



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

School	Yu, Alice Fong (K-8)
Principal	Liana Szeto

SCHOOL VISION & CONTEXT

Alice Fong Yu (AFY) Alternative School is the nation's first Chinese immersion public school. Students at AFY have the unique opportunity to become bilingual and bi-literate in Chinese and English. Our school's mission is to prepare our students to become caring, responsible, and competent global citizens with Chinese bilingual skills and global perspectives. The Cultural Exchange Program (CEP) at AFY is our signature program. Every Spring in March, our 8th graders participate in a once in a lifetime journey to China for two weeks with their classmates, staff, and parents. The students attend school and stay with host families in China with the purpose to not only deepen their Chinese language and culture, but also help bridge the cultural and language gaps between the world's two most powerful nations. With the Cultural Exchange Program as our school's destination, the entire AFY community works together to ensure our students are prepared academically in all areas, and at the same time, possess a strong sense of self, empathy and grit. In addition, we strive to meet the SFUSD graduate profile of Vision 2025 in which all the students are not only prepared academically, but also has the character traits that enable them to enjoy learning, care for the environment, and navigate the ever-changing world. AFY's strength is our community's collective commitment to student success. This is evidenced by not only our student academic record, but also our teachers' dedication to ongoing reflection of teaching practice and professional development. In addition, our parent attendance record in school events and meetings has been consistently over 80%. Our school data shows that our African American students are performing below standards in both ELA and Math. Therefore, our top challenge is to find the most effective ways to support the African American students in meeting the academic standards and their potential. Keeping equity at the center of our work, our focus has been on building relationships and providing equity for our most at risks students. Our work began five years ago with an all day intensive training with Dr. Sharoky Hollie. We completed a series of workshops with the Office of Access and Equity as well as a book study of Courageous Conversations by Glenn Singleton the following years. Last year, we used Zaretta Hammond's book "Culturally Responsive Teaching and the Brain" as a framework, and attended a full day PD with Ms. Hammond. For 2018 -19, we are laser focused on high quality instruction. Based on the charge from Superintendent Matthews that "the classroom is the center of our universe," and that we want to make sure "every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century," we will be focusing on the Instructional Cycle. We will analyze our learning tasks to make sure that the student work are appropriate and meaningful. We will continue with the implementation of Readers and Writers Workshop in ELA, Common Core Math, and the most effective immersion education teaching strategies. In addition, we will begin the implementation of the units using Next Generation Science Standards (NGSS).

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001* as well as for the Local Control Accountability Plan (LCAP).

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the [School Site Council must have parity](#).
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "###_Mid-Year_Summary_2017-18". This folder includes the following reports:

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

NOTES:

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

Focal Groups: 1. African American students 2. English Language Learners 3. Students with Special Needs

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
In review of our school data, RI Results show that 50% of our AA students have shown growth or have maintained their reading level. F/P results show that 43% of our AA and 56% of our EL students are meeting proficiency. 88.4% of our middle school students and 71.7% of our elementary students met standards in the 2017 SBAC. In review of the mid-year data, Upon further investigation, there are a number of factors that we need to consider: 1) research shows that students in an immersion setting will lag in ELA in the beginning years 2) there are discrepancies in the scoring process.	Based on the results, we will continue to focus on the implementation of the Readers and Writers Workshop with the focus on expanding it to the middle school level. We will also focus on the vertical alignment of our ELA writing component with the target of a 5% school wide improvement.	Focal student plan, Differentiation, Academic support (push in and after school support) for ELA and Chinese	Teachers will embed CCSS shifts in alignment with the intended instructional purpose into the collaboratively generated curriculum maps, unit plans, and lesson plans: <ul style="list-style-type: none"> • Identify, gather, analyze and evaluate evidence through thorough reading of complex text(s) • Close reading of complex texts to build knowledge through literary texts and content-rich nonfiction • Engage in high level academic discussion and conversations about evidence from text • Present elaborative and evaluative techniques in writing using evidence from text (Narrative, Informative/Explanatory, Opinion) 4. Teachers will implement SFUSD's Comprehensive Approach to Literacy. <ul style="list-style-type: none"> • Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conference • Interactive Writing, Shared Writing, Independent Writing, Writing Conference, Guided Writing, Word Study Begin ELA instrutional rounds in the spring of 2018 with support from the SFUSD Humanities dept.
			K- 3 teachers will also implement the F/P Phonics, Spelling and Word Study program by January 2019.

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

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
The reading support teacher works with thirty students in grades K- 3 targeting on basic language arts skills such as letter and sound recognition and comprehension. F& P results show that the targeted students made at least a 2-level improvement over the course of the semester. In addition the teacher will support R/W workshop and provide push in during ELA instruction	Our performance goals are to maintain the positive improvement level. Due to the immersion education model, we must allow the students time to absorb and navigate two languages at the same time. We are monitoring the progress to ensure the students are moving in an upward direction.	Interventions include Push in and pull out reading interventions by the reading support teacher. Ongoing check ins and monitoring of student progress by the teachers and care team representative which includes review of the focal student plan.

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):

Only 18% of our AA students (17 tested) met standards The targets is to increase the meeting standards to 50% Analyze the root cause of this low mastery rate Design intervention strategies - focused lessons, address misconceptions, intensive practice.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
Based on the 2017 SBAC data, 75.8 %of our middle school students met or exceed standards which with a 0.87 % decrease from 2016 a slight drop of .51% in the math task scores. Our ES students show similar results.with a 71.7 in 2017 SBAC.	The targets are to maintain the current results with a focus on a 5% increase for the elementary EL students.	Focal student plan, Differentiation, Academic support (push in and after school support) for ELA and Chinese and Math	The targets are to maintain the current results with a focus on a 5% increase for the elementary EL students.

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

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Students showed gradual increase in mastery.	The targets are to increase the mastery by 5%.) Differentiation within the lessons 2) Academic supports before and after school 3) Peer support within the classrooms

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
	The goals are to increase the SBAC results by 5%	

<p>For ES students, science is integrated into the school week. We implement the units of study aligned to the core curriculum guidelines. We will be implementing the required Science units. For MS, all MS students receive 150 minutes (50 min/day) weekly Science instruction. We also provide an outdoor education (garden) program for all ES students. The students attend lessons in the garden for at least twice a month for 45 minutes session. All the lessons are standards based.</p>	<p>For 2018-2019, we plan to implement the first Science unit. We will allocate PD time with the focus on "Science talks." We will need support in translating the materials into Chinese as we teach the Science content in the target language.</p>
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ENGLISH LANGUAGE DEVELOPMENT (ELD): Designated & Integrated

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

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

<p>Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</p> <p>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)?</p> <p><i>WASC Ch.2</i></p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery?</p> <p><i>WASC Ch.5</i></p>
<p>Based on the 2017 SBAC results, of the 53 EL students who took the tests, 49% met standards in ELA and 62% met standards in Math. For the Ever EL students, 79% met standards in ELA and 80% met standards in Math. In an immersion setting, these results are typical. However, the percentage is lower than previous years.</p>	<p>Based on the results, our targets/performance goals are to increase the percentage met to 60% in ELA, and 75% in Math.</p>	<p>We are implementing the 30 minute ELD instruction before school for the targeted students. In the area of Math, we are using Dreambox, an online math program, as an additional intervention for struggling students.</p>

HEALTH EDUCATION CORE CURRICULUM

<p>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data</p> <p>In a narrative, describe what your analysis of the data says about your school.</p>	<p>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</p> <p>What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</p>
<p>Based on the results of the 16-17 SEL data, the student survey indicated that the students feel that bullying needs to be addressed, and making the content relevant is another area of need.</p>	<p>In the area of health education, all students in K-8 receive the state required number of minutes. The ES health advocate facilitates ongoing health events for the school such as Red Ribbon, AIDS education, and Walk/Roll to School. The MS students receive health lessons as part of the PE curriculum. All students in 4th -8th receive ongoing advisory lessons from the support team. This year, we focused our topic on "Bullying." Our goal is to ensure that the program and activities are well coordinated across grade levels.</p>	<p>We plan to maintain and continue the programs in this area.</p>

VISUAL AND PERFORMING ARTS

<p>Narrative describing site's vision for a balanced, comprehensive arts program.</p> <p>Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.</p>	<p>What are your targets/ goals? (Elementary, Middle, High)</p> <p>Refer to the VAPA section in the Central Services Supports Guide</p>	<p>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</p>
	<p>Our goal is to continue and maintain the current level of services and supports.</p>	<p>We have had multiple staff changes in the area of music. This presents a challenge to the quality and growth of the program. Therefore, the support necessary is to ensure consistent and high quality instruction.</p>

We provide a balanced visual and performing arts program for all students. All the K-8 students participate in the District-based arts and music program. In addition, we provide dance, ceramics, and perceptual motor consultancies to all K-5 students.

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
In the area of PE, we implement the required number of minutes throughout the grade levels. The administrator and teachers comply to the monitoring system to ensure that all students have access to the program. According to our Fitnessgram results, 30% of our 5th grade male students did not meet the healthy fitness zone for body composition whereas 18.2% of the female students did not meet the zone. The results improved for the 7th grade students.	Our goals are to 1) increase the fitness results for all students especially the male students, 2) increase awareness in making healthy choices, and 3) increase the awareness in how to maintain "grit."	We have had a few changes in staffing and schedules from central office in the past three years. We need consistency in these areas.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
There is a strong college going culture at our school with over 75% of the students whose parents attended college or beyond. In addition, goal setting, attending higher education, taking courses at City College are topics for our middle school advisories.	Our targets is to maintain and support our students' goals. In addition, we want to ensure that our AA and EL students and families have the necessary information to pursue college and career pathways.	The counselor will provide parent information early in the school year beginning at 6th grade and college field trips and advisory lessons with a college and career focus. In addition, the annual career fair will feature speakers who reflect the diverse population and interests of the students.

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?

We will promote the K-C initiative during Back to School Nights, at the P/T conference weeks, and parent meetings. Units of study on career pathways will be integrated into Social Studies and Language Arts units.

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?

There is an on-site professional development calendar developed and shared by the administrators and staff. The content is an equity focused plan which includes ELA, Math Chinese language arts. There are at least two to three meetings per month with additional grade level team meetings. Prop A hours are used whenever necessary to encourage additional learning time for on and off site opportunities. For 2017-18, we plan to seek assistance from SFUSD Humanities Department to implement a coaching model and site based instructional round. In addition, we plan to pilot a two-day middle school block schedule to allow more flex time for middle school students and teachers.

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)
Determine the focus topics for the year 2) Construct a calendar for the year 3) Design an execution plan	1) Internal and external release time will be structured using resources from the site budget. 2) Prop A hours will be utilized. 3) Support staff members (reading support, librarian, Ed tech, counselor) will be part of the facilitation team.

STUDENT-CENTERED LEARNING CLIMATE

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

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

Consider the following items as they relate to each category:

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

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	There are 20 students with disabilities schoolwide with a wide range of needs. The students are fully included in the general education setting with RSP support. According to the SBAC data, 35 % of the SpEd students met ELA standards and 36% met math standards.	For 2018-19, we strive to increase the number of SpEd students who meet standards by 10%	Review the current IEP goals and objectives and align interventions. Provide intensive targeted support to the identified students. Implement a motivation program to encourage participation in the academic support program.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	We provide lunch groups and clubs for students on a drop in basis.	For 2018 - 19, we plan to begin earlier in the year and increase the number of students served.	Gather data early and recruit beginning in September.
Student Engagement/ Attendance	The data indicates a 1.8% chronic absenteeism		Inform and remind parents about the attendance policy.

School Culture/Climate	The SEL data indicates a drop in all areas of the social emotional areas.	The target is to increase all areas by 10%	Conduct in house student surveys on the social emotional elements and construct advisory lessons at the MS level. Continue with PAX , PBIS strategies, second step lessons. 2) Shadow a student
Social Culture/Climate	The ES student survey data indicates a drop in the social emotional learning areas.	The targets is to increase the percentage by 10%	1)Utilize Student leadership groups to promote student voice
Wellness Policy	The SEL data indicates a need for support in the areas of social emotional wellness	Our goal is to generate 80% attendance for the community meetings.	Coordinate community meetings 2 times a year to address the social-emotional and physical well being of the community. Topics may include: digital literacy and citizenship, health choices, and adolescent development

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

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

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input 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 type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

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

The Parent-School Community culture is generally strong. It is evidenced by the attendance in Back to School Night, Parent-teacher conferences, school events, and Open House. It is noted that the attendance rate of the AA parent community is lower than other groups. For 2018-19, we will make sure all parents sign the activation letters for Synergy so we can communicate more effectively to all parents via Schoolmessenger and mass emails.

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

We will measure our impact by the SEL survey results, attendance records, and the academic progress of targeted students.

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 type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" 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.

1) Animal Therapy (Doggie Tales) by the SPCA 2) Growth and Learning Opportunities (GLO) - onsite daycare program 3) Common Sense Media Resources via the Department of Technology 4) Acrosports 5) LEAP 6) Education Outside - outdoor education program (school garden) 7) Nagata Dance - dance lessons for K-3 students

What are your specific goals or objectives for these partnership?

The goals and objectives for the Animal Therapy are to provide emotional support for students and motivate students to use the target language. The onsite childcare program provides homework support for enrolled students. The CSM resources provide important information to the parent community. The varous performaing arts organization provides enrichment opportunities to students.

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

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

We will measure impact via annual surveys and interim feedback.

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$1,800

We will use these funds to replenish our cool down kits.

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 = \$38,709

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

WE will use these funds to fund a Chinese bilingual paraprofessional. This staff member will provide direct student support in the targeted language.

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 (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 = \$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: 4/5/2018

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

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

Impact & Innovation Awards = \$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 = \$100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

We plan to use the PIF to fund a 1.0 FTE Instructional Technology teacher. The teacher will provide direct service to students in the form of weekly Edtech lessons, tech support to teachers and parents, and manage the hardware and software for the school.

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) =

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:
	0.5		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
0.5 Assistant Principal			

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

- 1) Social worker: provide social emotional lessons and groups to targeted students 2) Assistant Principal: provide guidance and support to teachers and staff and oversee structures and systems for academic support program

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 type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 4/5/2018
<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: 4/5/2018

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

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

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

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

Name	Role	Signature
Liana Szeto	Principal	
Gina Chow	Teacher	
Mei Wong	Teacher	
Lisa Ernst	Teacher	
Karen Lee	Teacher	
Jay Taylor	Classified Staff	
Dennis Yee	Parent, Chairperson	
Colin Higgins	Parent	
Jessica Reeves	Parent	
Lisa Rucks	Parent	
Wendy Dere	Parent	
Kesine Yip	Parent	