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

School	**Serra, Junipero Elementary School**
Principal	Evelyn P Cheung

SCHOOL VISION & CONTEXT

J Serra is a neighborhood school in Bernal Heights, located in the southeast corner of our city. Our students are motivated, spirited and hungry to learn. Our staff, teachers, and parents meet this energy by tirelessly and collaboratively crafting experiences and lessons that aim to challenge and support students where they are and stretch them to think critically and move forward. We strive to provide culturally relevant experiences for all our students to connect at-home and in-school literacies, providing our students with a framework to express their group and individual identities. J Serra students graduate 5th grade with an academic foundation that allows them to identify and express who they are as individuals in a community of learners. Our students enter school with many strengths: rich and diverse linguistic and cultural backgrounds and dynamic histories. Our bilingual and bi-cultural pathways and general education programs draw on these strengths. We focus on language as a powerful tool that allows students to access information, define themselves and express their own agency as active learners. Our math lessons are multidimensional, using math games and math talks to share strategies and visual representations for thinking. We integrate technology as a tool for learning, to not only observe but to participate in the 21st century global community. Our language, science, social studies and arts curricula develop valuable critical thinking and decision-making skills requiring students to explain and defend their conclusions. At J. Serra, our vision is a future where our students will draw on their linguistic and cultural strengths and their academic foundation to envision themselves as leaders and community stewards, identify and achieve their personal and professional goals and use the multiple literacies of the 21st century to declare their individual and group identities.

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 MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ 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 2016-17Window 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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	▪ 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	▪ 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):
Focal Group: EL, L, and AA students performing at the 'Not Proficient' level SBAC '17 – '18 – ELA: All: 39.6% Proficient; 60.4% Not Proficient Sp. Bilingual: 10.0% Proficient; 90.% Not Proficient For students identified at SST meetings (See below), intervention instruction (RTI) will be provided by 3 - 0.5 FTE Academic RTI Literacy Teachers, one of which will be dedicated to serving EL students in the Spanish Bilingual Pathway.

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
SBAC 2017-18: 39.6% Proficient 60.4% Not Proficient Gr. 3: 33.3% Proficient; 66.7% Not Proficient Gr. 4: 35.1% Proficient; 64.9% Not Proficient Gr. 5: 48.1% Proficient; 51.9% Not Proficient Students continue to perform below District ES Mean. There was a -1.93% drop in Proficiency % Change from '16-'17 to '17-'18. There continues to be significant discrepancies in achievement, in all assessments between Eng. and EL students RI 8/18 (Beg of Year Benchmarks) Gr. 3: 40% Proficient & Advanced; 60% Basic & Below Basic Gr. 4: 22% Proficient & Advanced; 78% Basic & Below Basic Gr. 5: 32% Proficient & Advanced; 69% Basic & Below Basic F&P IWA	SBAC: At least 50% of students in Gr. 3, Gr. 4 and Gr. 5 will be Proficient on the SBAC assessment. RI: At least 50% of students in Gr. 3, Gr. 4 and Gr. 5 will be Proficient on the RI assessment.	1. School-wide implementation of Balanced Approach to Literacy with a focus on Reading Workshop and Writing Workshop strategies: a. Independent/Shared reading; b. Guided Reading; c. Conferencing; d. Interactive Read Aloud 2. The IRF, Literacy Coach and Principal will facilitate Grade Level Collaboration and professional development to continue to improve the Grade level SFUSD Curriculum Spirals; 3. The Technology IntegrationTeacher will collaborate with classroom teachers to prepare students to participate successfully in the - Smarter Balance Assessments (SBAC), in Literacy, and in using the MYON Literacy program and Test Prep programs (Study Island); 6. Grade-Level Collaboration meetings will be held weekly to: - monitor students' academic progress (with a focus on focal students) with ongoing data analysis of ELA assessments; - examine student work, - plan instruction to meet students' needs.	Instructional Shifts: 1. **Teachers will schedule and provide Guided Reading/Strategy Groups (small group) instruction to Focal students, at a minimum: - 4 days a week - RTI Students - 3 days a week - 'Basic and Below Basic' → 'Proficient' - 2 days a week 'Proficient' → 'Advanced' 2. Increased SBAC practice (1/2 hour per day) on IPAD using Study Island, Myon or other Test Prep resources 3. Teachers will Analyze SBAC test questions to determine the skills students will need to learn to answer SBAC questions

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?
AA: 33.3% Proficient 66.7% Not Proficient Eng. Learner: 15.8% Proficient 84.2% Not Proficient L: 35.0% Proficient 65.0% Not Proficient EL Redesignation (2017-2018): 1.9%	SBAC: At least 50% of AA, L, EL students will be Proficient on the SBAC assessment. - Increase % of EL Reclassification to at least 30%.	- In September 2018, Class SST's will be held with teachers to review achievement data for each individual student. Focal students (4 in ELA, 4 in Math), with a focus on EL, L, or AA students, will be chosen. Focal students will be provided additional small group differentiated instruction and support in class. - Conduct SSTs, in partnership with parents, to address student concerns- academic, social-emotional, achievement gap data, attendance, and health/nutrition. When students do not perform at the benchmark level on achievement assessments, intervention strategies at home and at school, to help the student will be discussed and implemented. - Intervention strategies at school may include: In-class Differentiated Instruction (Strategy group instruction), RTI Literacy/Math Intervention, provided by 3 Half-time RTI teachers, Volunteer tutors, After- School tutoring. The focus will be on EL/L or AA students. For students identified at SST meetings, intervention instruction (RTI) will be provided by 3 - 0.5 FTE Academic RTI Literacy Teachers, one of which will be dedicated to serving EL students in the Spanish Bilingual Pathway. - Intentionally partner with after school programs to optimize the use of the extended day to provide extra support for target students.

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):

Focal Group: EL, L and AA students performing at the 'Not Proficient' level SBAC '17 – '18 – Math All: 38.8% Proficient; 61.2% Not Proficient Sp. Bil: 60.0% Proficient; 40.0% Not Proficient Gr. 3: 55.6% Proficient; 44.4% Not Proficient Gr. 4: 35.1% Proficient; 64.9% Not Proficient Gr. 5: 26.9% Proficient; 73.1% Not Proficient Students continue to perform below District ES Mean. There was a 5.23% gain in Proficiency % Change from '16-'17 to '17-'18. There continues to be significant discrepancies in achievement, in all assessments between Eng. and EL students AA (6) 33.3%Proficient; % Not Proficient 28.6% 4.76% L 37.0% 39.6% -4.58% EL 30.3% 27.1% -11.35%

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
SBAC 2017-18: 38.8% Proficient 61.2% Not Proficient Gr. 3: 55.6% Proficient; 44.4% Not Proficient Gr. 4: 35.1% Proficient; 64.9% Not Proficient Gr. 5: 26.9% Proficient; 73.1% Not Proficient Students continue to perform below District ES Mean.	SBAC: At least 50% of students in Gr. 3, Gr. 4 and Gr. 5 will be Proficient on the SBAC assessment.		Focus on vocabulary, multi-step problems, explaining problem solving strategies

| | | 1. Student lessons will center on problem-solving (making meaning, defending their reasoning, engaging in mathematical arguments, and/or using mathematical models). 2. Students will work collaboratively on rich, math tasks in groups and share their thinking in front of peers. 3. Teachers will participate in district PD institutes on the Math Common Core. 4. Monthly Staff Meetings will be used so that grade levels can work collaboratively to: - revise, plan and implement the Math Common Core standards. - monitor students' academic progress (with a focus on focal students) with ongoing data analysis of (IDA, Math Tasks, Math Constructed Response questions); - examine student work, - plan instruction to meet students' needs. - plan and implement instruction so that students can successfully address Constructed Response questions and Math Problem of the Month. 5. Technology Integration Teacher will collaborate with classroom teachers to prepare students to participate successfully in the Smarter Balance Assessments (SBAC). | |

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?
SBAC '16-'17: Eng. only: 41.2% Proficient 58.8% Not Proficient Eng. Learner: 18.3% Proficient 81.7% Not Proficient AA: 14.3% Proficient 85.7% Not Proficient There continues to be significant discrepancies in achievement, in all assessments between All, EL and AA students	SBAC: At least 50% of EL and AA students in Gr. 3, Gr. 4 and Gr. 5 will be Proficient on the SBAC assessment.	- In September 2017, Class SST's will be held with teachers to review achievement data for each individual student. Focal students (4 in ELA, 4 in Math), with a focus on EL, L, or AA students, will be chosen. Focal students will be provided additional small group differentiated instruction and support in class. - Conduct SSTs, in partnership with parents, to address student concerns- academic, social-emotional, achievement gap data, attendance, and health/nutrition. When students do not perform at the benchmark level on achievement assessments, intervention strategies at home and at school, to help the student will be discussed and implemented. - Intervention strategies at school may include: In-class Differentiated Instruction (Strategy group instruction), RTI Literacy/Math Intervention, Volunteer tutors, After- School tutoring. The focus will be on EL/L or AA students. Certificated RTI Literacy Specialists, will provide pull-out targeted support for at-risk readers. - Intentionally partner with after school programs to optimize the use of the extended day to provide extra support for target students.

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	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5

years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5		
Students K - 5th Grade are currently engaged in Science instruction 3 - 4 days a week, 30 - 45 minutes per day. The FOSS kits will continue to be used to ensure that students will be engaged in hands-on activities. In addition, in ELA, there is a strong focus on non-Fiction Science mentor texts.	in 2015-2016, 63% of our 5th Grade students were not Proficient on the CST Assessment; 36.8% of the students were Proficient. The target is that 50% of our students will be proficient on the new Science assessment, this year.	The focus is on the NTSS Science standards. The instructional focus will be on understanding the vocabulary, and explaining the investigative processes.

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

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
Long-term EL Redesignation Rate: 2015-2016: 26.1% 2016-2017: 15.9% Analysis of all indicators (See above) indicate that there is an achievement gap between EL students and other students.	EL Redesignation Rate: AMAO 1 (Annual Growth of 1 year on CELDT): 49%	Increase ELD to 35 minutes. - Continue to plan and Implement 'Designated ELD Framework' (Miguel de Loza). The focus is on: - Deconstructing Text (5 Sessions) - Increase Student use of Academic Conversations - Increase Student use of Talk Moves to facilitate Academic Conversations - Integrate 'Designated ELD Framework' into ELA/SLA, Math and Science. Align ELD Lessons to support ELA Common Core standards (Spirals 1 - 4); - Focus on 4th/5th Redesignation of EL students at the Bridging CELDT level, using intensive instruction on Academic Conversations. - Ensure that EL students have frequent access to in-depth CCSS reading, writing and conferring during Readers's and Writers Workshop

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

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?

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. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5

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?

1. Implementation of Going to College Curriculum (UCSF) in 3rd - 5th Grades.2. Career Day in partnership with SF Ed Fund, Xoom (Technology partner)3. Field Trip to Xoom Headquarters with focus on Technology Careers4. Students (K - 5) will be taught to code. - All students participate in one technology class per week with the Technology Integration Specialist. The focus is on preparing students to access technology in the 21st Century. All students from K-5 classes participate in Computer Science (e.g. Coding) activities. All students (K-5) will have access to iPads in the classroom to access technology that will increase achievement (e.g. MyOn for Reading/Vocabulary, Big Brainz for quick Math Facts recall, GAFE for writing/layout design and presentation skills) 3rd - 5th Grade Students need to be prepared to navigate the new Smarter Balanced Assessment.

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?

- Weekly Grade Level Collaboration meetings- Monthly Staff Meeting focused on Professional Development in an area of emphasis (See below)- Pre-Service and Post-Service Certificated Extended Calendar Days.

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)

Areas of focus: - Review and improve ELA Spirals (1 - 4); - Improve Reading Workshop implementation; - Continue to improve Writing Workshop implementation and student writing; - Review and improve Math SFUSD Curriculum binder to align with student needs and District assessments; - Develop ELD curriculum that is aligned with ELA Spirals (1 - 4) - Improve PBIS implementation to improve School Climate and Attendance issues.	MTSS Resource Staff: - IRF - Literacy Coach Site Budget: - Substitute and/or Art Teacher for weekly Grade Level Collaboration Meetings - Certificated Extended Calendar

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.)	-SBAC: ELA - 100% of students receiving SPED were not proficient. Math - 95% of students receiving SPED were not proficient.	-SBAC: ELA - Increase of 10% of students receiving SPED who will be proficient. Math - Increase of 10% of students receiving SPED who will be proficient.	- Continued RSP focus on ELA and Math standards (pull-out services) - Improvement of push-in services to build student independence in accessing the Common Core in ELA and Math, in the classroom.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			
Student Engagement/ Attendance	Attendance: 18% (54 students) are in Tier 2 (10 - 20%)	Attendance: Decrease Tier 2 to less than 10%.	Increase in motivational activities to encourage students to attend school regularly.
School Culture/Climate	Safety: Family - 85% Students - 84% Sense of Belonging: Students - 78%	Family - 90% Students - 90%	Students - 85% - Survey Parent and students to discover safety and sense of belonging issues. - Generate ideas from parents and students to improve safety issues. - PBIS committee will choose 1 - 2 ideas to implement school-wide.
Social Culture/Climate			
Wellness Policy			

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
☐ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☐ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☐ Connecting families to community resources	☐ African American families ☐ Families of English Learners ☐ SPED ☐ Foster Youth ☐ Homeless ☐ 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:

Parent-School: 1. Family Night Events: 4 Family Events have been held - Average of 20 families have been involved. 2. PTA attendance - Average of 10 parents participate. 3. Back To School Nite - 70% of parents participated Many parents chaperone field trips. 80% of Parents attend SST's scheduled. Community: Circle the Schools: Partnership with Xoom includes activities: - Monthly Read Aloud - Volunteer help at school events e.g. Jump Rope for Heart, Career Day, Art Night - 5th Grade Field Trip - Instructional supplies for classrooms ($1,000/classroom)

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

Parent-School 1. Increase # of Family Nights to 6-8. 2. Increase PTA Attendance to 20% 3. Increase Back-To-School Night attendance to at least 80% Community: - Continue to deepen partnership with Xoom

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?

☐ Academic Support ☐ Behavioral Health & Wellness ☐ College & Career ☐ Expanded Learning/After-School ☐ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☐ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☐ Parent/Family Support or Partnership ☐ Other:

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

What are your specific goals or objectives for these partnership?

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

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

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 = $1,450

Funds will be used for Supplementary Reading materials and student incentives.

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 = $58,823

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

Funds will be used to support 0.5 FTE Kindergarten Spanish Bilingual teacher ($47,464), directly supporting ELs with L1/L2 transfer in the biliteracy pathway as well as with daily ELD instruction. Substitute Days for teachers (Spanish Bilingual and ELD/Gen) to collaborate with grade level colleagues on EL support implementation ($5,000); Supplemental instructional supplies to support EL students in their acquisition of English ($6,631.23).

Select the Bryk Essential that most aligns to the use of these funds:
- ⦿ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

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

Allocation = $0

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

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?

Funds will be used to pay for 0.3 FTE Academic RTI Teacher to support Spanish Bilingual students (K-2) in Reading, Writing, and Math ($28,478); 0.3125 FTE for Paraprofessional to support EL students ($16,186), Instructional Materials (e.g. Supplementary Reading Materials) ($335.46)

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 (TIIBG) 07940

Allocation = $149,500

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?

Funds will be used to pay for 0.6 FTE Computer Integration Technology Specialist ($56,957) to prepare students for technology access in the 21st Century, and for SBAC; 0.5 FTE Class Reduction Teacher ($47,464) for 4/5th Grade students (with a focus on EL students, in ELA); Certificated Extended Days ($21,000) for Pre- and Post-Service Days for teachers to collaborate on revising ELA, Math and ELD Curriculum, Computer Equipment (for Computer Lab and classrooms) to provide all students with Technology access; Travel/Conference ($2,000) for teachers to attend CABE, MacWorld, Readers' and Writers' Workshop;

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 = $69,640   (31500)

How do you plan to use these funds?

Funds will be used to pay for 0.4 FTE Computer Integration Technology Specialist ($37,971) to prepare students for technology access in the 21st Century, and for SBAC; 0.3 FTE Academic RTI Teacher to support students (K-2) achieving below benchmark in Reading, and Writing ($28,478); Certificated Extended Days ($4,000) for Pre- and Post-Service Days for teachers to collaborate on revising ELA, Math and ELD Curriculum; Substitute Days ($5,000) for weekly Grade Level Collaboration, Instructional Materials (e.g. Supplementary Reading Materials) ($--) (with a focus on EL students, in ELA);

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 = $696
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 <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

Funds will be used to purchase supplies (Paper, food) to support Parent communications, and Parent Workshops.

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

Select the Bryk Essential that most aligns to the use of these funds:
- ⦿ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Impact & Innovation Awards =

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

Select the Bryk Essential that most aligns to the use of these funds:
- ◯ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

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

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:
- ◯ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Equity Grant =

Identify Sub-group & specific actions

Select the Bryk Essential that most aligns to the use of these funds:
- ◯ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

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

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

Select the Bryk Essential that most aligns to the use of these funds:
- ◯ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0		1.0
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
IRF:	**Literacy Coach:**	**Academic Rtl Facilitator:**	**Hard To Staff:**
0.5	0.5		
Other:	**Other:**	**Other:**	**Other:**
VAPA 0.4	Instr. Music 0.2	Librarian 0.6	Phys. Ed. 0.6

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.

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:

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	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.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	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.
☑	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.
☑	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**.
☑	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:
☑	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.
☑	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.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **9/24/2018**

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
Jannie Ram	Parent	
Maria del Carmen	Parent	
Maite Figueroa	Parent	
Maria Elia Cordova	Parent	
Tiarra Najera	Parent	
Lucia Santis	Parent Liaison	
Pat Koblenz	Teacher	
Jessi Leary	Teacher	
Lenar Ruiz	Instructional Reform Facilitator	
Eve Cheung	Principal	