



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

<b>School</b>	<b>Yick Wo Elementary School</b>
<b>Principal</b>	Sarah Van Velsor

**SCHOOL VISION & CONTEXT**

Our Mission at Yick Wo is to foster lifelong learning by providing enriching academic, social, emotional, technological, artistic and physical development experiences to every student. We nurture good citizenship by teaching empathy and guiding students to practice the school values to be safe, be kind and be responsible. We value all members of our school community – teachers, staff, students and parents – and invite all to be involved in creating an engaging learning environment. Our magical little Elementary School is nestled in Russian Hill and serves 241 students from the neighborhood and around San Francisco. Our student population is 35% white, 29% Asian, 14% two or more races, 11% Latino, and 1% African American. We have two classes at each grade level and three 4/5 combination classes. 38% of our students are socioeconomically disadvantaged, and 20% are identified as English Language Learners. We have rich language diversity in our student body, with our families speaking 21 different languages at home. Additionally, 16% of our students receive Special Education Services, some of whom are in our two exceptional Autism focused Special Day Classes. Our teachers, parents, staff, students and families continuously work to ensure we are creating the “best little school in the world.” Yick Wo students benefit from our focus on the Arts & Sciences. Each student gets to experience vocal music, instrumental music, education outside, garden, ceramics, visual arts and hands-on science. These directly impact students’ academic success, social-emotional development and the wonderful culture and climate of our entire school. Our ILT and staff are implementing a Comprehensive Approach to Literacy starting with Reader’s Workshop. Specifically, we are focusing on implementing CCSS based mini-lessons, independent reading and sharing about reading. The key strategy that is driving this work is focusing on the students as readers. This will be evident in reading conferences, partner reading, buddy reading, guided reading, and book clubs during Reader’s Workshop, as well as during designated ELD

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):

As we think about our focal students, our English Learners, we continually analyze their comprehensive success and how we can better support them. In our school wide analysis with the Instructional Leadership Team, we see that they are more often reading below or significantly below grade level. On the SBAC, there are a small percentage of ELs that are proficient.

**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
After a full year of implementation of Reader's Workshop we are beginning to see success in students schoolwide. The vast majority of our students are equipped to pick 'just right' books and read for extended periods of time. From this we have seen an increase in F&P scores, RI Scores and confidently anticipate that this will result in improvement of SBAC scores.	*Our goal is to improve from 49% proficient on ELA SBAC to 56% proficient (63/111) *For our socioeconomically disadvantaged students, our goal is to improve from 34.9% proficient (15/43) to 40% proficient (17/42) *For our Latino students, our goal is to move from 20% proficient on SBAC to 26% proficient on SBAC.	To ensure all of our students and our target students achieve mastery we will continue the following instructional practices: *Reader's Workshop-consistent, uninterrupted daily time *Reading conferences to target student strength and need. *Spiral planning with CCSS standards	The instructional shifts required to ensure success are: *a re-introduction of F&P calibration *data analysis of reading measures *shared planning time for Units of Study/spirals

**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>
The RSP, Literacy Specialist and Principal, with guidance from the ILT, analyze schoolwide reading data on a quarterly basis. We analyze Fountas & Pinnell in K-2 and Reading Inventory in 3rd-5th. This guides us to identify our students in need of Tier II academic support.	After analysis of our data we have identifies our SpED students, our Socio-Economically disadvantaged students and our English Learners are more often in need of Tier II reading intervention. -29/117, 25% are not at grade level in reading and 40/114 35% in 3rd-5th= 69/231 Our target is to decrease by 10 students, to only have 25% of students not at grade level.	In order to ensure that our Tier II get the support they need the ILT will analyze the data on a quarterly basis. *Teachers will identify focal students in their classes to target supports.

## 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):**

After analysis of both formative and summative assessment measures at Yick Wo, we have identified English Learners as the group that will benefit from targeted attention. In analysis of Quarterly Math Milestone tasks, as well as the SBAC proficiency scores, it has been a pattern that they are experience less success than their grade level peers.

**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. <span style="color: orange;">WASC Ch.2</span>	<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> <span style="color: orange;">WASC Ch.5</span>
In our school community we experience more success in Math as a result of continued PD over the years as well as careful Math planning from the teachers. This has increased our school wide math scores as well as the success experienced by our socio-economically disadvantaged students, our latino students, and our English Learners.	Our targets in Math are as follows: * Increase SBAC Math proficiency from 60.9% (70/115) to 65% proficient (70/107 students) * For socioeconomically disadvantaged students-increase 48.8% to 55% *for Latino students, increase from 26.7% to 35% proficient.	To ensure we attain these instructional shifts the following instructional practices are required: *Continued math talks * Math classes in 4th and 5th grade. *Quarterly calibration in Math milestone task, and engagement in the ROCI cycle to plan forward from learnings.	The instructional shifts required to achieve these goals at Yick Wo are as follows: •To increase the number of students scoring Met/Exceeds on the Math SBAC we will increase the amount of math talks that happen in classrooms, we will also focus on the 6 mathematical practices in kid friendly language. •To support the 5th graders teachers and support personnel will do targeted math intervention groups to teach/re-teach the required skills.

**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>
After quarterly analysis of our Math Milestone results it is clear that ELs require more support.	*From the 36% of students (10/28) of ELs that scored proficient on the Math SBAC, our performance target is 42% (10/24)	* To ensure that our EL's and those who need additional support reach mastery we will implement: -integrated ELD -Targeted math groups for those who need support

## 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? <span style="color: orange;">WASC Ch.5</span>	<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> <span style="color: orange;">WASC Ch.5</span>
Currently, our students have access to a wide variety of science. All students have access to Education Outside, on a weekly basis, which utilizes the NGSS. Classroom teachers have been piloting Mystery Science. There are a range of levels of implementations. Additionally, the upper grade teachers are utilizing Design Thinking Challenges from Stanford.	Based on observational data, feedback from our Education Outside educator, and report card data trends we need: -increase the amount instructional minutes focused on science -we are also providing our students with more opportunities for blended learning and investigation -we will school wide implementation of the physics units of the Amplify curriculum -we will increase the number of times that each classroom does Design Thinking.	We will engage in many instructional shifts to ensure that all students are getting science and integrated ELD. These instructional shifts are: - review teacher schedules to ensure that Science instructional minutes is increasing from the previous year -teachers will plan in more opportunities for blended learning and investigation on a weekly basis -PD will be provided this year and next on a monthly basis of implementing Amplify 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 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)? WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> WASC Ch.5
As we continue to think about our focal students, our English Learners, we continually analyze their comprehensive success and how we can better support them. In our school wide analysis with the ILT, we see that they are more often reading below or significantly below grade level. On the SBAC, there are a small percentage of ELs that are proficient. Additionally, the ELAC has noted, as have classroom teachers through observations and anecdotal notes, that ELs are less confident speaking in varied settings. They are also less willing to read in different settings-in class, in partners or aloud in the class.	We have 4 main performance goals for our English Learners: *3rd-5th: Increase students scoring proficient on SBAC from 18% (5/28 students) to 23% proficient (5/21 students). Closely correlated RI scores will increase as well. * K-2nd: Move students reading at grade level, as measured by F&P Data, from 14/24 students (56%) to 66% at/above grade level (16/24). * ELs feel more confident speaking in different settings. * ELs more able and willing to read in different settings.	*Consistent Designated ELD times in each classroom. *Reading conferences with ELs to ensure that they are progressing in the reading skills they need to succeed. *Integrated ELD with utilization of Academic Conversation strategies from the multilingual department. * Reading Buddies

### HEALTH EDUCATION CORE CURRICULUM

<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.	<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?	<b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b>
We currently ensure that all students receive access to a social emotional curriculum from their classroom teachers and the school social worker. Our current school wide focus is growth mindset and self-efficacy, as it has been demonstrated in our school culture and climate survey results.	Our goal for next year is to ensure that all students receive access to a social emotional curriculum in their classrooms (kimochi for the lower grades and a variety of curriculums for the upper grades).	To ensure that all students systematically receive the required health lessons there will be PD time at the beginning of the year and periodically throughout the year, where teachers plan a yearlong sequence of social-emotional learning curriculum.

### VISUAL AND PERFORMING ARTS

<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.	<b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
One of the main focal areas at Yick Wo is the Arts. We strive to ensure that each child gets the opportunity to access a wide variety of arts activities-visual, musical, instrumental, drama and more. We believe that our rich Arts program creates students who have a sense of purpose, self and leadership.	To increase the quality of our comprehensive arts program by ensuring that there is a cross-curricular projects and activities threaded through each of the arts.	To ensure that these shifts occur I will have the VAPA and other arts teachers review the yearlong plans for science and social studies to incorporate it into their arts teaching.

### 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.

<b>Narrative describing site's vision for a balanced, comprehensive Physical</b>	<b>What are your targets/ goals? (Elementary, Middle, High)</b>	<b>What shifts will be required to achieve these goals? What resources or support</b>
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<p><b>Education program.</b></p> <p>Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.</p>	<p>Refer to the Physical Education section in the Central Services Supports Guide.</p> <p>How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p>	<p><b>will be required to achieve these goals?</b></p>
<p>All students at our school site will receive comprehensive physical education. We will ensure collaboration between classroom teachers, PE teachers, for thoughtful planning and implementation of high quality PE.</p>	<p>We will continue to ensure that all students get 100 minutes per week to ensure their happiness and health. Students will work towards mastery of the California Physical Education Standards.</p>	<p>In order to achieve these goals we will ensure shared master scheduling with the teachers, PE teacher and administration. Additionally, we will hire an additional support physical education provider to support teachers teaching PE. We will continue to promote physical well being, cooperative play, and the Physical Education Standards during recess time, community building activities and school wide events.</p>

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

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

<p><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</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><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</p>
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**COLLEGE AND CAREER READINESS**

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

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

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

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

To promote college and career readiness, at the beginning of next year we will have each staff member share with the community where they attended college. Then on a consistent basis we will have student council members research a university and share about it at morning circle once a month.

**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?**

Yick Wo site-based professional development is designed by the ILT to support teachers in successfully implementing the Comprehensive Approach to Literacy. During the 2018-19 school year, as it evidenced by need in the student data, we will be focusing on Reader's Workshop. We will be working to move from 'Beginning Implementation' on the CAL rubric to 'EARLY' in Classroom Environment, Interactive Read-Aloud and Reading Workshop. This will be done a number of ways; monthly PD on Reading Workshop, peer partnerships/PLCs that meet monthly, coaching support from the ILT, and observations at other school sites.

<p><b>School-Wide Action Step(s)</b></p>	<p><b>How will you resource this?</b></p>
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	(Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
Teachers and staff will learn the components of Reader's Workshop (Mini-Lesson/Read-IRA,Read-IR,Read-GR/Closing Circle). Teachers and staff will become comfortable with creating targeted high level questions (in IRA, conferring & GR) Teachers and staff will begin to question how they are promoting independence throughout the workshop.	MTSS Resource Staff-Facilitation from the brilliant literacy coaches in Humanities -Prop A hours -Site Funded Sub Release

## 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>	We have two mod/severe SDC classrooms where students have varying levels of severe disabilities.	Our target is to continue the current level of mainstreaming and integration and increase it more into academics.	Ensuring full staffing in our classrooms to create optimal inclusive practices.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>			
<b>Student Engagement/ Attendance</b>	While our chronic absenteeism rate has decreased, it is still an issue. The place where we see the most chronic absences is in our socio-economically disadvantaged population (SES) and our Latino population	Being in school is the factor that matters most to our students success and thus we carefully monitor attendance.	To ensure we are increasing student attendance/engagement we have many strategies in place: - Attendance Assemblies to give positive reinforcement for coming to school. -parent phone calls from principal, letters from the principal - support from the social worker to find ways to increase attendance and get support required to do so
<b>School Culture/Climate</b>	As it pertains to our culture and climate, from the culture/climate survey, students, families and staff feel support for academic learning and knowledge/fairness of discipline. Our highest score is in climate of support for academic learning and sense of belonging from the students. This is consistent with staff survey results.	Our targets are to focus on continuing to increase students feeling of school safety (which is at 56%). Our goal is to increase to 60% Additionally, 27% of parents reported they don't feel supported by the school. Our goal is to increase to 80% feeling supported.	We will reach our targets by continuing to implement consistent school rules and guidance for bullying on the yard. We also will be continuing to improve our communication by setting up more meetings and ways for parents to get information from the school site.
<b>Social Culture/Climate</b>	Our social emotional culture/ climate at Yick Wo is of utmost importance to us. Our data from 2015-16 and 2016-17 shows that students Social Emotional Skills are as follows: Growth Mindset 60% to 63% Self-Efficacy 56% to 54% Self-Management 71% to 71% social Awareness-63% to 63%	Our targets to continue the wonderful school climate we have and improve even more, are as follows: Self-Efficacy -60% from 56% Social Awareness 70% from 63% In terms of culture and climate, we will focus on ensuring that our students feel 1. safe at school all the time 2. a sense of belonging in our community	



			<p>We will ensure we meet our target by continuing to work on a variety of strategies as well as implementing some new ones. First, we have implemented Kimochi and Second Step to ensure that children are learning/increasing their self-efficacy and social awareness. Additionally, the school social worker is doing targeted groups for those students who need extra support. For culture and climate we have a school climate committee that is continue to work on new strategies such as: 1. kindness coins and Panda of the Week awards to promote safety. 2. To promote a strong community we have increased the community events, having events like Friday Panda Spirit Days!</p>
<p><b>Wellness Policy</b></p>	<p>Currently we are a school that does not allow any food on campus that has sugar in the first three ingredients. All of our school wide celebrations provide healthy alternatives. We provide families with information on our wellness policy as well as a list of healthy ways to celebrate birthdays at our school. We actively promote our wellness center and restorative practices to support conflict resolution within our community We also provide resources to families and outreach our oral hygiene and eyesight. Through our Outdoor Education programming and in collaboration with ASP we also offer students with experiences to cook with a variety of healthy ingredients. Students are actively encouraged to play games during recess times.</p>	<p>Families and students who still bring chips and candy to school to eat on the way to school or the way home. Students who don't play games during recess.</p>	<p>We will continue to promote our wellness policy. We will add 1-2 schoolwide events next year promoting a healthy lifestyle: healthy eating, drinking water, getting sleep, and exercising. We will coordinate with our ASP and use any additional funds to promote positive and engaging games and sports during recess and afterschool. We will continue to use our PBIS to reinforce our expectations around healthy choices.</p>

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

### Family Partnerships: *The child's first and most influential teacher is the family.*

Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following [SFUSD Standards](#) to work on.

- 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

Choose at least one of the following focal populations

- 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:**

Our school community has a high level of involvement by a small number of parents. We have consistently 20 parents who help with events, run PTO, volunteer for field trips etc. The vast majority of our involved parents are from the K-2 families. There is also minimal involvement from our non-English speaking families (often less than 15% participation).

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

In order to have a fully inclusive community that is representative of all of our students we have set the following targets: \* Increase the number of participants on the ELAC from 6 to 10 \* Increase PTO meeting participation from 15-20 to 40-50 The strategies will use are as follows: - translators at all meetings, we will ensure success by scheduling these at the beginning of each semester. -assessment of less involved parents to assess why they are not involved as much and how we can engage them more, via conversations, phone calls, e-mails. We will know we are successful if we see more attendance from these parents. -Structure the ELAC meetings in a way that is comfortable and supporting to the English Learner families, including lots of time for questions and translators. -combine the SSC and PTO on a consistent basis.

## 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?**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Academic Support</li><li><input type="checkbox"/> Behavioral Health &amp; Wellness</li><li><input type="checkbox"/> College &amp; Career</li><li><input checked="" type="checkbox"/> Expanded Learning/After-School</li><li><input type="checkbox"/> Physical Activity/Recreation</li><li><input type="checkbox"/> School to CTE</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Restorative Practices, Violence Prevention, etc.</li><li><input checked="" type="checkbox"/> VAPA or Literary Arts</li><li><input type="checkbox"/> Youth Leadership/Youth Development</li><li><input type="checkbox"/> Parent/Family Support or Partnership</li><li><input type="checkbox"/> Other:</li></ul> |
|---|---|

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

We are partnering with GLO organization to increase the type and amount of expanded learning we have.

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

For our GLO organization we are continuing to meet with the organization to bring more activities to students.

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

Continue to meet with them.

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

We will take qualitative data on parent happiness and childrens' engagement.

## 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 = \$2,650

We will utilize our \$2650 in SpED funding to ensure our IEPs have strong goals-with 3 sub days (one for each SpED teacher\$789.14), and the remaining \$1860.86 to supplies to support the autism needs of our various students.

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

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

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

Allocation = \$23,909

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

After careful analysis of our 55 English Learners (21% of our population), and their data trends in academics, especially in reading, we have decided to utilize their money in two ways. We will utilize our SCG-EL resources in two different ways to ensure that we decrease the number of ELs reading below grade level. First, we will spend \$20,790 on 0.2 of a 0.5 FTE on our Reading Intervention teacher who supports ELs with LLI reading intervention. Secondly, we will spend \$3,118 on leveled books, which our ELs desperately in the 2nd year of Reader's Workshop Implementation.

#### 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 = \$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 (TIIG) 07940

Allocation = \$0

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

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

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

## CATEGORIAL EXPENSES

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

Title I = \$0 (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside = \$0

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

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) = \$44,000

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

We plan to utilize funding from our PTO to ensure that students have a comprehensive education that en

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:
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 checked="" 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>Climate Leadership Team, Instructional Leadership Team, Science Leadership Team</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. <ol style="list-style-type: none"> <li>1. One meeting to gather input from the school community including all advisory committees.</li> <li>2. One meeting to present plan upon its completion before <b>March 23, 2018</b>.</li> </ol>
<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>9/4/2018</b>
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <b>9/4/2018</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
Nora Atkinson	Teacher Representative	
Amy Swerdlin	Teacher Representative	
John Klein	Other School Staff	
Ruby Lipscomb	Teacher Representative	
Sarah Van Velsor	Principal	
Masharika Maddison	Parent Representative/Co-chair	
Victoria Meyer	Parent Representative/Co-chair	
Paola Rossaro	Parent Representative	
Saliem Chiu	Parent Representative	
Deepa Sureka	Parent Representative	