional development and Common Planning Time for teachers will be offered in Faculty, Instructional Leadership Team, Department Team, and Small Learning Communities. Every Wednesday our academic classes end at 1:04pm and teachers come together in a variety of structures over the course of a month. 1. First Wednesday of the month is always whole staff meeting. 2. Second Wednesday of the month is dedicated to department meetings 3. Third Wednesday of the month is when our Collaborative Groups meet 4. Fourth Wednesday of the month is when our Pathway teachers meet The groups are described in more detail below. - Whole staff is when we all come together in one room and not only build community, but learn and share with one another. - Departments consist of our ELA, Math, Science, Social Science, World Language, PE/Health, VAPA, and SPED. - Collaborative groups are: New/Beginning Teacher Group, Co-Teacher Group, Students Assistance Program (SAP), ELD team, para-professional groups, as well as subject area collaboration teams, and pathway teams. The only changes to this structure is at certain times of the year we have timely events or issues to address. We want to make sure that at the beginning of each semester we focus on our teachers identifying the students in their classes with IEPs as well as their students who are English Learners. We want to make sure teachers are well versed in each IEP and data for their students with IEPs and ELs. Additional dollars this year will go to extended hours for teachers, consultants, travel and conference registration all for further professional development around our instructional program and further development of Project Based Learning on the campus. The extended hours will also be offered for collaboration with priority going to a. Co-teachers, b. Para and Sped Teachers, c. Para and Classroom Teacher, d. 9th and 10th grade house collaboration, and or e. Pathway collaboration. Furthermore, resources will be used for a consultat to conduct professional development around trauma informed practices in education, in light of recent incidents that have inflicted trauma in our learning community. As for district PD: - Our department chairs are expected to attend all department chair meetings - Our teachers are expected to attend their subject area PD days to collaborate with teachers across the district - We are collaborating with our Multi-lingual Pathways coach weekly and have a team of individuals involved in the WitSi professional development. - Our new teachers each have a BTSA coach from the district as well

School-Wide Action Step(s)

How will you resource this?

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| | (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I) |
| During the 2016-2017 SY and 2017-2018SY the site participated in Instructional Rounds (Fall & Spring) cycles of inquiry within the high school cohorts. Our first problem of practice focused around the concept of productive struggle. Our essential question for the observation was: What does it look like when students persist and demonstrate productive struggle? What evidence do we see of the following: -Students explaining their thinking -Students making interpretations -Students applying concepts -Students shifting their perspective and/or empathizing -Students self-assessing. Our problem of practice transformed into looking at Depths of Knowledge levels through questioning. Our essential question for the 2017-2018 SY was: To what extent are the questions being posed to students providing them with opportunities to engage in higher order thinking? The powerful set of observations and conversations that resulted inspired our team to implement a modified form of rounds internally within our own school. The team is looking forward to participating in the Instructional Rounds process again in 18-19, with a particular eye towards: - establishing a system for running internal instructional rounds that can reflect the learning and implementation of specific practices in order to make that common practices across all subjects - making sure we start with our ILT members and students and then create a way that all teachers get to observe at different times throughout the year | Primarily from the site budget with the additionally support from our LEAD team, MPD team, and the Assessments and Achievements Office. |
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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 school-wide (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
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

| | Analysis of Data | Targets | Strategies & Interventions |
|--|---|---|--|
| Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.) | Students with IEPs continue to have below average grades (38.3% of Balboa students earned A's first semester, while 19.1% of students with IEPs earned A's; 22.5% of Balboa students earned a D/F first semester, while 37.4% of students with IEPs earned a D/F). This is an improvement from last spring. Students with IEPs have also been disproportionately suspended. | Strive for full inclusion into Balboa Pathway programs. Increase reading, writing, and math proficiency. | Continue to build co-teacher SLCs for professional development of best practices in co-teaching to ensure student success in Pathways. Standardize and systematize practices across the Special Education department for goal-setting and progress checking. Implement and refer students to reading and math intervention programs. |
| Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ) | (Foster Youth) 3 total Referrals on BASIS No truant referrals 1 student is off track towards graduation | 3 Foster Youth | Tutoring services Referred to ILSP Offered Teen Clinic Support After School Program Support Post-Secondary Plan |
| Student Engagement/ Attendance | Chronic absenteeism remains at about 11% and is equal to the district percentage. Approximately 17% of students are off-track by at least one semester this is a slight increase from last year. | Average daily attendance of 97% for all students, 90% for Black students, 90% for Latino students, 80% for special education, and 95% for English Learners. | Implement Saturday Success School on a bi-weekly basis for academic support for targeted students. Continue to monitor attendance data and have counselors implement intervention strategies in partnership with our CWAL. |

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| School Culture/Climate | Tier 1: TFI rubric data from the beginning of 2017-18 SY' indicated a need for better team operating procedures, having living school-wide expectations that are known and understood by all students and staff, clear discipline procedures, professional development on PBIS strategies, system for positive feedback, faculty data meetings regarding PBIS initiatives, and parent/family input to the expectations and procedures. | Tier 1: Increase communication to staff and students regarding expectations and discipline. Increase family input to expectations and procedures. Maintain consistent meeting times, staff and student input, and communication to staff and students regarding resolutions passed by Climate Committee. | Tier 1: Continue the two Tier 1 campus committees-- FRESH I (for positive, whole-school celebration initiatives) and Climate Committee (for pressing campus climate and safety resolutions). Refine communication protocols to whole-school community. Strategize ways to involve parents in the process of setting priorities and problem-solving. Continue to integrate PBIS PD into our Instructional PD strand. |
| Social Culture/Climate | On the Disciplinary side, much of our issues concern our African-American, Latino, and Polynesian students. | Our targets in this regard would be primarily around supporting our Tier 2/Tier 3 students, especially our African-American students, who share a large number of suspensions, systemwide. | We always follow up conflicts with some form of mediation. We are making attempts to do more targeted support for our Tier 2/3 students, trying to figure in caseworkers and community members to help assist students before resorting to punitive measures like suspensions. |
| Wellness Policy | Students receive breakfast every morning through the Nutritional Services program. All programs adhere Wellness Policy guidelines. 9th & 10th grade students participate in the PFT. UC Berkeley conducted an "acceptability" study on our campus using food waste as a measurement of acceptability. | Increase the number of students accessing healthy, enjoyable meals through our Nutritional Services Program for lunch. Increase food acceptability of campus-provided meals. Reduce food waste. | Utilize FRESH I committee project to involve students in providing feedback and ideas to Nutritional Services. Have FRESH I students collaborate with YAB and PULSE committees regarding school wellness and nutrition policies. |

| PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach | |
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| Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences. | |
| Based on your data choose at least one of the following SFUSD Standards to work on. | Choose at least one of the following focal populations |
| <input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input checked="" type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources | <input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other: |
| What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners: | |
| <p>We are missing strong alliances with our parent/guardian group as evidenced through our difficulty in populating our SSC, ELAC, and PTSA organizations. Student voice is also an area for growth as our student government continues to be populated by a small group that does not represent the student body at large. In house surveys inform us that discontent lies just below the surface by nearly every underserved cultural group. We have been successful with a few strategies implemented this past year and will build from those strategies to continue to increase family engagement. The 2017-2018 school year we have brought students in to our Culture and Climate meetings to discuss school-wide issues and concerns. As well, we have constructed the Principal Advisory Board which is represented by students of all ages and demographics. These students will be a group that gives direct input on school matters. We will continue to host family dinners. Our family dinners have increased in number of the last year and we are excited to continue this tradition. As well, we will actively recruit families to join the PTSA and ELAC. We have made some growth in getting more families to help us best represent the diversity of our students, but want to definitely keep improving in this area and increase parent/guardian participation and visibility on campus and in school affairs. - Increase student voice in contemporary issues affecting the student population and in campus affairs and the school decision-making process. - Increase in culturally responsive pedagogy by staff and in comfort of underserved cultural groups We will continue our Family Night dinners. Using this as a method of contact we have increased our parent/guardian base and balanced participation on the SSC, ELAC, and PTSA for the 2017-18 academic year. We hope to continue to increase engagement with families of our most underserved communities. We are forming the Principal Advisory Board and including students on other school-wide committees such as the Culture and Climate committee. We will continue this work this year as it is a focus for us to improve student voice across the school. We will also expand the roles of our student government officers. At least quarterly have all-staff PD in support of culturally responsive teaching strategies; continued expansion of student voice in campus decision-making.</p> | |
| How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance | |
| We will measure of impact with the following: - attendance at PTSA meetings & PTSA membership - high percentage of families signed up on Parent Vue/Synergy in the first quarter of the school year - attendance at Freshman Orientation - attendance throughout the year for ELAC meetings from consistent members - more parent run events at the school - higher number of families coming to the school to meet with teachers and counselors | |
| Community Partnerships | |
| What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals? | |
| <input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input checked="" type="checkbox"/> School to CTE | <input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other: |
| List 1-3 current or potential community partner(s) who are address these needs. | |
| 100% College Prep Bay Area Youth Samoan Community Development Center Community Youth Center (CYC) Bay Area Community Resources | |
| What are your specific goals or objectives for these partnership? | |
| Develop positive relationships with our students and stakeholders and assist with academic support, build community and grow leaders out of Balboa. | |
| What actions will you take to deepen your school's partnership with community organizations? | |
| Anchor the relationship and MOU between school and community based organization with the principles outlined in the BSC and in the WASC. | |
| How will you measure the impact? (Quantitative and/or qualitative data) | |
| Establishing SMART goals with respective programs at the beginning of the year, ensure their measurability, and evaluate at the end of the year. | |

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

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

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$15,150

Of the \$11,200 allotted to Special Education, \$4,836.64 will be used for certificated extended hour for teachers to provide academic support services to students on Saturdays and after school hours. \$1,292.72 for extended hours for paras who will serve as Saturday Success School support staff and provide tutorial support for students with IEPs, and \$9,071.00 for supplies for additional instructional materials to support student IEP needs and various modification and accommodation strategies.

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 = \$100,947

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

\$113 dollars will go to supplies to support English Language Learners. \$100,834 will fund .95 FTE for the EL coordinator and counselor.

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 = \$220,020

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

\$160.00 will go to instructional supplies, and \$219,860 will fund 2.0 FTE regular classroom teacher salaries to reduce class sizes for LI 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)

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$28,000

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?

\$141.00 will be used for instructional supplies for targeted groups. \$27,859 will fund .27 FTE teachers to support class size reductions.

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 (TIIIG) 07940

Allocation = \$193,105

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

\$5,835.00 will go to instructional supplies, \$5,727.60 will go to extended hours for teachers serving on identified committees and performing additional tasks, including school site council, climate committee, FRESH/PBIS committee, IWA grading, Pathway Selection Process, and Saturday Success School, which convene following the regular work time.

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)

CATEGORIAL EXPENSES

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

Title I = (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside =

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

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

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

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

Impact & Innovation Awards =

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

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

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

Principal's Innovation Fund = (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

Other (PTA, external sources, School Quality Pairing/CoP work) =

How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)

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"

| Counselor: | Social Worker: | Nurse: | Family Liaison: |
|--|---------------------|----------------------------------|------------------------|
| 1.0 | | | |
| Wellness Coordinator: | CHOW: | Elementary Advisor: | T10: |
| | | | 5.0 |
| IRF: | Literacy Coach: | Academic RtI Facilitator: | Hard To Staff: |
| | | | |
| Other: | Other: | Other: | Other: |
| 0.80 ROP; .50 Peer Resources | 1.4 CTEIG; .45 ROTC | .20 Ethnic Studies; .30 Comp Sci | 1.6 VAPA; .5 Librarian |
| Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students. | | | |
| 1. Continued development of the Arts and interdisciplinary integration of arts into our pathways. 2. Solidifying Ethnic Studies in our master schedule. 3. Ensuring Vision 2025 vision carried out in Computer Science on the campus. | | | |

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:

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| | <input type="checkbox"/> English Learner Advisory Committee (ELAC) |
| | <input type="checkbox"/> Community Advisory Committee for Special Education Programs |
| | <input checked="" type="checkbox"/> Other (<i>list</i>) PTSA, UBC, ILT |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 . |
| <input checked="" type="checkbox"/> | 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: 5/2/2018 |
| <input type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| <input checked="" type="checkbox"/> | This school plan was adopted by the SSC on: 10/30/2018 |

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

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

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

| Name | Role | Signature |
|--------------------|--------------------------------|-----------|
| Charles Sylvester | Teacher / Chairman | CS |
| Amanda Hilger | Teacher | AH |
| Stephanie Starling | Clerk | SS |
| Kevin Hartzog | Teacher | KH |
| Hulita Fusitua | Teacher | HF |
| Angela Tong | Parent | AT |
| Marcia Parrott | Alumni/Parent/Community Member | MP |
| Kirby Wong | Student | KW |
| Freedom Siyam | Principal | FS |
| Cecilia Zoe Pan | Student | CZP |
| Kevin Tong | Parent | KT |
| Maria Anjum | Student | MA |