



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

<b>School</b>	<b>Civic Center Secondary School</b>
<b>Principal</b>	Maurice Harper, Jr.

**SCHOOL VISION & CONTEXT**

Peace, Justice, Equity, Struggle, Liberation Civic Center Secondary is one of several San Francisco County Community Schools. We provide educational services to students who are assigned due to expulsion proceedings and hearings, or assigned by a request from Juvenile Probation or Court, We serve students in foster care, group homes, homeless, truant, and students that have fallen behind their grade level peers in successfully earning required credits toward graduation. Civic Center Secondary functions as an interruption in the educational system, breaking the pipeline to prison design for many underrepresented students. The Civic Center Secondary community, staff, students, parents and community partners openly struggle to interrupt the cycle of low expectations, neglect and institutionalized racism that is characteristic of the educational experience for at risk students. Our focus is our efforts to create a caring, safe educational space where we building relationships . The instructional pedagogy is a small classroom setting managed by three adults; special education instructor, general education instructor, and counselor/teacher. Teaching teams are provided with collaboration time and professional development to support their professional relationship building and planning. This counselor enriched classroom experience attempts to create a trauma sensitive school environment where students, adults and families benefit from healing through utilization of trauma informed classroom best practices and cultivation of mindfulness personal practice for staff, students, family and community members.. Explicit instruction in developing student Social Emotional skills is the anchor of educational interaction. The adult team creates a menu of project based learning units for students and help students manage and monitor the growth of their social emotional skills. Our learning environment utilizes classroom circles, restorative practices, frequent learning excursions, positive behavior systems and chess as a tools to help student re-enter a positive educational path to restore their agency and motivation. We recognize and embrace that PEACE for our students readiness, substance use awareness, and individual case management. Every student is involved in creating their Individualized Learning Plan which is constantly and carefully monitored. We are creating opportunities for paid internships for students and are developing certification opportunities in career tech pathways. The wide range of personal and educational supports needed by our students require an equitable response to help student re-enter a positive educational path to restore their agency and motivation. We recognize and embrace that PEACE for our students demands more than JUSTICE. PEACE requires and demands EQUITY which we are willing to STRUGGLE to provide for every students. Our Theory of Action begins with the recognition that our beliefs influence our actions, which can either reproduce or transform our results and outcomes. Our actions and conversations will change the discourse. Our language to guide our actions will be Discourse Two "the language that tends to be about uncomfortable, unequal, ineffective, prejudicial conditions in schools." LIBERATION is our Goal. OUR PLEDGE by staff to every student and family is, "I am not successful until you are successful."

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/aao/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) <a href="https://district.sfusd.edu/dept/rpa/aao/DataDisk/">district.sfusd.edu/dept/rpa/aao/DataDisk/</a>	Contains data for the following Strategies in Action	Data in Report
<b>Mid-Year Performance Metrics K-8 only</b> (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	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)
<b>F&amp;P Growth and RI Growth K-8 only</b> (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA</li> </ul>	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
<b>Fall 2017 Acceleration K-8 only</b> (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	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.
<b>Chronic Absenteeism</b> (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> <li>Student-Centered Learning Climate</li> </ul>	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)
<b>CA Dashboard Report</b> (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> <li>College and Career Readiness</li> </ul>	The California School Dashboard ( <a href="http://www.caschooldashboard.org">http://www.caschooldashboard.org</a> ) is designed to help communities across the state access important information about K-12 schools and districts.
<b>Fall 2017 Grades Summary Gr 6-12</b> (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, Math, Other Subject Areas</li> <li>College and Career Readiness</li> </ul>	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
<b>College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10</b>	<ul style="list-style-type: none"> <li>College and Career Readiness</li> </ul>	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
<b>Illuminate Report Lists for Fall and Spring</b>	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> </ul>	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):

Our focal students are students that have been expelled, probation involved, truant, homeless, foster care placements, often with underdeveloped social emotional skills.

**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 student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
Reading Inventory data indicates that many students are scoring below grade level.	Every student will improve their Reading Inventory score.	All students will be aware of their Reading Inventory score as part of Individualized Learning Plan and have access to appropriate materials to improve their score.	teachers will monitor Individual Learning Plans and provide appropriate support

**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?
Students needing additional support are identified by review of Individual Learning Plans.	Each student will receive personalized support based on their individual needs.	Teachers will monitor Individualized Learning Plans

### 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):

Students that have been expelled, accepted stipulated expulsion, probation involved, truant, homeless, foster care placement and needing social emotional skill development.

**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	Based on the analysis of the	What instructional practices	What instructional shifts and
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<b>Mathematics-All Students</b> 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	<b>results, what are your targets/performance goals?</b>	<b>are required to ensure all students reach mastery?</b>	<b>supports will be required specifically for your focal students to achieve these goals?</b> WASC Ch.5
Our students require additional support in Math. It is important that they embrace and develop a growth mindset.	Our goal for each student is to give them the support and confidence to re-engage with the appropriate math curriculum and to demonstrate success by completion of course work.	Each student will receive personalized support based on their individual needs. Exposure to coding, chess, robotics, gaming and other skills may be part of a students' individual learning plans.	Teachers will monitor Individualized Learning Plans

**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?

<b>Analysis of Results for Mathematics-Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b>
Math skills determined by Wide range Achievement Test (WRAT)	Second Administration of the Wide Range Achievement Test	Teacher will monitor Individualized Learning Plans and provide appropriate instruction.

### 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.)

<b>Analysis of Results Science-All Students</b> 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	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>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?</b> WASC Ch.5
Students receive individualized instruction	Each student has an individual learning plan	Teacher will monitor student individual learning plan and provide appropriate instruction

### 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).

<b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> 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	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> WASC Ch.5
All EL students are assigned an individual teacher to support and monitor their language instruction and skill building.	We will support each EL student's language development.	Individual Learning plan drives instructional priorities. Staff will receive professional development on ELD standards utilizing MPD learning modules

### HEALTH EDUCATION CORE CURRICULUM

<b>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results,</b>	<b>Based on analysis, describe site's goals for a balanced, comprehensive health</b>	<b>What shifts will be required to achieve these school-wide goals? What resources</b>
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<b>BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data</b> In a narrative, describe what your analysis of the data says about your school.	<b>education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	<b>or support will be required to achieve these goals?</b>
Daily and weekly students self reflect and select social emotional skills to sharpen.	Student Health and development of social emotional skills are part of the Individual Learning Plan	Weekly Student Assistance Program meetings along with professional development for staff to support social emotional skills and trauma based instruction and required to help monitor and develop the student Individual Learning Plan

### VISUAL AND PERFORMING ARTS

<b>Narrative describing site's vision for a balanced, comprehensive arts program.</b> Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	<b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
Student creativity is encouraged and developed in each cohort. Students are encouraged, guided to share and develop skills, share and appreciate culture and diversity	Students are encouraged and directed to develop their skills in visual and performing arts as part of interdisciplinary projects and units.	Monitoring the Individual Learning Plan and providing project based units that allow interdisciplinary responses or expressions of learning.

### 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.

<b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b>  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.	<b>What are your targets/ goals? (Elementary, Middle, High)</b>  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?	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
All students are enrolled in physical education and participate in a variety of activities: biking, ropes course, cooking, basketball, hiking, swimming, skateboarding and other sports and recreational activities	The Individual Learning Plan may include aspects of the PE ePortfolio but will support the development of social emotional skills and overall health	Monitoring of the Individual Learning Plan

### 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?

<b>Analysis of Results - All Students</b> For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. <span style="color: orange;">WASC Ch.2</span>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b> <span style="color: orange;">WASC Ch.5</span>
Student have a variety of course needs and interest.	Student goals are determined by creation and adjustment of Individual learning plan.	Monitoring and adjustment of individual learning plan

### 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

<b>Narrative describing college going culture</b> (using indicators suggested above) <span style="color: orange;">WASC Ch.2</span>	<b>What are your targets/ goals?</b>	<b>What shifts will be required to achieve these goals?</b> <span style="color: orange;">WASC Ch.5</span>
	Transition Plans are part of the Individualize Learning Plans.	

We strive to have every student consider enrollment in City College Programs or other Occupational development programs that support their transition to their next life setting.

Creating internship links for students that promote individual job readiness skills are part of the transition plan and Individual Learning Plan

## 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?

Staff professional development in several areas: Trauma based instructional practices as well as building staff resiliency for effective management of vicarious Trauma, Professional development in developing project based and career technical education units. Professional development in supporting and development of social emotional skills instructional and occupational skills

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
Create meetings for Instructional Leadership Team to coordinate regular staff professional development. Focus areas: Trauma informed practices, Social Emotional practices, Teacher Collaboration Skills	Title 1 funds will be utilized.

## 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
<b>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.)</b>	We have identified students with 504 plans that need special support. These plans are monitored by our health staff/ nurse.	We focus on meeting the learning needs of these students providing appropriate communication to staff to assure a positive learning climate.	Our strategies and interventions are based on needs identified in health assessments and Individual Learning Plan
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>		Specialized services are coordinated by teaching/counseling staff	Interventions are very specific and identified by student Individualized Learning Plan

	As we are made aware of youth and families we provide support which include direct services as well as referral to appropriate community based services		
<b>Student Engagement/ Attendance</b>	We have designed our counseling enriched classroom with a focus on project based assignments and development of social emotional skills.	We will see a rise in attendance and engagement due to student project choice options and social emotional skill building.	We promote building classroom relationships and school wide relationship for students, staff and family members.
<b>School Culture/Climate</b>	Weekly community breakfast and monthly community celebrations help to strengthen the relationships within our community	We promote staff relationship building, student and staff relationship building and relationship building with families	Our staff, students and family surveys identify these relationship building activities as positive and essential.
<b>Social Culture/Climate</b>	The comfort of individuals to express their personal identity and culture is a strong factor in creating our positive climate	Encouraging cultural recognition and cultural sharing building awareness and relationships as well as pride.	Intentional promotion of cultural sharing and recognition of respect and understanding is essential to building our positive climate.
<b>Wellness Policy</b>	As a community we continue to identify our needs. Support for trauma and building of social emotional skills and relationship building is primary.	Continued forums sharing and identifying student, staff and family needs	Providing support, instruction, professional development and resources is essential.



**PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach**

**Family Partnerships: *The child's first and most influential teacher is the family.***  
 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.

<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b>	<b>Choose at least one of the following focal populations</b>
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input checked="" type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> Foster Youth <input checked="" 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:**

We meet with families at times and places of their choosing. We gather when they gather, we building the trust by being available at times and places that allow relationship to develop.

**How will you measure your impact? Measures can include:** Culture & Climate Surveys, Academic Data, Attendance

Impact requires multiple measure. We will utilizes surveys, measure attendance at meetings, log home visits and conversations.

**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 checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input checked="" type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" 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:
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**List 1-3 current or potential community partner(s) who are address these needs.**

Occupational Therapy Training Program, Don Fisher Clubhouse Boys and Girls Club, Mindful Schools

**What are your specific goals or objectives for these partnership?**

These organizations provide support for students, staff and families. These organizations promote behavioral support and wellness, college and career support, physical activity resources, career and technical education support and youth leadership development.

**What actions will you take to deepen your school's partnership with community organizations?**

Regular meetings, invitation to School Site Council meetings and ongoing communication to strengthen and improve services.

**How will you measure the impact? (Quantitative and/or qualitative data)**

Each organization is asked to conduct a formal assessment of the impact of their services.

## 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 =

**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 =

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

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

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

#### Supplemental Concentration Grant - Low Income (SCG-LI) 07090 Allocation =

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

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

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

#### LCFF Concentration Grant (SCG-C) 07092 Allocation =

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

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

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

#### Targeted Instruction Improvement Grant (TIIG) 07940 Allocation = \$599,358

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?

Maintain class size below 15:1. Provide additional support for attendance though site dedicated CWAL.

**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 = \$100,000 (31500)**

*How do you plan to use these funds?*

Title IA - Supplements field trips, hands on supplies, and professional learning Title ID - ensures a counselor in every classroom

**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 = \$1,500**

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?*

We have used these funds to create our initial design of our student Individualized Learning Plan and the design of our Social Emotional Learning student tool. we have also utilized funds to create and refine policies regarding school van purchase, use, driver protocols and maintainance.

**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:
1.5		1.0	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			2.0
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

**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.**

Maintain counseling enriched classrooms. Improve services to families. Improve campus safety.

## 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> ) <b>African American Parents &amp; Samoan Parents</b>
<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. <ol style="list-style-type: none"> <li>1. One meeting to gather input from the school community including all advisory committees.</li> <li>2. One meeting to present plan upon its completion before <b>March 23, 2018</b>.</li> </ol>
<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: <b>10/5/2018</b>
<input checked="" 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: <b>10/5/2018</b>

## 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
Ron Talaeai	Student	
Jacob Falteagaloa	Student	
Ray Jones	Student	
Nakida Lemon	Student- Alternate	
Oljana Talaeai	Parent	
Paulet Gaines	Parent	
Frank Collier	Parent-Alternate	
Ernest Brown	Community Member	
Natalie Crittendon	Community Member-Alternate	
Nathan Kirk	Teacher	
Sasha Ivanovic	Teacher	
Fernando Portugal	Teacher	
Callie Gipson	Teacher	
Makerita Fatilua	Staff	
Maurice Harper, Jr.	Principal	