



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

<b>School</b>	<b>Woodside Learning Center</b>
<b>Principal</b>	Chris Lanier

**SCHOOL VISION & CONTEXT**

Woodside Learning Center (WLC) serves the incarcerated youth that are detained in The San Francisco Juvenile Justice Center (Juvenile Hall). It is our belief that we are given an opportunity to intervene in students' academic progress and interrupt any patterns of negative behavior in order to reengage students with school. The staff at WLC and LCT are very dedicated to this population with expertise in differentiating instruction to meet the needs of a wide range of learners. Our student population ranges in age from 12-18 years of age and changes daily as students are detained and released. Upon arrival at the facility SF Juvenile Probation assigns youth to a unit (living quarters). Students attend class with their unit and students from different units cannot be blended, which creates a class roster that could have students with a wide range of educational needs. This is our greatest challenge as some classes will have students with IEP's, ELL's, range of reading levels and varying experiences with school. As a staff we have to be aware that our students are in a state of anxiety as they go through a legal process that could have a wide range of outcomes to their future. Our goal is to provide a setting that will allow students to be available to receive instruction that is free of judgement, predictable, safe while maintaining a level of academic rigor. While attending WLC students are exposed to a wide range of programming that includes guest speakers from community based organizations that can provide support when they return to their home school, a culinary garden with an outdoor classroom, and early morning/after school tutoring program in their units. In conjunction with SFJPD we have opened a satellite classroom (unit 8) to provide instruction for students that were not allowed to attend school due to safety and security issues. Additionally there is a High Security Unit (7) in which the youth are not allowed to attend school in the Education Center. Those students are served in a classroom that is on the unit that and teachers rotate through Unit 7. In other words, we go to them. In order to provide transferable skills that will increase success at their next school setting we have developed three instructional standards: 1. All Students Participate Actively by; Communicating Answering Questions Writing Reading Annotating Underlining Drawing Making a map Polling (true/false or scale of 1-5 hand signals) Talking 2. Students having their Assets and Experiences Acknowledged Students have opportunities to be experts (eg on their family, neighborhood, story, etc: Choose text/topic that allow students to bring the experience/expertise Student can expect that attempts to participate will be acknowledged (Thank you for working so hard! Love hearing from you!) Expect and respect divergent thinking. (Encourage students to explain/justify their thinking. Show multiple methods, right answers) Students acknowledge/discover each other's strength. Building a rapport, stability, and consistency 3. Have an Entry Point into a Learning Experience: Create a lesson that all students can achieve and that we can adapt Objective of lesson must be clear to all students Provide all students wuth introductory context Make it interesting, create buy in Utilizing Co-teaching Ensure support systems (paras, counselors, fellow students, admin, Kim, Chris L.) are utilized effectively Know the requirements to complete a task/ project. BBC Put them at ease \* Please note that SF Juvenile Probation has made the decision to temporarily close the Log Cabin Ranch facility for the 18/19 School Year. It is our understanding that it will that it will re-open fall of 2019 with an updated vision and refurbished facilities.

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
<b>Mid-Year Performance Metrics K-8 only</b> (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
<b>F&amp;P Growth and RI Growth K-8 only</b> (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA</li> </ul>	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
<b>Fall 2017 Acceleration K-8 only</b> (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
<b>Chronic Absenteeism</b> (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> <li>Student-Centered Learning Climate</li> </ul>	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
<b>CA Dashboard Report</b> (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> <li>College and Career Readiness</li> </ul>	The California School Dashboard ( <a href="http://www.caschooldashboard.org">http://www.caschooldashboard.org</a> ) is designed to help communities across the state access important information about K-12 schools and districts.
<b>Fall 2017 Grades Summary Gr 6-12</b> (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, Math, Other Subject Areas</li> <li>College and Career Readiness</li> </ul>	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
<b>College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10</b>	<ul style="list-style-type: none"> <li>College and Career Readiness</li> </ul>	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
<b>Illuminate Report Lists for Fall and Spring</b>	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> </ul>	Direct links to summary and list reports at the student level to take a deeper dive into your results

### NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

## SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan **Transform Learning. Transform Lives.**

### Strategies in Action: Classrooms

#### School Plan

#### Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

**\*Focal Group:** *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

### LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

**Define your Focal Group:** For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

#### Identify Focal Group(s):

African American Students Hispanic Students ELL Students Students with Special Needs Low Socio-Economic Students

**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?

<b>Analysis of Results Language Arts-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all student reach mastery?</b>	<b>What instructional shifts will be required to achieve these goals?</b> WASC Ch.5
We have a wide range of literacy levels within our population. At WLC most students are enrolled with us for less than ten days. Students are grouped according to living units and can not be blended into groups with students from other living units according to academic levels.	We want students to re-engage with literacy. We want students to improve in Reading, Writing, Listening and Speaking. Our goals are to provide students with functional literacy skills that will allow them to better access opportunities in continuing education, college and career settings, personal growth and job readiness.	The goal is to provide instructional practices that will facilitate the student to return to their home school to better enable students to continue their learning.	It is important that we assess exactly who we have in attendance everyday. By differentiating curriculum when planning lessons, teachers can provide multiple entry points that will allow access to all students. We will need to select and purchase new assessment tools that will give us deeper understanding of our students current academic strengths and areas of need. Staff will need training on not only giving the test but analyzing the results in order to create optimum progress for all students.

**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?

<b>Analysis of Results for Language Arts- Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required specifically for your focal students to achieve these goals?</b>
We assess all students on basic reading levels upon arrival, identify students that have IEP's and or ELL needs. We give pre and post academic assessments and have found that students with us 90 days or more make significant improvement in reading recognition and reading comprehension by two grade levels.	Our goal is have students gain confidence in their ELA abilities and be ready to transition out of an incarcerated setting back into the community and school with a better understanding of how they learn best, realistic goal setting and skills to communicate their needs.	We implement Culturally Responsive Instruction strategies. We offer team teaching with a General Ed and Sped teacher/para in all classrooms, in class EL supports and Sped pull out as outlined in student's IEP. It is crucial that we continue to have proper SPED and ELL staffing to reach all students. We offer Sped Pull out as needed.

## 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):**

African American Students Hispanic Students ELL Students Students with Special Needs Low Socio-Economic Students

**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?

<b>Analysis of Results Mathematics-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all students reach mastery?</b>	<b>What instructional shifts and supports will be required specifically for your focal students to achieve these goals?</b> WASC Ch.5
Many of our students are in need of both remediation in math as well as recovery of math credits. While in attendance at court schools we offer the opportunity to earn partial credit in math with daily attendance. This practice has proven beneficial to credit recovery.	Through exposure to real world math and skills review and adopted core curriculum and instruction students will re-engage in grade level math.	The goal is to provide instructional practices that will facilitate the student to return to their home school and continue in their learning.	We differentiate instruction in mathematics using the SFUSD adopted curriculum.

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

<b>Analysis of Results for Mathematics- Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b>
We assess all students upon arrival to determine present levels	We strive to have students experience success at their performance level and improve at least one grade level.	We offer team teaching, ELL support in Gen Ed setting as well as ELL pullout, SPED pullout as needed.

## SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

<b>Analysis of Results Science-All Students</b> In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?</b> WASC Ch.5
Using a wide variety of curriculum, The department of Science covers subjects that include: Biology, Earth Science and Chemistry.	The goal is to provide instructional practices that will facilitate the student to return to their home school and continue in their learning from where they left off.	Differentiate instruction in science using the SFUSD adopted curriculum.

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

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

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

<b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices, strategies &amp;</b>
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<p><b>Typology: Newcomer, Developing, LTELs, recently reclassified)</b>          In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)?  <b>WASC Ch.2</b></p>		<p><b>scaffolds will be provided for your ELs to attain mastery?</b>  <b>WASC Ch.5</b></p>
<p>Our EL students range from recently arrived newcomers to near proficient/ready for reclassification. Most of our designated and integrated classes are tailored to one-on-one and small group instruction so that we can ensure that our students have optimal access to grade-level academic content.</p>	<p>Daily Language and content objectives. Access General Ed curriculum in English. Successful movement on the CA ELD Standards Continuum.</p>	<p>We offer designated and integrated instruction, primary language support, systematic instruction in phoneme awareness, phonics, and sight words, metacognitive development, and technology graphic resources</p>

**HEALTH EDUCATION CORE CURRICULUM**

<p><b>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</b>          In a narrative, describe what your analysis of the data says about your school.</p>	<p><b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b>          What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p><b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b></p>
<p>Health Science is integrated and taught through the Science Classes. Teachers use a variety of strategies and materials. They integrate video, textbooks, prepared handouts and guest speakers from Community Based Organizations (CBOs) into the course. CBOs provide resources that students can access when they return to their home schools and communities.</p>	<p>The goal is to provide instructional practices that will facilitate the student to return to their home school and continue in their learning from where they left off.</p>	<p>Differentiate instruction in Health Education using the SFUSD adopted curriculum</p>

**VISUAL AND PERFORMING ARTS**

<p><b>Narrative describing site's vision for a balanced, comprehensive arts program.</b>          Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b>          Refer to the VAPA section in the Central Services Supports Guide</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
<p>The school has a Cinema Studies course. Films are chosen to engage students in analyzing social justice issues that affect people from diverse cultures. Students read, write and engage in discussion daily.</p>	<p>The goal of the Cinema Studies is to have students experience and appreciate the art of film making that has affected various cultural issues. We want students to reflect upon the various social issues that can impact their daily lives,</p>	<p>Differentiate instruction in Cinema using the appropriate supplementary materials.</p>

**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.

<p><b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b>          Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b>          Refer to the Physical Education section in the Central Services Supports Guide.          How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
	<p>Our goal would be have accessing their PE ePortfoliio. Currently youth are not allowed to access personal account for safety and security reasons.</p>	<p>We will be working with out SF JPD partners to fine ways to safely and securely have student access PE ePortfolio.</p>

PE Credits are awarded in two ways- 1. Though independent studies using SFUSD PE Dept approved materials. 1 teacher is assigned to the student and monitors assignments/ progress and awards grades/credits. 2. All incarcerated youth are mandated to participate in Large Muscle Activity (LMA) multiple times a day that is monitored/implemented and documented by our partners in SF Juvenile Probation. The principal reviews each students LMA participation record prior to awarding credits/grades. We also arrange for Fitness testing with SUFSD PE Dept for those students that need to complete those assessments.

### OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

<b>Analysis of Results - All Students</b> For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b> WASC Ch.5
We offer Spanish for Students who need World Language credits to graduate and who have no other feasible means to earn these credits.	Students can earn from 1-10 credits in World Language. Also, native Spanish speakers can take Spanish I and II exam to obtain a waiver for world Language credits.	Continued PD for World Language staff. Procuring the most updated text books and resources to incorporate in instruction.
Students lack knowledge of Social Studies content standards and students' comprehension levels are below grade level.	Have students learn Social Studies content standards and learn skills to help comprehend Social Studies grade level textbooks.	Modifications to textbook readings to ensure comprehension and success of learning Social Studies content standards, and develop textbook reading skills for future educational success.

### COLLEGE AND CAREER READINESS

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

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

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

<b>Narrative describing college going culture</b> (using indicators suggested above) WASC Ch.2	<b>What are your targets/ goals?</b>	<b>What shifts will be required to achieve these goals?</b> WASC Ch.5
Students have not experienced success in transition and exposure to the college career experience. We will be working with SFUSD College Readiness team to develop opportunities for incarcerated youth to have access to College and Career classes in partnership with City College.	Student success at the next educational setting, workplace and in the community Students will have the skill set to successfully access college classes while incarcerated and once they are transitioned to CCSF, the workplace and/or community.	Community Engagement Specialist, teacher training, conferences, travel opportunities.

### 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?**

The Court Schools have divided all faculty into an Instructional Leadership Team and a Community Outreach Team. The ILT is focusing on our four Instructional Standard, including defining look for and planning teacher PD. Our Community Team is focusing on outreaching to parents and other stakeholders (eg probation, court) to create awareness among the many members of the student's support team of thier ILP and thier progress toward completing it. There will be monthly faculty professional development sessions to develop teacher knowledge and instructional delivery to improve and enhance the successful student transition back to their home school or alternative school.

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)
2 Day PD sessions in August (Build Mission) Monthly PD on site during common planning. Monthly Themes (Student Transition Criteria) Self-Care for Staff	School Administration District Transition Specialist School Health Programs

**STUDENT-CENTERED LEARNING CLIMATE**

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

**Reflecting on and improving a Student-Centered Learning Climate**

	Analysis of Data	Targets	Strategies & Interventions
<b>Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)</b>	The Court School have a significant percentage of students with disabilities that can fluctuate between 10-70 percent.	We review our student roster daily to determine what students have IEP's/504.	-Team teaching/para support is every class - Hold over due, 30 day, annual, and triennial IEPS for students in custody - BiLingual School psych available for assessments as needed -students have access to SPY (special programs for youth) for all health and mental health services
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	Nearly all students in Court Schools that are identified as SIFE, Foster, undocumented, FYIT	We review our students roster daily to determine what supports our current students need.	-Additional tutoring outside of school hours - assessments and graduation/education plans developed -Review transcripts with all youth -Update records for next school placement
<b>Student Engagement/ Attendance</b>	We focus on improving engagement or design re-engagement for all students. All students attend/receive access to education school daily	100% of students will attend classes and earn credits towards graduation.	Created a satellite classroom to ensure all students have access to school daily
<b>School Culture/Climate</b>	We have an extremely transient student population that needs an orientation to how our school operates.	Our goal id to continue to obtain zero official suspensions.	Students committing serious infractions in the classroom will meet with the teacher, administrator and JJC counselor to resolve the behav... issue.
<b>Social Culture/Climate</b>			
<b>Wellness Policy</b>	All wellness services are provided by SPY	Our partnership with SPY creates communication on the needs of students to ensure all youth receive services that will improve their students outcomes.	We will meet with SPY representative daily to share information.





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

**Family Partnerships: *The child's first and most influential teacher is the family.***  
 Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

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

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

Because our students are incarcerated, parent contact is extremely limited. Teachers will be providing 6 week progress reports to families. Teachers will be phoning home as appropriate, giving commendations and progress reports of the student. Parents will be recruited for School Site Council Membership.

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

We administer a student/parent survey regarding the Culture and Climate of the school.

**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 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.**

Westside Community Services Community Health Programs for Youth Horizons Unlimited Hukleberry Youth Services Health Initiatives for Youth City Clinic/YUTHE UCSF Pediatrics Department San Francisco Suicide Prevention Mission Hiring Hall for City Build, Bridge to Success Bread and Roses Occupational Therapy and Training Program City Youth Now SF Public Library Writers Corps San Francisco LGBTQ Speakers Bureau Garden Program Guest Authors and Artists National Park Service Special Programs for Youth

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

The goal is to have each student be educated, prepared, knowledgeable in the areas of College and Career, Mental and Physical Health, Language Arts and Literature.

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

We will continue to foster and strengthen our current relationships with our community partners through teacher/administrative contacts.

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

Maintain and increase the current number of community based organizations.

## 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 = \$0

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 = \$0

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

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

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

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

Allocation = \$136,686

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

Funds will be used for additional supports for our court school low income students that are beyond the resources/allocations that are provided in our general allocations. The supplemental funds will provide additional funding for: \$10,000.00 for consultant fees (Garden Education Program) .5 FTE School Head Counselor to provide more support in developing of education/academic success plans .35 FTE ELD teacher to provide more support for out ELL students \$8000.00 for professional development conferences 33 days of substitutes for PD, 3 days for each teacher.

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

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

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

Allocation = \$0

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

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 = \$0

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

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 = \$212,720** (31500)

*How do you plan to use these funds?*

Title I, Part D, Resource 30250 Fund a para professional to additional provide additional support at (.75 FTE) to our ELL students and fund a Community Relations Specialist (1.0 FTE) total of \$128,746.00 \$26,000.00 for consultant fees (Garden Education Program) Supplemental materials for students \$3,000.00 for Mileage (ELD Teacher and ELD Para for travel to Log Cabin)

**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 = \$2,149**

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

We plan to provide open houses which can only occur after school hours as parents are not allowed to visit the Juvenile Justice Center during school hours. Teachers will provide academic progress reports to the parents/guardians. Mailing of notices for the open houses will be done, including interpretation needs. Staff will be provided extended hours in order for them to meet with parents/guardians after school hours.

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

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

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

**Impact & Innovation Awards = \$0**

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

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

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

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

*How do you plan to use these funds?*

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

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

**Equity Grant = \$0**

*Identify Sub-group & specific actions*

**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) = \$0**

*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:
.5 FTE School Head Counselor			
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

**Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.**

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## SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other ( <i>list</i> ) <b>SSC members represent the above committees.</b>
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before <b>March 23, 2018</b> .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <b>10/1/2018</b>
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <b>10/1/2018</b>

## School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Chris Lanier	Principal	
Megan Mecurio	Classroom Teacher	
Constance Walker	Classroom Teacher	
Chris Lazzaro	Classroom Teacher	
David Melizia	Classroom Teacher	
Lina Wong	Other School Staff	
Current Student	Student	
Current Student	Student	
Current Student	Student	
Rachel Kinnon	Community Member	
Luis Recinos	Community Member	