



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

School	Clarendon Elementary School
Principal	Peter M. Van Court

SCHOOL VISION & CONTEXT

Clarendon is committed to providing a quality educational program for every learner, with language programs, enrichment programs, and parent participation. A very diverse community, the demographic makeup of Clarendon is 44.4% combined subgroups of African American, Latino, MultiRacial and others. Ranked one of the 10 most diverse schools in San Francisco, "Chronicle 2015" we have the privilege to promote respect and responsibility throughout the school, and reinforce it frequently with our Positive Based Intervention Strategies (PBIS). Our Care Team interacts with individual staff members weekly, as we attempt to address the many needs of our students. Each of our students studies a language (Japanese or Italian), exposing them to a different culture on a daily or weekly basis. Due to the hard work and generosity of our parents, our students enjoy additional classes in fine arts, music, computer, and physical education. The Japanese Bilingual Bicultural Program celebrates Japanese language and culture instruction delivered by teachers who are Japanese proficient. Our Second Community program embraces art and project based learning through a rigorous English only core curriculum with Italian being offered as a second language. Clarendon has strong ties to the Italian and Japanese consulates. We believe that high achieving and joyful learners are students who command a strong foundation in the core curriculum, while exhibiting a high degree of engagement in challenging, relevant, integrated, and thematic lessons-which promote critical thinking and interaction among classmates. Our teachers teach the core curriculum using a greater variety of instructional materials and strategies. Clarendon offers a safe and secure environment that actively welcomes every family as critical members of the community, and partners in their child's education. We emphasize regular email and phone contact with families, and are available to meet with families when requested. Many of the staff members post homework and announcements on their own websites

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) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
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):

Students with special needs, AA and English Language Learners.

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
According to the Fountas and Pinnell Reading assessments administered in February 2018, 79% of all students in grades kindergarten through second grade are reading on or above grade level. This is consistent with the scores from Fall 2017.	Our previous BSC goal was to close the gap in performance on the Fountas and Pinnell assessment and the Reading Inventory Assessment. In Spring 2017 75% of students in grades three through five were reading at or above grade level expectations, with an increase to 79% in February of 2018.	Leveled Literacy Intervention supports for students has been effective and should be continued	We are developing a new feedback loop that connects the intervention with the teacher and administration. The new system will more closely monitor progress and allow for movement into and out of the LLI program.
Similarly, 79% of students in grades three through five when assessed by Reading Inventory were proficient. This is a 16% increase from Fall 2017. 63% of students in grades 3-5 were proficient in writing as measured by the SFUSD Integrated Writing Assessment, only 22% of students with special needs were proficient.	Our goal is to improve writing as measured by the SFUSD Integrated Writing Assessment.	Writer's workshop with a writing support teacher in grades 4 and 5 will support students in reaching mastery in writing.	Students will have a smaller teacher to student ratio, with a focus on the writing process and elements. Student work will be shared with parents at a publishing party in each of the 3rd, 4th and 5th grade classrooms.

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?
	Our goal is to increase proficiency by 10% in the upcoming school year.	

According to the Spring 2018 Fountas and Pinnell scores, 35% of students in grades kindergarten to second grade with Special needs were proficient in Reading. 33% of students in grades 3-5 with special needs were proficient in reading as measured by the Reading Inventory. 22% of students with special needs were proficient in writing as measured by the SFUSD Integrated Writing Assessment.

The SDC 3-5 class will be co-taught next year with one teacher focusing on reading and writing. Additionally, the students with special needs who are in general education classes will receive support from the writing support teacher.

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 with special needs, AA and English Language Learners.

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
Seventy-Four percent of Clarendon students were proficient in the SBA Math. This is significantly higher than the District's average. Thirty-three percent of students with special needs were proficient.	Our goal is to increase our math proficiency by 10% in the upcoming year.	We are continuing to implement the SFUSD Math Curriculum, along with creating more opportunities for math discourse and increasing access and skills with technology.	We are continuing to implement the SFUSD Math Curriculum, along with creating more opportunities for math discourse and increasing access and skills with technology.

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?
Thirty-three percent of students with special needs were proficient.	Our goal is to increase our math proficiency by 10% in the upcoming year.	The SDC 3-5 class will be co-taught next year with one teacher focusing on math.

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
Students at Clarendon receive hands-on Science instruction at least once a week. Based on analysis of the K-5 Standards based report cards at Clarendon, 95% of students had an average of 3 or 4 on their report card in science (Met or Exceeded Standard) All students in the school were evaluated on their science learning during the school year.	We will work to make sure SBA Science scores reflect the report card data.	Teachers meet weekly in grade level teams to reflect on student work and discuss support of focal students.

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
English Language Learners are performing above the district average, but lower than the overall school averages. Cycle 2 Fountas & Pinnell results show 67% of English Language Learners are proficient in comparison to 79% school wide. Our redesignation rate for 16-17 is 27%, which is 16% above the district average. Additionally, our English learners showed dramatic growth in both ELA and Math SBA scores last year.	Our goal is to continue supporting our English Learners at Clarendon, maintaining the progress thus far.	Students will participate in Readers and Writer's Workshop including small group instruction and coaching.

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?
Students, Families and Teachers all rate Clarendon very favorably in regards to climate of support for academic learning and school connectedness. Areas for growth include teachers' knowledge and fairness of discipline, rules and norms as well as teacher safety.	School wide positive behavior interventions and supports (Paws) are distributed at lunch and recess daily. Systems are in place that include what to do when a student is escalated, reentry into the classroom, and consequences. Our social worker is working to implement social-emotional development curriculum school-wide. CARE and Rtl teams meet weekly to discuss school-wide and student specific concerns and develop action plans for success.	Parent groups are financially supporting the purchasing of social-emotional development curriculum next year. Teachers will collaborate at the beginning of the school year and periodically through the year to discuss school rules and school safety issues.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Clarendon has designated a teacher who serves as the Arts Coordinator and interacts as the primary liaison to the VAPA Department and to provide leadership and direction at the school in partnership with the Principal, teachers, parents, staff, and VAPA Supervisors.	Our goal is have a balanced, comprehensive arts program is one in which the arts are studied as discrete disciplines related to each other and, when appropriate, to other subject areas in the Core Curriculum.	Clarendon has an amazing access to Visual and Performing Arts teacher five days a week to all students, a supplemental art teacher for SDC and other special projects, Dance, Music. Our shift is to continue to develop more strategies for our most challenged students with an IEP to have access to art.

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	What are your targets/ goals? (Elementary,	What shifts will be required to achieve
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<p>balanced, comprehensive Physical Education program.</p> <p>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.</p>	<p>Middle, High)</p> <p>Refer to the Physical Education section in the Central Services Supports Guide.</p> <p>How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p>	<p>these goals? What resources or support will be required to achieve these goals?</p>
<p>All students receive 100 minutes of P.E. instruction each week from an SFUSD P.E. teacher or Clarendon consultant. Teachers actively engage all students in motor skill development, collaborative play and skill building based on grade level learning expectations.</p>	<p>All fifth grade students will meet physical fitness assessment standards</p>	<p>Parent groups will continue to support P.E. through the funding of the Clarendon P.E. consultant.</p>

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?

<p>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</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5</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

<p>Narrative describing college going culture (using indicators suggested above) WASC Ch.2</p>	<p>What are your targets/ goals?</p>	<p>What shifts will be required to achieve these goals? WASC Ch.5</p>
<p>Clarendon employs a multi-prong approach to K2C with classroom teachers the administration and parent leaders promoting involvement in the program.</p>	<p>Clarendon is meeting targets with a \$55,437 total amount saved for the whole school which equates to \$554 per family. Our target is to increase Saver Rate of 18.2% to 25% by the end of 2019.</p>	<p>Focused effort with our new incoming Kindergarten classes during orientation and new family picnics as well as ongoing dialogue in our weekly newsletters.</p>

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?

We will continue to create a culture of K2C mindset that includes starting savings accounts and planning for academic success and careers from Kindergarten to college, promoting Middle School Night and bringing in community partners in our 3rd, 4th and 5th grade classes that talk about the importance of College and Career.

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?

Clarendon has an Instructional Leadership Team that meets regularly with the Principal to discuss, design and develop professional develop that includes Peer Observation, Release Days to Observe Programs off site, Time for collaboration and accessing district and outside resources.

<p>School-Wide Action Step(s)</p>	<p>How will you resource this?</p>
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	(Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
Develop Professional Development Plan and establish a budget. Make budget request of the SSC to fund Professional Development.	WSF request has been incorporated into the 2018-2019 budget, Prop A funds will be used to supplement the site PD plan.

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.)	SDC will be in its fourth year at Clarendon	Reduce suspensions by 50% and continue to increase mainstreaming. We will working with the HR/SPED Departments to recruit and hire a highly qualified teacher to co-teach the 3-5 SDC class.	Continue to increase mainstreaming SDC students, by creating student profiles that guide with the placement options. Working with the SpEd Supervisors, RSP and General Education teachers to implement a Stetson Model that increases mainstreaming opportunities for our SDC students while maximizing our RSP contacts with Para Professionals and RSP teachers.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	No official documentation or systems in place. We are in the process of identifying and developing a tracking system that includes students with a Behavior Intervention Plan and others yet to be determined. Students with a BIP spend a lot of academic time outside of the classroom	Clearly disseminate information for families with undocumented youth about supports available in SF at least 3x per week. Increase in-class time by 25%	Information available on SEL website; information put on parent websites; SSW available for information and questions. Weekly check-ins with case manager and teacher to track progress and discuss challenges. Include school staff in best-practices for students at the beginning of the year. Use school-wide PBIS to encourage students to reach behavior goals.
Student Engagement/ Attendance	Data indicates that attendance rates are high and suspension rates are low.	Continue to maintain high levels of attendance and encourage students to arrive punctually and take trips only during scheduled breaks.	Teachers and principal have a clear and consistent message about the importance of good student attendance and punctuality. Teachers/principal monitor and check in with parents of students who are habitually late and provide truancy letters as needed. Provide families who need extra support with communication in person, meetings, email or phone calls.
School Culture/Climate	Clarendon has a positive school climate with a high rate of parent involvement. Parents voices inform decisions and support student learning,	Our goals to have all students feeling safe, comfortable, and happy at school.	Increase awareness and implementation of school wide expectations that are reflected in our RTI MTSS for all students. Maintain PBIS (positive intervention strategies) that include classroom and school wide interventions utilizing PAX and Second Step programs.
Social Culture/Climate			

	Social-Emotional Curriculum has not been uniformly implemented across the school.	Teachers have identified needs for the upcoming year and parent organizations will support the purchasing of Social-Emotional Curriculum and supports for classrooms.	We are working with parents to purchase materials and hope to follow up early next year with parents about the progress we are making with Social Emotional learning.
Wellness Policy	Teachers have an awareness of the wellness policy and encourage healthy eating and behaviors, however it is not always enforced or followed by parents.	All teachers will deliver Health lessons as outlined in our wellness program director and site Health Coordinator.	We will increase family participation in our vegetable box program by 10% in the 2018-2019 school year.

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.

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 checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input 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 checked="" 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:

We have begun a cohort model for our SDC students and families in order to make more meaningful and long lasting relationships at Clarendon. For 2018-2019 school year Clarendon will be kicking off affinity groups including AA, Latino and Non Traditional Families to give a voice to underrepresented populations. At Clarendon these groups if combined as one subgroup represents 40% of the total student demographics. This makes Clarendon one of the most diverse schools within the SFUSD.

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

We will measure our impact through SEL surveys and attendance and the establishment of a Calendar of events that can be published the first week of the 2018-2019 school year.

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 type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input 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.

Morning Mandarin Second Community Childcare Art Club Chess Club Drama Club Game Design & Coding Keyboard Educators SF Math Circle Honor Chorus Tree Frog Treks Tsuzumi Class UCSF Psychiatric and Research Departments Genryu Arts Italian Consulate Japanese Consulate Second Community Parent Association (SCPA) Japanese Bilingual Bicultural Program (JBBP)

What are your specific goals or objectives for these partnership?

Our goals are to continue to define our relationships and quantify results in student achievement.

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

We are in the process of developing a feedback tool that will be used to gather input from the community partners, students and families.

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

We will measure the impact by reviewing the data midyear and 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 = \$5,100

Instructional materials and supplies for our SDC and RSP students.

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

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

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

Allocation = \$31,878

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

We will provide the Level Literacy Intervention (LLI) resources and staff to work with our English Learners. Our previous years data supports the continuation of this resource. We will establish a schedule for all Kinder, first and second grade students using F&P data to identify focal ELL students to receive LLI instruction.

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

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

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

Allocation = \$0

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

We would use these funds to develop inclusive practices, mainstream schedules and instruction strategies for our SDC, RSP and General Education 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 = \$0

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

We would use these funds to develop inclusive practices, mainstream schedules and instruction strategies for our SDC, RSP and General Education 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)

Targeted Instruction Improvement Grant (TIIG) 07940

Allocation = \$0

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?

We would use these funds to develop inclusive practices, mainstream schedules and instruction strategies for our SDC, RSP and General Education 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)

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 = \$0 (31500)

How do you plan to use these funds?

We would use these funds to develop inclusive practices, mainstream schedules and instruction strategies for our SDC, RSP and General Education 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)

1% Title I Parent Set Aside = \$0

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

We would use these funds to develop inclusive practices, mainstream schedules and instruction strategies for our SDC, RSP and General Education students.

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 = \$0

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

We would use these funds to develop inclusive practices, mainstream schedules and instruction strategies for our SDC, RSP and General Education 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)

Principal's Innovation Fund = \$0 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

We would use these funds to develop inclusive practices, mainstream schedules and instruction strategies for our SDC, RSP and General Education 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)

Equity Grant = \$0

Identify Sub-group & specific actions

We would use these funds to develop inclusive practices, mainstream schedules and instruction strategies for our SDC, RSP and General Education 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)

Other (PTA, external sources, School Quality Pairing/CoP work) = \$160,000

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

We will use these funds to offer Japanese and Italian Language and Culture programs that connect students with their communities and the world. Through language and culture comes social emotional learning with the growth mindset and asset model. We will also supplement art, music and PE programs to enhance learning at Clarendon.

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:
0	.5	0	0
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
0	0	0	0
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
0	0	0	0
Other:	Other:	Other:	Other:
VAPA .6	AP .5	LIBRARY .6	PE .8

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.

THE ASSISTANT PRINCIPAL AND SOCIAL WORKER IN COLLABORATION WITH THE PRINCIPAL WILL BE WORKING ON INCLUSIVE PRACTICES SYSTEMS FOR OUR SDC STUDENTS INCLUDING A ROBUST MAINSTREAMING SCHEDULE AND MTSS BEHAVIOR SUPPORT STRUCTURES.

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 checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<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"> 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: 3/20/2018
<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: 10/9/2018

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
Peter Van Court	Principal	
Laura Cavanaugh	SSC Co-Chair Parent Member	
Regan Martin	SSC Co-Chair Parent Member	
Joshua Einhorn	SSC Parent Member	
Marni Rosen	SSC Parent Member	
Sandie Stringfellow	SSC Parent Member	
Vincent Robinson	SSC Parent Member	
Rosella Piersanti	SSC Teacher Member	
Deanna Tak	SSC Teacher Member	
Minika Lowe	SSC Teacher Member	
Ruth Rousso	SSC Teacher Member	
Dana Warnery	Classified Staff	