



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

School	Independence High School
Principal	Anastasia Klaffer

SCHOOL VISION & CONTEXT

Independence High School is committed to meeting the needs of a diverse group of students, many of whom have been underserved in education. We believe our individualized learning structure and menu of supports create the conditions for students to become self-determined learners who find success in school, career and beyond. The demographics of Independence High School grow and fluctuate through the year as students arrive quarterly and some graduate mid-year. A snapshot in Fall 2018 shows a student body of 187 students, which will rise to 250 by Quarter 3. 40% of our students are Latinx, 21% are White, 10% Black, 7% Multi-racial, 6% Chinese, 5% Filipino and small numbers of Asian-Pacific Islander, Asian Indian, and Middle Eastern students. 21% of students receive Special Education services and only four of our students are English Learners (due to the California Ed Code around ELs and independent study). Approximately 60% of our students qualify for free and reduced lunch. The school is 42% male and 58% female. Independence High School enrolls 9th through 12th Graders. Our students range in age from 13 to 22. As the number of Black families living in San Francisco continues to decrease, so does our enrollment of Black students at Independence, mirroring both the city and district trend. We have seen a rise in Latinx and multi-racial students and a significant rise in students with IEP's. Independence has developed a reputation as school skilled at meeting the needs of students with mental health needs, including school anxiety, depression and school phobia. Because of that, we receive a disproportionate amount of transfer requests from students with disabilities of "Emotional Disturbance" and "Other Health Impairment" and students with 504 Plans for mental health. We also have students transfer to us from local private and parochial schools with similar issues. The Expected School-wide Learning Results are framed as the HAWK Attributes- these are the traits that equip Independence students for success in and out of school. Independence HAWKS are: Hardworking, Advocates for Self and Others, Willing to Take Risks, Kind and Self-Directed. Areas of strength for our school include the perceptions of students and families. According to the 2018 survey of students, 92% of students says they "like this school and would recommend it to others" and 87% feel "happy at this school". 99% of families report that they feel their child is "safe" and "feels like they belong" at Independence High School. Areas of growth for our school include college matriculation, college readiness and chronic absenteeism. Approximately 38% of our seniors go directly from high school to college and most matriculate at City College of San Francisco. Other popular schools include San Francisco State University, College of Marin, College of San Mateo, American River College and Skyline College. According to Fall 2017 City College of San Francisco placement exams, approximately 80% of our students do not meet the requirements for entering a diploma-track English class and 100% of our students go into a remedial math class. Attendance continues to be an area for growth at Independence High School. 57% of our students are considered "chronically absent" based on Fall 2017 data. African American students have a much higher rate of 75% and Latino students, our largest reporting group, have a rate of 67%. Students with special needs are also over-represented in our percentage of chronically absent students, at 73%. Our Instructional Foci for 2018-2019 are Deeper Learning and Trauma-Informed Practices, as means to engage and excite our students while supporting their social and emotional development. We believe that students will show up for school if the experience is relevant and meaningful and that is the purpose of Deeper Learning. Last year we introduced a "new model" designed to meet the needs of our unique student population and support them towards graduation. The new model includes regular sections of Advisory/Humanities for all students, Math, Science and Elective sections as needed and required Learning Lab hours to provide space and structure to complete independent work. We have also embedded Math and Literacy support classes into the week to meet the needs of students working Far Below and Below Basic. We have also introduced a series of electives and clubs based on student interest, including Surfing, Interdisciplinary Math/Art course, Computer Programming, Maker Space, LGBTQ Studies, Film Studies, Outdoor Education and a Student Union. We see more and more Independence students coming to campus to engage with these new opportunities.

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):

According to Fall 2017 data, 46% of African Americans are earning D's or F's in English Language Arts. 75% of our African American students are considered "chronically absent" and they earn an average of 1.44 credits per class per quarter, compared to the average for white students at 2.34. We want our African American students to be earning credit and graduating at the same rate as their peers, prepared for college-level courses at community college or university. Like this year, in 2018-2019, all students will be paired with a teacher advisor. In addition, 9th and 10th grade students will partake in the Wayfinder Advisory program geared towards building student self-efficacy and self-determination. We will institute a cohort model to build shared responsibility around students, ensuring all students have multiple adults looking out for their success. We will also create a specific affinity group for African American students to address their social/emotional and academic needs. This group will meet monthly with an African American school counselor.

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
Reading levels are varied at Independence High School, based on Fall 2017 Reading Inventory data. Many students are reading far below grade, while others are reading at college level. Based on Fall 2017 City College placement test, only 14.5% of CCSF-bound seniors are ready for English 1A.	We want 100% of our graduates to be prepared to enter a college-level English class.	We are developing an ELA class for 9th and 10th Graders that will focus heavily on literacy skills, in order to prepare all students for success in independent study.	Literacy focus in 9th and 10th Grade, including explicit literacy instruction for struggling readers. Launch of interdisciplinary projects to support literacy across the content areas.

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?
Tier Two students receive literacy intervention class and extra time in the Learning Lab.	The goal is to have all students reading at grade level.	Targeted literacy intervention classes. Online learning classes are an option for those for it is appropriate.

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):

64% of our African American students are earning D's or F's in math, according to Fall 2017 grade distribution data. 75% of our African American students are considered "chronically absent" and they earn an average of 1.44 credits per class per quarter, compared to the average for white students at 2.34. We want our African American students to be earning credit and graduating at the same rate as their peers, prepared for college-level courses at community college or university. Like this year, in 2018-2019, all students will be paired with a teacher advisor. In addition, 9th and 10th grade students will partake in the Wayfinder Advisory program geared towards building student self-efficacy and self-determination. We will institute a cohort model to build shared responsibility around students, ensuring all students have multiple adults looking out for their success. We will also create a specific affinity group for African American students to address their social/emotional and academic needs. This group will meet bi-weekly with an African American school counselor.

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
Math proficiency is an area of need at Independence High School. Fall 2017 City College placement results show that 100% of our CCSF-bound seniors are being placed into remedial math classes.	All Independence graduate should be prepared to enter college-level math classes upon matriculation to a community college or university.	Integration of Culturally Responsive pedagogy in the classroom. Access to support labs and tutors. Opportunities to recover credits and accelerate via online learning. Project based learning to engage more learners.	We have already: instituted in-person math classes, math intervention labs and math tutoring in the Learning Lab. Next year, we will pilot interdisciplinary projects in math and science to engage learners.

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?
Tier Two students are assigned Math Lab intervention class to receive extra support as well as time in the Learning Lab with math tutors.	We want Independence students to feel confident as math students, able to engage in the CCSS math practice standards and ready and willing to take on challenges as learners.	9th and 10th Grade students will engage in a project that addresses both math standards and math "learning mindsets" to increase engagement and achievement. 11th and 12th Graders will be able access Geometry and Advanced Algebra through Maker Space and project-based classes.

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
Because we are an alternative school and we are always admitting new students, there is no uniformity to science completion. We offer Biology, Physics, Chemistry as well as Computer programming and Engineering electives. We currently have a high percentage of students failing their science classes due to absenteeism and lack of work completion.	We want to see 100% of our students passing their science classes.	We are looking at a project-based Biology class for 9th and 10th Graders in order to increase engagement, attendance and build solid science skills. In addition we will continue to engage students in science-based electives that have shown strong interest, like Computer Science and Engineering. Online learning platforms will be an option for students for whom it is appropriate.

ENGLISH LANGUAGE DEVELOPMENT (ELD): Designated & Integrated

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is

embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
English Learners make up a small percentage of Independence (only 7 students as of Fall 2017) but they have persistently high levels of chronic absenteeism (6/7 or 85%) and over 55% of identified English Learners are failing math according to Fall 2017 data.	We want to decrease the number of chronically absent English Learners by at least 50%.	EL strategies are embedded in all content areas. Designated ELD is offered to all EL's and staff has been trained on appropriate strategies for supporting language development in the classroom.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
31% of Independence students have passed the Physical Fitness test.	All graduating students complete Health class, either in person or independently through the Google classroom.	Continue to support the HiFY Skills Class and Youth Outreach Worker program in order to strengthen student understanding and advocacy around health issues.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Arts at Independence High School looks like integrated, personal, collaborative connections that promote student voice and are relevant to students and their lives. We currently offer an array of visual arts classes, including Painting, Drawing, Mural Painting, Ceramics, Visual Investigations, Digital Art and interdisciplinary projects.	Our goal is to make meaningful connections and applications to students' live through art and create personal and collaborative expressions for ALL students.	Integration of arts into our interdisciplinary projects. Integration of technology to record digital stories and create multimedia , including podcasting, performing arts, music making, web and video art.

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
All students have access to Physical Education. It is required for 9th and 10th Graders, unless they have opted out. 31% of our students have passed the physical fitness exam.	We want all of our students to be connected to a healthy cardio-vascular activity, in or outside of school.	Expand our "open gym" program to create opportunities for more independent time. Start a running group. Continue offering intermural sports.

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
Based on Fall 2017 data, 25% of our students are getting a D or F in their Social Sciences classes.	We want 100% of our students to be passing Social Sciences.	We looking at ways to continue using interdisciplinary and culturally relevant projects in engage our students in their Social Science studies.

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
According to our 2017 National Clearinghouse Data, 38% of our graduates go directly into college, up from 29% in 2015 and 21% in 2011. Of the college-going 38%, 88% of those go to community college, mainly City College of San Francisco, and 12% go to public and private universities. Fall 2017 City College placement results show that 100% of our CCSF-bound seniors are being placed into remedial math classes. Based on Fall 2017 City College placement test, only 14.5% of CCSF-bound seniors are ready for English 1A.	We would like to see at least 50% of our graduates going onto post-secondary education and we would like 100% of our graduates to graduate with the skills and knowledge needed to enter college-level classes.	We are piloting our College and Career class this term and will expand that next year. We will also expand our Advisory program to get students thinking about post-secondary plans early in their high school career. We are also building a literacy support class into 9th and 10th Grade ELA classes so our struggling readers and writers can be on track by the time they enter 12th Grade.

Elementary Schools

What is your plan for promoting college and career readiness?

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

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

Moving forward, we will continue to examine how to bring Culturally Responsive Teaching and Deeper Learning to the classroom and also embark on a school-wide process of gathering data and instructional improvement.

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)
PD for 2018-2019 Self Study Curriculum and Instruction - Standard implementation (LASW, common rubrics and assessments, vertical alignment) - Define effective instruction o using CRT, Deeper Learning, CSTP - Observe instruction - Design professional development (where do teachers need support based on observations?) - Adjust the work of teacher teams/ inquiry	Site budget is allocating \$15,000 to teacher stipends to increase teacher leadership and support the work of the Instructional Leadership Team. Site budget is allocating \$5,030.00 to travel and conferences, and \$1,500 for substitute salaries to continue teacher professional development in the areas of Culturally Relevant pedagogy, Deeper Learning (including Project-Based Learning).

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.)	25% of students at Independence have IEP's, mainly for mental health issues affecting academic performance. 73% of students with IEP's are considered "chronically absent". This year over 10 students have been referred for initial IEP assessments for school phobia, anxiety, bi-polar, depression and others. (August-February 2017-2018)	Increase attendance and credit acquisition for students experiencing mental health issues.	Partnered w/ RAMS to provide on-site therapy for students We are also exploring online learning platforms to give students options when they are not able to attend school.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Independence has the highest proportion of LGBTQ students in SFUSD, according to Wellness Center data	All of our trans students are chronically absent. Increase attendance and credit acquisition for trans-identified students is a goal of ours.	Foster Youth liaison LGBTQ groups No Borders Club Gender Identity training for staff
Student Engagement/ Attendance	In Fall 2017, 43% of students are earning 30+ credits a semester, meaning 57% of students continue to be "off track" or not proceeding in credit acquisition at the pace they need to graduate on time.	Increase student engagement and presence on campus .	School-wide PBIS Culturally Responsive training for staff De-Escalation training for staff
School Culture/Climate	94% of students report that "school is a supportive and inviting place for students to learn" 87% said "I am happy to be at this school" 88% said "I feel safe at this school"	Continue to be a safe and supportive place for students through our personalized learning structure, advisory classes and small groups.	Advisory program, launch of Wayfinder program 2018-2019 FACE Events
Social Culture/Climate	Only 35% of student said "I can master the hardest topics in my classes" Only 46% said "I feel close to people at this school"	Increase self-determination and self-advocacy skills, \.	Advisory program, launch of Wayfinder program 2018-2019 FACE Events
Wellness Policy	In 2016-2017, 85% of the student population accessed Wellness services, primarily case managem... and general counseling. Wellness demographics mirror the school demographics	Increase attendance for all students.	Support groups Expanded class offerings Therapist on site Monthly Wellness Talks

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 type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other:

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

We are looking to host more events for parents to get connected with the various organizations offering support to students. We have also built out our orientation process, to include more parent participation. All parents sign off on the students' independent study contracts.

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

Culture and Climate surveys, student attendance. Increased family participation in school events and School Site Council meetings.

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 type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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List 1-3 current or potential community partner(s) who are address these needs.

City Surf Project works to engage students of color in water safety, swimming and surfing. ScriptEd brings actual programmers in to teach our students coding. Story for All brings students together to tell their stories, learn from their communities and empower them to be change-agents

What are your specific goals or objectives for these partnership?

Increase the number of students of color who can swim and be safe in the water. We want to expose students to an exciting career path and also build their skill set. This partnership will deepen student skills as reader, writers and advocates for change in their communities.

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

Continue supporting the partnership financially and ramp up participation through. We will build on this program next year, offering an Advanced section. The program will pilot this summer and continue in the Fall with a designated group of students

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

For all programs, we will look at number of students participating, average of credits earned per quarter for involved students.

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 = \$2,400

These funds will be used to purchase supplies for our special education programs, including academic testing supplies, instructional supplies for our executive functioning (organization) class and supplemental instructional materials for students with IEP's.

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 = \$3,795

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

\$3,795 will go towards an online learning platform, with embedded language supports, for English Learners behind on credits to accelerate and graduate on time.

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 = \$28,236

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

\$25,988 will go towards the funding of our Learning Lab Coordinator. The Learning Lab Coordinator is responsible for developing the tutoring and support structure for students who are enrolled in the new model at Independence. Students are able to access supports in order to complete their independent work, including tutors, our librarian and our special education paraprofessional. The Learning Lab also hosts workshops on executive functioning and learning mindsets, geared towards students who need extra support \$2,248 will go towards online learning tools to support students who are credit-deficient and need to catch up

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 = \$28,000

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

\$25,988 will go towards the funding of our Learning Lab Coordinator. The Learning Lab Coordinator is responsible for developing the tutoring and support structure for students who enrolled in the new model at Independence. Students are able to access supports in order to complete their independent work, including tutors, our librarian and our special education paraprofessional. The Learning Lab also hosts workshops on executive functioning and learning mindsets, geared towards students who need extra support. \$2,012 will go towards online learning tools to support students who are credit-deficient and need to catch up.

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 =

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 = (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 =

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 = \$17,868

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

These funds are supporting teachers and leadership to attend Project-Based Learning and Deeper Learning conferences, in order to build professional capacity to lead this work next year.

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

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

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

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

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

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
1		.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1			1
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
Assistant Principal 1	Librarian .4	VAPA .4	Ethnic Studies .2

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.

The Wellness Coordinator runs our Wellness Center, supervising part-time CHOW and interns and coordinating with our RAMS Therapist and other consultants to provide a full continuum of mental health and social-emotional supports. With our .40 VAPA support, we add another .60 from our site budget to support a full-time Art teacher. Our art teacher/VAPA coordinator teaches several classes, collaborates on interdisciplinary projects with other teachers and organizes a yearly Fine Arts Night to showcase student work.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (<i>list</i>) Breakfast with Parents - 1/26/2018
<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"> 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018.
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/14/2018
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 3/14/2018

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
Anastasia Klafter	Principal	Anastasia Klafter
Jennifer Roffle	Counselor- Chair	Jennifer Roffle
Cicily Ennix	Teacher	Cicily Ennix
Joseph Machado	Teacher	Joseph Machado
Adrienne Johnstone	Teacher	Adrienne Johnstone
Linda Sawamoto	Teacher	Linda Sawamoto
Sandra Wong	Parent	
Brook Maturo	Parent	
Tamra Robinson	Parent	
Sean Ng	Student	
Brianna Brignara	Student	
Arianna Niu	Student	