



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

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| School | Asawa San Francisco School of the Arts (SOTA) |
| Principal | Barnaby Payne |

SCHOOL VISION & CONTEXT

Vision: The Ruth Asawa San Francisco School of the Arts is a public, audition-based, alternative high school in the San Francisco Unified School District committed to equity and excellence in the arts and academics for all of our community members. Mission: The Ruth Asawa San Francisco School of the Arts is a college preparatory school that provides an experience uniquely rooted in dynamic arts programs that reflect our city's cultural diversity. Promising young artists and thinkers collaborate with teachers, professional artists, and their community to explore and develop their personal identity through art, insight, and movements that reflect and influence the world around them. Academic and Arts classes inform each other, balancing creative play with dedicated discipline, and building expertise in both classical and contemporary areas of study. Students devote themselves to studying how art, academic inquiry, and authentic expression impact civic engagement and social justice in local and global communities. Ruth Asawa SOTA is dedicated to the values of Respect, Openness, Safety and, Engagement. Ruth Asawa SOTA Community Agreements: Operational: -We have written agendas, with actionable outcomes, and shared accountability -We respect time; members remain present and work is focused and framed in the context of our work with students and collaboration as adults -We accept Non-Closure Relational: - We speak our truth with respect and are mindful of the personal identities of students and each other and how identity impacts learning, teaching, and adult collaboration -We recognize that there needs to be transitions between classroom work and meeting work to support engagement and enjoyment of meeting time -Our work is aligned with the goals in the Ruth Asawa SOTA Vision/Mission Statement and ROSE framework Audition Policy Frame: In keeping with Ruth Asawa School of the Arts' shared values of Excellence and Equity, the audition guidelines are designed to identify students with artistic potential – both cultivated (as demonstrated in prior knowledge) and promising (aptitude) – who would benefit from an arts immersion high school experience. The school seeks students with an expressed interest in deepening their commitment to the arts. The audition process is intended to identify this expressed interest and assess prior learning and aptitude. The intention of the audition is to give audience to all interested students and to diminish the inequity for those who have not had access to arts development programs outside of the daily school programming in their elementary and middle schools. These guidelines are in alignment with the findings of the Ruth Asawa School of the Arts Admissions Task Force in addition to the procedures currently in place under the direction of the Arts Heads, with oversight from the school principal and designated central office personnel. The school's Arts Heads have worked to increase access to their programs for those students who have experienced a lack of arts programming in their schools. These guidelines will be revised annually, after a self-study has been completed and further recommendations are forwarded to the Chief Academic Officer or a designee. The policy issues that are highlighted here provide staff with guidelines and process; the goal is that auditions produce a roster of enrollees that represent the diversity of SFUSD. Outreach Policy Frame: We share an organizational goal of addressing the racial and programmatic disproportionality of our school compared to the rest of the SFUSD high school division through the recruitment and support of underrepresented students to our school community including Black, Asian, Latino, English Language Learner students, low income students, and Students with Disabilities. The theory of action is that outreach is relational and we have to build connections with district and community partners on an individual basis to identify and support students and families through the application and audition process. This plan will be reviewed by the school community and SFUSD partners on a regular basis. Anti-Racist, Inclusive, Harassment Free School Frame: The Ruth Asawa School of the Arts is committed to building an actively anti-racist, inclusive, and harassment free school community. The school staff has identified Equity Challenges that drive our organizational focus, professional development, classroom practice and interactions with our students and families. We acknowledge that privilege impacts opportunity and the racial and political context in our country impacts teaching and learning. We acknowledge that as an audition-based, public school, we are obligated to a continuous process of critical self-reflection of the audition system and our artistic programs. We have a shared commitment to student voice, Cultural Humility, Culturally Relevant Pedagogy, as well as an agreement to recognize, name, and disrupt microaggressions within our community.

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):

The focal group of students at Ruth Asawa SOTA in ELA are African American, Latino, and Students with Disabilities. The instructional emphasis in ELA has been on full implementation of the Common Core curriculum, supported by professional development on culturally relevant instructional practices, and social emotional teaching and learning strategies.

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 |
|---|--|---|--|
| Data most relevant to ELA such as GPA, SBAC, and Reading Inventory. Generally the school site outperforms the district on multiple measures as well as for targeted students; however a love gap remains between White and Asian students compared with AA, L, and SWDs | The goal is to narrow the data gaps across difference as well as to increase access in open enrollment Advanced Placement Courses. | The expectation is that all ELA staff will implement the ELA Core Curriculum at all grade levels with fidelity. | Staff has committed to professional development on both ELA CC implementation and strategies that allow all students to be supported towards academic achievement. |

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 Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

| Analysis of Results for Language Arts- Intervention | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required specifically for your focal students to achieve these goals? |
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| Despite school-wide growth on multiple measures, an achievement gap persists between white and Asian students on the one hand, and Black, Latino, Students with Disabilities and low income students on the other. | Goals in Tier 2 include an emphasis on increasing achievement data for targeted students, especially GPA as a reliable, formative measure. | The community is committed to co-teaching for students with disabilities in foundational Math. The school opened a school wide tutoring program in 17-18 with credentialed teachers to support homework completion and skill building. |

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):
 The focal group of students at Ruth Asawa SOTA in Math are African American, Latino, and Students with Disabilities. The instructional emphasis in Math has been on full implementation of the Common Core curriculum, supported by professional development on culturally relevant instructional practices, and social emotional teaching and learning strategies.

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. <i>WASC Ch.2</i> | 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? <i>WASC Ch.5</i> |
|--|--|--|--|
| Data most relevant to Math such as GPA, SBAC, and AP tests to an extent. Generally the school site outperforms the district on multiple measures as well as for targeted students; however a love gap remains between White and Asian students compared with AA, L, and SWDs | The goal is to narrow the data gaps across difference as well as to increase access in open enrollment Advanced Placement Courses. | Teaching staff has committed to SFUSD Core Curriculum instructional frameworks in A1, A2, Geometry, and Compression. | Staff has committed to district Math CC PD and implementation and strategies that allow all students to be supported towards academic achievement. |

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

| Analysis of Results for Mathematics-Intervention | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? |
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| Targeted students in Math include Black, Latino, and Students with Disabilities, although these students do outperform district and HS division averages. | Performance goals for targeted students include increased SBAC scores, higher GPA averages, and increased enrollment in UC "recommended" coursework. | The community is committed to co-teaching for students with disabilities in foundational Math. The school opened a school wide tutoring program in 17-18 with credentialed teachers to support homework completion and skill building. |

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? <i>WASC Ch.5</i> | 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? <i>WASC Ch.5</i> |
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| All students have access to the SFUSD NGSS curricula in Physics, Biology and Chemistry | Pass rates across difference should out perform the district. | School wide implementation of NGSS. |

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 | 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? <i>WASC Ch.5</i> |
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| 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)? <i>WASC Ch.2</i> | | |
| Numbers of ELL students are incredibly low and reclassification rates lag behind the district averages. | The school lacks coherence around a plan for supporting ELLs and based on the numbers has devised supports on an individual basis. | The school community needs to continue to change the narrative that this is not a school for ELL students and families through recruitment and support. The school needs to recruit bilingual faculty and design a pathway for newcomers as well. |

HEALTH EDUCATION CORE CURRICULUM

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| 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? |
| Prior to 18-19, ninth grade students did not have access to the SFUSD HE curriculum due to schedule impacts | All ninth grade students will have access to SFUSD HE curriculum | Shifts in scheduling have allowed for all ninth graders to have access to HE. |

VISUAL AND PERFORMING ARTS

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| 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? |
| Arts: as an Arts magnet, audition-based school, the community seeks to develop an internal evaluation system of Arts programs to ensure rigor and excellence. Likewise the school published a first ever Audition Policy in the fall of 2016 as a result of the findings of the BOE Audition Task Force from the previous spring. The school has also published an outreach plan to address racial disproportionality at the school and to work with SFUSD middle schools. Each of these efforts will be aligned with the equity mission of the school and district and result in a school enrollment that matches the demographics of SFUSD. | Increased representative enrollment and continued artistic and academic achievement for all students, including targeted students such as Black, Latino, Students with Disabilities and English Language Learner students. | Arts Lead teachers with work with admin to draft these polices and build the relationships with the community that will facilitate a world class artistic experience for all students. The school will also serve to support Arts throughout SFUSD, k-12 schools. |
| | | School has shifted to an outreach approach with SFUSD middle schools, counselor meetings and exclusive shadow tours for targeted SFUSD schools and students. In revised budget hiring .50 R50 position to act as Outreach Coordinator to recruit and support under-represented students to the school. |

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.

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| Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided. | What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health? | What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
| As an alternative school of choice, students have non-traditional paths to pE compliance. PE complinace impacts on-track data. | All students will meet PE standards and requirements | All students have access to 9/10 grade PE |

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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| <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

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| <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>Area of celebration; very good College/Career outcomes for all students compared to district.</p> | <p>Continued great outcomes.</p> | <p>School has full time College/Career center to support students post secondary goals.</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?

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?

Site PD is based on implementation of our school wide values towards creating an "Anti-Racist, Anti-Sexist, Harassment Free, Radically Inclusive School Community." The school has partnerships with National Equity Project and various contractors to implement Social Justice standards from the Teaching Tolerance Foundation across all subjects and arts. The school is also working towards constant revision of our audition policy for fairness and equity for all applicants.

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| <p>School-Wide Action Step(s)</p> | <p>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</p> |
| <p>Staff, students, and parent trainings on Anti-Racist teaching and learning.</p> | <p>K-Reso with NEP for Leadership Coaching and Agenda Design K-Reso with Dr. Aaminah Norris for trainings on Cultural Humility and Anti-Racism for staff and parents</p> |

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 |
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| 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.) | The most urgent measure for Students with Disabilities has to do with the school's audition process and then access the general education curricula in all A through G subjects and equitable access to the arts in all departments. | Students with Disabilities will be represented with proportionality to the rest of the high school division in all artistic departments at Ruth Asawa SOTA. Students with Disabilities, including Mod/Severe students will have full access to the A through G, gen ed curricula. | Audition policy is reviewed annually to ensure access to the audition process. Special education staff will continue to work with Gen Ed staff to ensure full access for all students. |
| Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ) | Ruth Asawa SOTA is a sanctuary school for LGBTQ youth with multiple intervention services. | All LGBTQ students will continue to flourish at the school. | Wellness and SST/SAP continue to serve all students through weekly, fully staffed process. |
| Student Engagement/ Attendance | Although Ruth Asawa SOTA attendance out performs the district among key sub groups, there's still lower attendance rates for Black and Latinx students compared to the rest of the school. | Attendance rates should be universal among all students. | The school employs "Saturday School" for attendance concerns and the school has a robust SST/SAP team that reviews all student interventions on a weekly basis. |
| School Culture/Climate | Suspension rates are all time low; any suspensions are tied to exceptional events. This is an area of celebration | Continued low suspension rates for all students. | Continued commitment to Restorative Practices in all aspects of school governance. |
| Social Culture/Climate | SES data suggests that students and families of color lack connection to and support from the school community. There is a disconnect between student and staff responses around support. | Increased rates of self-efficacy for students of color | School wide implementation of anti-racist pedagogy and implementation of Social Justice Standards |
| Wellness Policy | Site data suggests outstanding Wellness access for all students. | Wellness contact and support for all students. | Wellness staff continue to use HKS and SES to determine students affinity and support groups |

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 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 type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Latinx families who are not necessarily ELL <input checked="" 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:

In 2017-2018, four parent affinity groups formed in addition to an already high functioning PTSA; African American Parent Advisory Council; Latino PAC, Inclusive Practices PAC, and a Multi-Cultural PAC. Each has contributed to the strategic plan through, student and family advocacy, and have identified priorities for staffing, master scheduling, professional development, and budget.

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

Latinx students, Black students, Students with Disabilities will show increased enrollment, increased achievement on multiple measures, especially GPA and retention, and college matriculations.

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 type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE | <input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" 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: |
|---|---|

List 1-3 current or potential community partner(s) who are address these needs.

Friends of Ruth Asawa SOTA, non-profit organization

What are your specific goals or objectives for these partnership?

Friends of Ruth Asawa SOTA raises funds from parent donations and other sources to support the school's Artist in Residence system that allows for specialization and differentiation within each artistic department. Fundraising also supports the materials, supplies, technology, and production costs for student performances.

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

The non-profit is aligned with the school's Mission, Vision, Equity Frames listed at the start of the BSC.

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

Multiple measures will be used to assess the relationship including funds raised, students served, demographic factors, and other measures.

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 = \$7,750

These funds are used for materials, supplies and technology to support students with disabilities in the 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)

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

Allocation = \$6,072

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

These funds are used for teacher substitute days for common planning and conferences.

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 = \$49,763

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

These funds are used for FTE towards a .8 College/Career counselor to support all aspects of the college application process, scholarship opportunities, parent education, concurrent an dual enrollment with CCSF, as well as college visits and outreach coordination.

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 =

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?

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

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

CATEGORIAL EXPENSES

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

Title I = (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside =

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

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

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

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

Impact & Innovation Awards =

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

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

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

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

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

Other (PTA, external sources, School Quality Pairing/CoP work) = \$800,000

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

The school has a non-profit organization that supports the arts programs through fund raising and ticket sales for the many annual student performances. About half of the money raised supports the Artist-in-Residence program that allows for differentiation and specialization within each artistic discipline. The other half provides materials, supplies, and technology to support instruction in the arts and academics.

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

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

CENTRAL SUPPORTS & RESOURCES

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

| Counselor: | Social Worker: | Nurse: | Family Liaison: |
|-----------------------|-----------------|---------------------------|-------------------------|
| 1.0 | | .5 | |
| Wellness Coordinator: | CHOW: | Elementary Advisor: | T10: |
| 1.0 | 1.0 | | |
| IRF: | Literacy Coach: | Academic Rtl Facilitator: | Hard To Staff: |
| | | | |
| Other: | Other: | Other: | Other: |
| .4 | .4 | .2 | 1.0 Assistant Principal |

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 position is supporting a significant shift in services to students from the school's non-profit partner to the school administration including the management of over 60 Artists in Residence as well as the school's box office that includes 120 performances every year.

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 checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs |
| | <input checked="" type="checkbox"/> Other <i>(list)</i> Latino Parent Advisory Council, African American Parent Advisory Council |
| <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 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: |
| <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: 9/27/2018 |

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 |
|------------------|------------------|-----------|
| Barnaby O. Payne | Principal | |
| Jeff Brain | SSC Chair/Parent | |
| Andy Furgeson | Parent | |
| Julie Coghlin | Teacher | |
| Merrill Komai | Other Staff | |
| Kristen Grzeca | Teacher | |
| Dave Fortescue | Parent | |
| Jefferson Brain | Student | |
| Gwydion Brain | Student | |
| Mark Rowley | Teacher | |
| Phillip Rayher | Teacher | |
| Assia Norris | Student | |
| Rianna Buckner | Student | |