



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

School	Downtown High School
Principal	Ellen Wong

SCHOOL VISION & CONTEXT

Downtown High School (DHS) is one of two continuation high schools in San Francisco Unified School District (SFUSD) charged with serving students whose success has been limited in the district's traditional high schools. The school offers a small, personalized environment and a staff dedicated to serving students with a variety of needs, ability levels, academic deficiencies, talents, and aspirations. A majority of DHS students are referred by Pupil Services Dept. due to habitual truancy and/or because they lack sufficient credits to graduate on time. Student assignments to DHS also include disciplinary or safety issues that necessitate a transfer. Students come to DHS from all parts of the city but mostly from the southeast corridor. An area of strength for the school is the utilization of a school-wide project-based model as the primary instructional delivery system. Each project is a small learning community that fosters relationships and teamwork. The school is full inclusion where students with learning disabilities are mainstreamed where all students have equal choice in selecting a project. In addition, the school is on a quarter system so that students can earn credits at a faster pace since they receive final grades every nine weeks. The greatest challenge for the school is inconsistent attendance and truancy that result in diminished academic achievement and inability to persevere to present at the culminating semester-end experience of school-wide exhibitions. Two main areas of focus for the staff are healthy communities and school-wide academic initiatives. All staff participates in healthy communities professional developments where we focus on student and adult behaviors and attitudes to increase access and equity for all students. The school-wide initiatives are focused on consistent implementation of staff developed rubrics to assess students that are aligned to the Critical Academic Skills based upon our Critical Learner Needs as identified in our WASC Action Plan.

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):

Our focal students are African American students and students with special needs.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
More than 50% of students are new to the school each year with ELA course completion ranging from one to six semesters. The majority of students are below grade level.	We have a school-wide literacy initiative. Talking to the text (textual analysis) and the TEACUP paragraph are two foundational pieces. The performance goal is for the majority of students to score at least a 3 (proficient) on the corresponding rubrics.	All teachers will work in project pairs to map out their scope and sequence to teach the skills as they are applied across content areas. Teachers will spiral instruction as new students are entering on a weekly basis for the first two months of each semester.	We will allocate time in the professional development calendar before school opens for teacher to work on their curriculum plans including the spiral process, share out and receive peers feedback. Paras will be given extended and QTEA hours to participate. Time will be allocated in the professional development calendar to anchor the rubrics and to look at student achievement data in order to improve student outcomes. The coach will work with new teachers and provide training on the DHS literacy initiative.
The majority of students score below grade level on the Reading Inventory.	Students will improve their Reading Inventory Scores.	Students will be regularly employing literacy skills as the school-wide literacy initiative is implemented across the curriculum.	Teachers will monitor student scores and will discuss data as part of the professional development calendar.

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?
The main barriers to student success are inconsistent and/or low attendance and entry date as we enroll on a continuous basis during the first two months of each semester.	All students should be a two on the rubrics with some achieving a three.	

Students will require pull-outs both individual and small group to receive targeted instruction on talking to the text and writing a TEACUP paragraph. Paras will be trained to pull out students with teacher prepared materials.

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):

Our focal students are African American students and students with special needs.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <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>
The majority of students are below proficient in math and do not believe they can be successful in math. Most are also deficient in math course completion.	The target is for students to earn at least 3 credits in their math class.	DHS has a two-year thematic math sequence. Teachers will create a semester-long math inquiry task that incorporates specific math skills to address a real world problem that is integral to their project theme.	Teachers will work collaboratively with consultation from content specialist to develop an engaging and relevant inquiry task that incorporates specific math skills. Resource teachers will be included when applicable to be able to support students with special needs. Teachers and paras will regularly monitor student progress. Time for data analysis will be incorporated in professional development calendar.
Some students are initially reluctant to do group work due to lack of confidence in ability to contribute.	The target is for all students to engage in groupworthy tasks, experience and be able to articulate each role in complex instruction groupwork, and score a 3 on the collaboration rubric.	All DHS math teachers will participate in the CI cohort training. Experienced teachers will mentor newer teachers. The math team meets collaboratively several times throughout the year to plan lessons and tasks.	Math teachers and paras will meet to share and develop group tasks and anchor the rubric. Experienced teachers and coach will observe and give feedback to new teachers. Release time will be available for peer observations.

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?
The main barriers to student success are inconsistent and/or low attendance and entry date as we enroll on a continuous basis during the first two months of each semester.		Students will require pull-outs both individual and small group to receive targeted instruction. Paras will be trained to pull out students with teacher prepared materials.

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>
The majority of students who enroll are deficient in science credits.		

	<p>Due to our integrated program, students are doing science on a regular basis. A school-wide initiative is to train all teachers to use inquiry methodology to teach science as well as other subjects. We use a scientific method template: OHEC or Observation, Hypothesis, Evidence or Experiment. Conclusion. The target is for most students to be a three on the Scientific Inquiry Rubric or portions thereof.</p>	<p>Scientific inquiry was a focus for professional development in Spring 2018. We will continue to anchor the rubric in 18-19. Any new teachers will work with veteran teachers and the coach for support on the schoolwide initiative.</p>
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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).

<p>Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</p> <p>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)?</p> <p style="text-align: right;"><i>WASC Ch.2</i></p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery?</p> <p style="text-align: right;"><i>WASC Ch.5</i></p>
<p>The majority of English Learners are long-term ELs who need support in reading fluency and writing and have an overall CELDT score of 3 or higher.</p>	<p>Our goal is to reclassify long-term ELs, improve one level on the ELPAC annually, and improve on the RI that is administered each semester.</p>	<p>Explicit ELD strategies will be modeled and integrated into staff professional development. Each project will select three focal students to monitor each semester. All EL students will be enrolled into an online 6th period course.</p>

HEALTH EDUCATION CORE CURRICULUM

<p>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</p> <p>In a narrative, describe what your analysis of the data says about your school.</p>	<p>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</p> <p>What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</p>
<p>Most students have taken a Health course prior to entering DHS. Most passed the course but some did not.</p>	<p>All students access key health lessons through the Wellness Initiative based on the YRBS among other data provided. All DHS students receive reproductive health education, birth control basics, pregnancy and STI prevention, sensitive services access and rights, healthy relationships presentations and substance use prevention. Through Wellness programming, students access individualized or group support using therapeutic support, intervention and the harm reduction model to address high risk behaviors. YOWs lead school wide health awareness activities monthly coordinated by the school nurse and mental health counselor. Our Healthy Communities committee developed and distributes 4 lesson plans for teachers to implement based on community building, empathy, healthy decision making and motivation. Students have the opportunity to earn health credits either in their projects or by taking an online class after school</p>	<p>According to our WASC plan, SEL curriculum is targeted to implementation school-wide in the 2018-19. This spring, we hired a consultant through UCSF who specializes in trauma informed practice in the school setting and is training the staff on TIP. Through this consultant, we are identifying and reviewing suggested SEL curriculum.</p>

VISUAL AND PERFORMING ARTS

<p>Narrative describing site's vision for a balanced, comprehensive arts program.</p>	<p>What are your targets/ goals? (Elementary, Middle, High)</p>	<p>What shifts will be required to achieve these goals? What resources or support will be</p>
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Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	Refer to the VAPA section in the Central Services Supports Guide	required to achieve these goals?
The arts are embedded into the fabric of DHS. Every student engages in art throughout the school year. The vision is for each project to integrate an art topic per semester that enhances the student learning experience and can be displayed at the semester end exhibition. Drama and music are essential themes in the ACT and MMARSS projects while WALC employs a specific area in visual art on a four semester cycle. CITY has been engaging in dance this year. GOAL has focused on creating thematic posters and is working with a consultant this semester on digital stories.	Our target is to for each project to have four semesters of art curriculum. We seek partnerships with community based organizations that offer opportunities to our students beyond the school year and after graduation.	We currently use our PEEF funding to hire consultants for music. Our community partners also write grants to support their work with our students. We provide extended hours to staff to work on art projects beyond the school day.

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
All students who have not completed two years of PE are enrolled in a PE course. The school offers physical fitness opportunities inside and outside the classroom through offerings such as swimming, ropes course training, rock climbing, rowing, hiking, and step style dance. We also have open gym before school and at lunch. We have a weight room available at lunch. This year, we hosted an after school basketball league, competing with three other alternative schools.	Our goal is for each student to attain up to 20 credits of PE as soon as possible. We will continue to provide students with a variety of options for physical activity so that they can learn and empower themselves to live healthy lifestyles.	Support required is to prioritize staffing for physical activities before school, during lunch, and after school. In addition, we will need to calendar a training on the ePortfolio and the Fitness for Life curriculum.

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?

Analysis of Results - All Students For these departments, data is not collected centrally. 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 shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? <i>WASC Ch.5</i>
All students are enrolled courses in the four core academic content areas plus PE and/or an elective. The majority of our students are credit deficient and need credit recovery. Our computer lab is staffed daily for students to take online courses after school. We also offer online classes during spring break and in the summer through the month of June. Students can only satisfy the world language requirement for graduation by taking the class online. We are working with our workforce partner JVS to develop opportunities for students to earn A-G course credits through after school internships.	Our goal is for all students who need world language to complete it online. In addition, we want to develop at least one community partner for each project where students may engage in after school activities and experiences that will allow them to earn A-G credits.	We have been able to fund our online program but may need to apply for sprout funding in the future. Our partnership with JVS is well funded through a DCYF grant for the next five years.

COLLEGE AND CAREER READINESS

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

Middle Schools Indicators: AVID, High School Readiness, College visits, college and career plans

Narrative describing college going culture (using indicators suggested above) <i>WASC Ch.2</i>	What are your targets/ goals?	What shifts will be required to achieve these goals? <i>WASC Ch.5</i>
All seniors are offered FAFSA support as well as CCSF placement test support and orientation. All students have the opportunity to participate in a one-semester after school program to receive job skills training and a six-week internship. All student have access to a variety of credit recovery options not limited to online classes on-site after school, district evening school, CTE after school options at other high schools, and dual/concurrent enrollment at CCSF. Students are encouraged and support to apply for scholarships such as Maisin and LATA. Students who are interested in attending a historically black college are introduced to district colleagues with expertise in that area.	Our goal is to hep each graduate develop a post-secondary plan with a hand-off to a community partner to support them after they leave our school. In addition, we want all student who may attend a community college to complete the FAFSA. We want to maximize enrollment at CTE after-school options at other schools and at CCSF that will put students on a pathway entry-level trades jobs after graduation.	We will work with JVS to develop the process to help each graduate develop a post-secondary plan.

Elementary Schools

What is your plan for promoting college and career readiness?

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

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
Site-based professional development is planned by the leadership team and largely based on the WASC action plan. Wednesdays are minimum days where three hours are set aside weekly for professional development except for the last weeks of each semester. The Wednesday learning workshops mainly target classroom instruction and there is a healthy communities strand for all staff. In addition, smaller trainings can take place during the bi-monthly staff/leadership meetings. The special education department conducts professional development for paraprofessionals as identified. Staff participate in district professional development on a voluntary basis that is aligned to their working committee or content area. All math teacher participate in CI planning days. Staff is also encouraged to seek outside professional opportunities such as those offered by the Exploratorium, etc. We have set aside funding for the least few years for an on-site coach. The focus for next year is to work with new teachers.	Site budget

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.)	We are a full immersion program and we use site funds for paras so that there is one para per project. We also fund one of two resource teachers to case manage fifty plus students, Students with disabilities currently make up 25-30% of our total population.	Increase literacy rate as evidenced by RI and ELPAC, Increase literacy course completion as evidenced by credits earned.	One-on-one and small group instruction with para and/or teacher. Push-in and pull-out support by resource teacher.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	The Wellness Coordinator is our Foster Youth Liaison and. She provides case management and coordination to FY and FYIT. She is on the SAP team and brings cases to the weekly meetings to identify extra support. The population is around 17% of the school. We have a GSA that meets weekly with two advocates, a classified staff and a community partner. The GSA conducts lunchtime activities and presents at school-wide assemblies. There is a go-to person on staff for undocumented youth. Wellness also serves undocumented youth. Information for families of undocumented youth is posted on our community board, shared at bi-annual back to school night, and at the quarterly parent/student/teacher conferences.	Increase attendance and support to these populations in order to best coordinate services.	Have an identified Foster Youth Liaison who is pro-actively case managing. Provide lunchtime groups, ideally led by a staff person in partnership with a relevant community based organization. Have a go-to list of community partners to whom we can refer our students and families. Communicate frequently through SAP and with teachers to maintain accurate data as situations change.
Student Engagement/ Attendance	Our projects are interesting with engaging hands-on experiences. In spite of that, many of our students have inconsistent and poor attendance.	Increase student attendance during the school day as that is the key opportunity for students to earn credits as opposed to attending other options after school such as district evening school. Identify students who need world language early so that they can get a head start and feel a sense of accomplishment.	We are investing in an Attendance Liaison for the upcoming school year to focus on attendance. The liaison will work with teachers, our attendance clerk, admin, academic counselors, Wellness staff, and security to track data and coordinate attendance interventions such as tardy college after school, one-on-one family meetings, home visits and daily phone calls/texts to target students. The liaison will also work with case managers from TARC, probation and other agencies. Our workforce grant with JVS aligns after school internships with the school day and students must be at school during the day to access after school programming.
School Culture/Climate		Our goal is to be clear about setting limits, be consistent, and not be punitive in our approach. We want students to feel a sense of belonging and to take ownership for their behavior. Teachers will conduct team-building activities throughout the semester as needed to rally students to persist.	We will continue to implement Rightations and develop new incentives. We will continue our monthly assemblies with a focus on having students lead. We will continue to encourage weekly circles in projects.

	<p>DHS has clear expectations about student behavior that is introduced at the orientation meeting and reinforced on a regular basis through our Rightation policy where students earn a Rightation for modeling one of the four school-wide expectations. We review expectations at the beginning of each semester at the school-wide assembly and at monthly attendance assemblies. Teachers establish social contracts with student at the beginning of each semester and teach PBIS lessons that are site developed. The behavior matrix is posted around the school and in classrooms. Wellness runs weekly circles in some projects. The main office uses a restorative approach to disciplinary referrals and students are asked to complete a restorative reflection sheet. The goal for all students is to earn a high school diploma. We review progress towards graduation on a quarterly basis. We attempt to make a positive hand-off whenever a student is transitioned to adult education including taking them to visit other programs.</p>		
Social Culture/Climate	<p>DHS will continue to employ Restorative Practices and PBIS strategies. Through the lens of CI to structure groupwork across the curriculum, we are promoting a grow mindset as well as self-management.</p>	<p>Through our healthy communities professional developments, we will continue expand our repertoire of positive way to redirect students and focus on positive rather than negative behaviors.</p>	<p>Our strategy is continuous professional development on building positive relationships to support student academic growth and the launch of SEL lessons under development.</p>
Wellness Policy	<p>We are a CEP school that has breakfast for all. We have seen a decrease in sodas and chips due to the breakfast program. Some of our teachers have a policy of no "junk" food in their classrooms. As a result of CEP, we always have fresh fruit on hand for students and student are eating most of the fruit. We promote physical activity either directly through the curriculum or through before school, lunchtime, and after school access to the school gym and/or weight room. We tried to offer a girls only gym once a week but cancelled due to no participation.</p>	<p>A challenge for the school is that students will not walk down to the cafeteria to get lunch. A goal is to increase lunch service from 35 meals served to 40 meals for next year.</p>	<p>Prioritize staffing for before school, lunch, and after school physical activity. Develop an activity for girls. Create an incentive for students to eat school lunch.</p>

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 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 type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:

We have many opportunities throughout the school year to partner with our families. They attend events such as Back to School Night and Exhibition each semester. We have mandatory quarterly parent/student/teacher conferences. We also go to the home or have phone conferences to accommodate families. An area of improvement is to hold SSTs so that the family feels supported by a team where we can all brainstorm together to identify areas of strength and need as we develop a support plan for the student.

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

We will look at student attendance data before and after to measure impact.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

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

826 Valencia, JVS, PLI, Rec & Park

What are your specific goals or objectives for these partnership?

826 Valencia - academic support for the writing process. JVS - college and career: workshops on job skills, resumes, internships, job shadowing, career pathways after graduation, CTE concurrent PLI - leadership skills, jobs Rec & Park - youth development, jobs, school to CTE

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

Regular meetings, invitation to participate at school-wide events such as exhibition

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

Utilize data collected by CBO including surveys, create a tool together

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 = \$3,100

\$2100 will be spent on supplies and supplemental materials \$1000 will be spent on instructional technology

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 = \$15,560

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

\$652.00 will be spent on instructional supplies \$14,908.00 - 0.12 FTE will be spent on a bilingual head counselor

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

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

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

Allocation = \$36,623

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

\$904.00 will be spent on instructional supplies \$35,719.00 - 0.53 FTE will be spent on a special education para-educator to support our full inclusion program

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$45,000

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

\$1193.00 will be spent on field trips \$43,807.00 - 0.65 FTE will be spent on a special ed para-educator to support our full inclusion program

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

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

Targeted Instruction Improvement Grant (TIIG) 07940

Allocation = \$6,231

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?

\$2,231.00 will be spend on field experiences \$4,000.00 will be spent on equipment

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 = \$37,368 (31500)

How do you plan to use these funds?

735.00 will be spent on supplies \$250.00 will be spent on stamps \$36,383.00 - 0.35 FTE will be spent on an instructional coach to support new teachers and work with them on project-based curriculum development

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 = \$400

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.**

The funds will be spent on refreshments for parent workshops, parent support materials, and communication with parents.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 1/25/2018

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

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

Impact & Innovation Awards =

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

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

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

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

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

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

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
1.0		0.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1.0	1.0		2.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
1.0 Assistant Principal	0.4 Librarian	0.4 VAPA	0.2 Ethnic Studies

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.

We provide the supplement to the counselor cost to hire a dean who can focus on implementing a consistent process for student discipline and behavior management using a restorative lens. We receive a librarian 2 days per week who ensures that we have high interest books in the library and that we have books that are geared toward the project themes. The librarian also provides support on research project and on grant applications on behalf of teachers.

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. 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: 3/15/2018
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 3/20/2018

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
Ellen Wong	Principal	
Robert Coverdell	Teacher	
Catherine Salvin	Teacher	
Jay Lee	Teacher	
Lee Towles	Teacher	
Jodi Tsapis	Wellness Coordinator (Chair)	
Edgar Estonina	Parent	
Kelly Provost	Parent	
Karen Avalos	Parent	
Layette Davenport	Student	
Reyonce Russell	Student	
Larriesha Cox	Student	
Dora Torres	Parent, Alternate	
James Shalar	Parent, Alternate	