2017-2018 Balanced Score Card:
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Taylor, E.R. Elementary School</th>
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<tr>
<td>Principal</td>
<td>Angienette Estonina</td>
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SCHOOL VISION & CONTEXT

E.R. Taylor is a unique, Pre-K - Grade 5 school located in the southeast section of San Francisco. The mission of E.R. Taylor is to promote collaborative experiences which enhance students’ intellectual, physical, and socio-emotional development, self-discipline, cultural sensitivity, ecology and community service. We pursue these goals so that each student can achieve to his/her fullest potential and be on the road to being “COLLEGE BOUND” and career ready. Our commitment is to the “whole child.” We collaborate with school and community resources to partner with families so that their children can reach their potential. E.R. Taylor has received several coveted awards, such as the National Blue Ribbon School Award, the Title One Academic Achievement Award from the State of California, and the California Distinguished Schools Award due to consistent academic growth. E.R. Taylor has also been named a State Shining Star School for providing Comprehensive Student Support Services. As a faculty, we are working to incorporate the shifts to the Common Core State Standards into our teaching of English Language Arts and Math. We are also working on increasing student academic conversation, reading comprehension and writing abilities. We are incorporating technology, science and the arts in all of our work to provide a balanced educational experience for all of our students. Our key strategies are to collaborate and communicate about best teaching practices, given the vast, changing curricular demands and growing programs that we have at E.R. Taylor (bilingual pathways and Special Education programs). We will also critically analyze the results of our best practices data to creatively assist and support our school community in achieving success for all. We are utilizing strategies from Restorative Practices and Response to Intervention to focus on the whole child and to add to the sense of community which our dedicated teachers aim to establish for all children.
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**Supplemental Reference Documents**
- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budgeting and Central Services Guide
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 2016-2018 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 2016-2017 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).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
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<tbody>
<tr>
<td><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
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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.

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.

**BSC Development Checklist**
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the [2016-18 School Site Folder] found on the “School Balanced Score Card” page by March 24, 2017.

1. **Balanced Score Card/Single Plan for School Achievement**
All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

### 2. School Site Council Roster*, Signatures, Bylaws & Agendas

- **SSC Roster** that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.

- **SSC Signatures** (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

- **SSC Bylaws**

- **SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts** that demonstrate feedback and input in the development of the BSC/SPSA and Budget.

### 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

- All 2017-2018 Title I funds should be accounted for in the BSC

### 4. Title I Parent Involvement Policy

- All Title I schools have an SSC-approved *Parent Involvement Policy (PIP)* and *Home-School Compact* in their upload package
SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfsud.edu/dept/roa/ao/aoa/Default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. "###_Mid-year_Summary_2016-17"
2. "###_EnglishLearnerReport2016-17"
3. "###_Core_SQLI_Reports_for_15-16"

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
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</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
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Contents

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D & F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NC College Data (high school only)** provides college attendance trends for high school graduates

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
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<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
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</table>

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- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
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<td></td>
<td>Student-Centered Learning Climate</td>
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<td></td>
<td>College and Career Readiness</td>
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- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions.
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

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 students.
- Refer to Illuminate to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
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 2016-2018 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 (including Language Pathways)

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?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
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<tbody>
<tr>
<td>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</td>
<td></td>
<td>WASC Ch.5</td>
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</table>

In analyzing the results of Language Arts for all students, we see that on a schoolwide basis, students in grades 3-5 who took the Smarter Balanced Assessment in spring 2016 achieved a proficiency rate of 42.8%, which demonstrates average results for average challenges. On the F & P English for grades K-2 for Fall 2016, students had a proficiency rate of 44.2%, which demonstrated an increase of .7% compared with the previous year’s results. On the F & P Spanish for grades K-2 for Fall 2016, students had a proficiency rate of 20.4%. On the RI for grades 3-5 for Fall 2016, students achieved a proficiency rate of 27.2%; this was an increase of 5.7%, compared with the previous year’s results. On the Writing Task for grades 3-5 for Fall 2016, students achieved a proficiency rate of 23.9%, which was an increase of 4.3% compared with the previous year’s results. 76.78% of E.R. Taylor students are Socio-Economically Disadvantaged. On the SBAC / ELA for 2015-2016, the Socio-Economically Disadvantaged students achieved a proficiency rate of 41.4%, which was a decrease of 2.8% compared with the previous year’s results.
Compared with SFUSD results for the Smarter Balanced Assessment, which was a proficiency rate of 50.5%, E.R. Taylor students in grades 3-5 scored below the district average. The target/performance goal for Spring 2017 is for students in grades 3-5 at E.R. Taylor to achieve a proficiency rate that is at the district average. On the F & P English for grades K-2 for Fall 2016, the proficiency rate for SFUSD was 54.7%; E.R. Taylor students in grades K-2 scored below the district average. The target/performance goal for the F & P in English is for students in grades K-2 at E.R. Taylor to achieve a proficiency rate that is at the district average. On the F & P Spanish for grades K-2 for Fall 2016, SFUSD students achieved a proficiency rate of 44.8%. E.R. Taylor students achieved a proficiency rate that was below the district average. The target/performance goal for the F & P Spanish is for all students in grades K-2 to take this assessment, as only 49 students out of 66 students took this assessment, and for students to improve their current proficiency rate of 20.4%. At the district level, 45.1% of students in grades 3-5 achieved proficiency on the RI. E.R. Taylor students’ proficiency rate was below the district average. The target/performance goal for the RI is for students to increase their proficiency rate. On the Writing Task for grades 3-5, SFUSD students achieved a proficiency rate of 26.0%; E.R. Taylor students performed below the district average. The target/performance goal for E.R. Taylor students on the Writing Task is to perform at the district average. The target/performance goal for Socio-Economically Disadvantaged students on the SBAC / ELA is to improve the proficiency rate.

In order to achieve these goals, the following instructional shifts will be required: -- Implementation of: Small Group Instruction: Guided Reading and Strategy Group Reading Interactive read aloud Academic Conversations: 3 Goals & 8 Talk Moves and Math Talks 3 Read Protocol --Resources and Professional development opportunities -- Grade Level Collaboration focused on data driven decision making, planning and instruction to ensure our English Learners (prioritizing LTELs, Students at risk and Spanish Speaking English Learners) --Utilize the Literacy Specialist through support and collaboration with RSP staff, classroom teachers and paraprofessionals to provide push in and pull out support for focal students --Use a variety of data to drive instruction: Embedded formative assessments (informal assessments in the classroom), writing, language (QIA-Quick Informal Assessment), listening and speaking, and informal F&P/RI assessments District benchmark assessments 2-4 times per year Summative assessments 1 time per year --Utilize Computer Technology teacher to provide support to teachers in Incorporating the use of Chromebooks in classroom instruction so that students are familiar and comfortable with them as a learning tool and also build capacity to use Chromebooks when taking online assessments such as SBAC, IWA, Milestone Tasks... --Incorporate Reading Buddies in collaboration with MLK and also with an upper grade classroom paired with a lower grade classroom to motivate students to read and to promote Literacy; to promote more integration of students, pair bilingual classes with ELD classes for social emotional integration, so students have the opportunity to interact with other students who are from a variety of backgrounds. For Literacy development in Chinese and Spanish, pair upper grade Chinese Bilingual classes with lower grade Chinese Bilingual classes, and pair upper grade Spanish Bilingual classes with lower grade Spanish Bilingual classes -- Move toward whole school consistency, with push-in support and all classes focusing on the same CAL and Designated ELD components --Shift focus from pull-out to push-in support, differentiation of instruction, and inclusive practices.

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**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?

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<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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<tbody>
<tr>
<td>--Language Arts Interventions used to serve students who need additional support to be successful in the core Language program include push-in support for students for guided reading/strategy groups, pull-out services for students with special needs, Leveled Literacy Intervention. Data show that classrooms in which guided reading is used consistently have increased student achievement.</td>
<td>--Targets/performance goals for students who participate in guided reading/strategy groups: they will improve in their reading level as measured by the Fountas and Pinnell for grades K-2 and the Reading Inventory for grades 3-5. --On F&amp;P results for students who are not yet at proficiency, they achieved growth of at least one year and a half when comparing where they are at the mid-year administration of the F&amp;P in 2017 and where they will be in at the mid-year administration of the F &amp; P in 2018. --On Reading Inventory 2018 Window 2 administration, students who were not yet proficient at the 2017 Window 2 administration will have shown a growth of at least a year.</td>
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</tbody>
</table>
The interventions required to ensure that all students reach mastery are: --Support for students to learn how to choose “Just Right” books --For students in Grades K-2, use F & P books to determine skill areas that students need to focus on in order to move to the next level --Have classroom systems of conferring with students on a regular basis to get a sense of progress students are making --Incorporate reading strategies based on guided reading and strategy groups --Literacy Specialist will offer support to and collaborate with classroom teachers to set up classroom leveled libraries, and implement Readers Workshop and Writers Workshop as well as collaborate on guided reading groups that are structured to serve the needs of students based on data. --Literacy Specialist will work directly with students who meet criteria for a period of 6-8 weeks. --Use Reading A to Z and Reading Eggs in the computer lab and at home to support and reinforce the building of reading skills for students.

### Focal Group

For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
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<tbody>
<tr>
<td>The lowest performing racial group at E.R. Taylor as per the School Quality Improvement Index is that consisting of Hispanic/Latino students. On the 2016 SBAC, Hispanic Latino students achieved a 26% proficiency rate in the area of Language Arts. This was a negative change of 1%, compared with the previous year's results. On the F &amp; P English results, Hispanic/Latino students in grades K-2 achieved a proficiency rate of 19.4%, which was a decrease of 7.7% compared with the results from the previous year. On the Writing Task for 2016-2017, Hispanic / Latino students achieved a proficiency rate of 9.0%, which was a decrease of 6.3% compared with results from the previous year. On the School Quality Improvement Index, Hispanic / Latino students were the lowest performing racial / ethnic group. They achieved a proficiency rate of 25%, which was a decrease of 1% compared with their performance in 2015. Their index level was 5 out of 10 for low performing racial/ethnic subgroups, which is considered to be average. On the RI, Hispanic/Latino students achieved a proficiency rate of 13.2%; this was an improvement of 3.2% compared with the previous year's results. Another focal group is the group comprised of Students with Disabilities. On the SQII, this group of students achieved an English Language Arts proficiency level of 3%, resulting in an index level of 1 out of 10, which is Below Average. On the SBAC in 2016 for Language Arts, students with disabilities achieved a proficiency level of 2.8%, which is a drop of 2.6% compared with the previous year's results. A third focal group is African American students. 7.1% of African American students who took the Reading inventory achieved Proficiency, 27.3% of African American students who took the Write Task achieved Proficiency, 22.2% achieved Proficiency on the F &amp; P English, and 9.1% achieved Proficiency on the SBAC English Language Arts.</td>
<td>Based on the analysis of the results for Hispanic/Latino students, the targets/performance goals are as follows: --Improve proficiency rate on the SBAC Language Arts assessment for 3rd through 5th grade students --Improve proficiency rate on F &amp; P assessment for students in grades K-2 --Achieve a proficiency rate that is at or above the district proficiency rate; this year, the SFUSD district proficiency rate in the Writing Task was 14.9% for Hispanic/Latino students and the proficiency rate for Hispanic/Latino students at E.R. Taylor was 9%. -On the School Quality Improvement Index, the target is for Hispanic / Latino students to achieve an index level of 7 for 2017 --On the RI, improve the proficiency rate of students in grades 3-5. Based on the analysis of the results for Students with Disabilities, the targets/performance goals are as follows: --On the SBAC for English Language Arts, improve proficiency rate. For 2016, the proficiency rate was 2.8%. The target for 2017 is to achieve a proficiency rate of 10% for students who have IEPs. --On the RI, improve proficiency rate. On the Window 1 administration of the RI in 2016, the proficiency rate for students with special needs was 3% proficient. On the 2017 Window 1 administration of the RI, the target for students with Special Needs, will be a 10% proficiency rate. Based on the analysis of the results for African American students, the targets/performance goals are as follows: --On the SBAC for English Language Arts, improve proficiency rate. For 2016, the proficiency rate was 9.1%. The target for 2017 is to achieve a proficiency rate of 15% for African American students. --On the RI, improve proficiency rate. On the Window 1 administration of the RI in 2016, the proficiency rate for African American students was 7.1%. The target for 2017 is to achieve a proficiency rate of 15% for African American students.</td>
<td>For Hispanic/Latino students: --Implement Estrellasitas in Kindergarten and 1st grade Spanish Bilingual classrooms; in addition, implement the Estrellasitas program for students who will be in the 2nd Grade Spanish Bilingual program for the 2017-2018 --Consistently implement the Palabras a Su Paso program throughout the Spanish Bilingual program, grades K-5 --Possibly use Soluciones reading program, which is recommended by the SFUSD Multilingual Pathways Department, for Literacy Support for Hispanic/Latino students --Use two bilingual consultants for push-in support for students; have Literacy Specialist provide training to the bilingual consultants in order for them to successfully provide push-in support for Hispanic/Latino students who are struggling with their Literacy skills --Have Spanish Bilingual team meet regularly with representative from Multilingual Pathways Department to look at strategies and techniques that can be incorporated into the classroom to support literacy development for students in the Spanish Bilingual program --For Students with Disabilities: --Consistently use Leveled Literacy Intervention --Implement inclusive practices and differentiated instruction in general education classrooms --Use guided reading/strategy groups --Collaboration between general education and special education teachers to support students For African American students: --Use culturally response teaching strategies; this would include the incorporation of activities and materials that are culturally relevant, the utilization of an interest survey, and providing implicit bias training to staff. --Integrate students in classroom so that they are working with a peer who may provide modeling and support.</td>
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### Mathematics Core Curriculum

**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?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
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<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <strong>WASC Ch.2</strong></td>
<td>Based on the analysis of the results, our targets/performance goals are as follows: -- Achieve a proficiency level statewide that is at or above the district proficiency level in the Math Benchmark -- Improve the proficiency level on the Math Task and achieve proficiency that is at the district average proficiency rate -- Improve proficiency level on the SBAC Math and achieve a proficiency rate that is at least at the district average proficiency rate -- Improve the Academic Growth in Math on the School Quality Improvement Index and increase the index level for growth from a below average index level to an average index level. Improve proficiency rate for Socio-Economically Disadvantaged students on the SBAC/Math.</td>
<td>The instructional shifts that will be required to achieve these goals are as follows: -- Continue to implement the SFUSD Common Core Math Curriculum, which is a district initiative -- In Fall 2017, look at budget to see if there are funds available to continue to have release time for grade levels to engage in Math collaboration and focus on rubrics, math tasks, and math benchmarks; these would ideally take place three times per year, with two-hour collaboration sessions each time. -- Structure math lessons consistently in the following way: 1) Begin with a short launch, where the teacher lays out the problems for the day and sets expectations. 2) This would be followed by students working, preferably in groups or with a partner on the problems. 3) The final portion of the lesson would be a summary, where the students present their work and the teacher helps the students make connections between different ideas and reinforces the core math of the day. -- Use a variety of data to drive instruction: -- Embedded formative assessments on a regular basis (these would be informal assessments done within the classroom so that the teacher can determine the progress students are making and whether or not any skills need to be re-taught. -- Common classroom assessments across each grade level on a regular basis so that there is consistency among classes at the same grade level -- District benchmark assessments 2-4 times per year -- Summative assessments 1 time per year -- Utilize Computer Technology teacher to provide support to teachers in incorporating the use of Chromebooks in classroom instruction so that students are familiar and comfortable with them when taking SBAC assessments.</td>
</tr>
</tbody>
</table>

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**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 RIT Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math intervention strategies that are used to serve students who need additional support to be successful in Math include small group instruction for students who would benefit from direct re-teaching of concepts and skills with which they are struggling. Data show that classrooms in which this structure is implemented support progress for those students in their Math skills.</td>
<td>Target/performance goals for students who participate in small group instruction are that their proficiency level on the SBAC Math Tasks and Math Benchmark will improve.</td>
<td>The interventions required to ensure that all students reach mastery are: -- Incorporation of academic discourse in math lessons, with an emphasis on the explicit teaching of vocabulary. -- Consistently structure small groups within the classrooms for students to receive direct instruction and reteaching of skills and concepts that are challenging for students -- Support from district Math Teacher on Special Assignment to facilitate math collaboration sessions for each grade level so that they have the opportunity to look at student work, use rubrics to assess student learning, and plan how to support students who have not yet reached mastery.</td>
</tr>
</tbody>
</table>

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**Focal Group**: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?
Analysis of results for Mathematics-Focal Group

As per the School Quality Improvement Index for 2015-2016, the lowest performing racial/ethnic subgroup in the area of Math was the group of Hispanic/Latino students. Hispanic/Latino students had a proficiency level of 24%, which was at an index level of 7 out of 10; this was a decrease in proficiency compared with the results from the previous year. In terms of growth on the School Quality Improvement Index for Math, Hispanic/Latino students had an academic growth rate of 10%, reflecting an index of 1 out of 10, which is a below average rating. In the Fall of 2016, 20.9% of Hispanic/Latino students at E.R. Taylor achieved proficiency on the Math Benchmark, which shows an achievement gap between the schoolwide Math proficiency rate (51.1%) and the proficiency rate for Hispanic/Latino students (20.9%). On the 2016 Math Task, 36.6% of Hispanic/Latino students at E.R. Taylor achieved proficiency; this is below the district average proficiency rate for Hispanic/Latino students, which was 42.7%. On the SBAC Math in Spring 2016, 28.4% of Hispanic/Latino students at E.R. Taylor achieved proficiency, compared with the schoolwide proficiency rate of 51.3%. Another focal group is the group of students with disabilities. 20% of students with disabilities achieved proficiency on the Math Benchmark for 2016-2017. 21.2% of students with disabilities achieved proficiency on the Math Task for 2016-2017. 11.1% of students with disabilities achieved proficiency on the SBAC Math in Spring 2017. A third focal group is that of African American students. They achieved a 7.7% proficiency rate on the Math Benchmark administered in 2016-2017, a 40% proficiency rate on the 2015-2016 Math Task (compared with a schoolwide proficiency rate of 51.1%) and a 0% proficiency rate on the SBAC Math administered in spring 2016.

Based on the analysis of the results, our targets/performance goals are as follows: -- Improve the Math proficiency rate for Hispanic/Latino students on the School Quality Improvement Index, and move the index level from 7 (average) to 8 (above average). -- Improve the growth rate for Hispanic/Latino students on the School Quality Improvement Index for Math, increasing the index level of 1 (below average) to 4 (average). -- Improve proficiency rate on Math Benchmark for Hispanic/Latino students. -- On the Math Task, Hispanic/Latino students at E.R. Taylor will achieve a proficiency rate that is at the average district proficiency rate for Hispanic/Latino students. -- On the SBAC Math, Hispanic/Latino students will improve their proficiency rate. For Students with Disabilities, the target/performance goal is to achieve a proficiency rate of 15% on the SBAC Math in Spring 2017. For African American students, the target/performance goal is to improve on their proficiency rate by achieving at least 5% proficiency on the SBAC Math in Spring 2017.

What interventions are required to ensure all students reach mastery? The interventions required to ensure all students reach mastery are as follows: -- Use Math Seeds, Sum Dog, and Illuminations computer programs to offer reinforcement and additional support for students who are struggling with math skills and concepts. -- Use small group direct instruction for Hispanic/Latino students. -- Utilize option of Math assessments in Spanish for Hispanic/Latino students in the Spanish Bilingual program. -- Utilize Spanish Bilingual consultants for push-in support for students who are struggling in Math due to language interference. For students with disabilities, the interventions required to ensure all students reach mastery is to do the following: -- Push-in math support from Resource Specialists and Special Education para-professionals. -- Utilization of Math-related computer programs such as Sum Dog, Khan Academy, and Illuminations to reinforce skills. -- Incorporation of small group direct instruction to re-teach math concepts with which students with disabilities are struggling. -- Inclusive practices that involve having students with disabilities collaborate with typical peers in math groups. For African American students, the interventions required to ensure all students reach mastery is to do the following: -- Incorporate culturally responsive teaching strategies. -- Utilize small group direct teaching to reteach concepts that are challenging. -- Integrate students to work in collaborative groups that are heterogeneous so that students have the opportunity to work with students who could provide modeling for them.

English Language Development (ELD)

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, recently reclassified)

In a narrative, describe what your analysis of the data says about your school.

Based on the analysis of the results, what are your targets/performance goals?

What interventions are required to ensure all students reach mastery?
As per the School Quality Improvement Index, the redesignation rate for English Learners in 2016 was 27% in 2016, achieving an index level of 1, which is below average. On the SBAC English Language Arts administered in spring 2016 to 3rd, 4th and 5th grade students, 30.1% of English Learners achieved proficiency, which was a drop of 2.2% compared with the previous year’s data for English Learners who took the test in 2015. In 2016, students identified as being English Learners for less than 5 years achieved at 28.6% proficiency rate on the CELDT, which was a decrease of 3.3%. Long-term English Learners (students who have been identified as English Learners for 5 years or more) achieved a proficiency rate of 47.5% on the CELDT in 2015-2016, which was a decrease of 5.5% compared with the previous year’s results. The Lau Annual Redesignation rate for 2015-2016 on a schoolwide basis was 9.2%, which was a decrease of 6%. On the RI administered to 3rd, 4th and 5th grade students during the 2016-2017 school year, English Learners achieved a proficiency rate of 11.6%. On the F & P administered to students in Kindergarten, 1st grade, and 2nd grade for the 2016-2017 school year, English Learners achieved a proficiency rate of 67.6%, which is above the schoolwide proficiency rate of 43.8%.

Based on the analysis of the results, our targets/performance goals for English Learners are as follows: --Improve the redesignation rate in order to achieve at least an index level of 4, which is the lower range of an average rating, on the School Quality Improvement Index for 2017. --Achieve a proficiency rate of at least 35% for English Learners on the 2017 administration of the SBAC English Language Arts. --Achieve at least a 30% proficiency rate on the CELDT for students who have been identified as English Learners for less than 5 years when CELDT is administered in 2017. --Achieve at least a 50% proficiency rate for Long-Term English Learners on the 2017 administration of the CELDT. --Increase the Lau Annual Redesignation rate for 2016-2017 to at least 15%. --Increase the proficiency rate for English Learners on the RI to at least 15% for 2017-2018. --On the F & P, English Learners will maintain or improve upon the 2016-2017 proficiency rate of 67.6%.

The interventions required to ensure all students reach mastery are as follows: --Consider looking at the possibility of scheduling ELD so that it consistently takes place throughout the school, across all grade levels at the same time for all students. --Utilize the Literacy Specialist to support the use of Imagine Learning with Newcomer students during ELD time. --Utilize data to determine which English Learners have the greatest need for additional support; provide push-in support from Basic Skills Paraprofessional, Literacy Specialist, and Substitute reading teacher for English Learners with the greatest needs --Incorporate academic discourse in all classrooms, all grade levels, and all subject. --Utilize 8 Talk Moves and 3 Goals consistently on a schoolwide basis. --Use Turn and Talks and Think/Pair/Share activities with students throughout the school day.

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Based on the analysis of the results, the targets/performance goals are as follows for Fall 2017 on the PALS: --Achieve at least 5.3 in the area of Beginning Sound Awareness --Achieve at least 4.6 in Rhyme Awareness --Achieve at least 5.3 in Nursery Rhyme Awareness --Achieve at least 13.7 in Upper-case alphabet knowledge --Achieve at least 11.4 in Letter sounds --Achieve at least 5.2 in Name Writing The Targets / Performance Goals for the 2017 administration of the DRDP in the E.R. Taylor Pre-K program are as follows: --Achieve at least 11.5 in Social and Emotional Development --Achieve at least 23.4 in Language and Literacy Development --Achieve at least 7.3 in English Language Development --Achieve at least 14.3 in Cognition, Including Math and Science</td>
<td>--Utilize instructional assistants in the Pre-Kinder classrooms to focus on small group and individualized instruction in the areas of phonological awareness, alphabetic knowledge, name writing, self-regulation, social and emotional development, language and literacy development, English Language Development, and Cognition --Continue to work with Early Education Instructional Coach on a weekly basis to reflect on practice and focus on strategies to support student success. --Continue to collaborate with the E.R. Taylor Kindergarten team to increase understanding of skills necessary to ensure that students will be Kindergarten-ready --Use more open-ended questioning techniques to foster and facilitate language development</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
Students show progress in developmental areas such as social-emotional, cognition, language, and literacy. Students discover that lifelong learning is ongoing. Children and adults are eternal learners. Students are exposed to the names of colleges and various community workers and careers. Students will participate in regular sessions in the computer lab to access and use computers and will learn the fundamentals of computer science.

Pre-Kindergarten students will be K-Ready as defined by DRDP/PALS and/or F&P reading levels. 6th grade students will be ready-middle school as defined by SBAC, SQIL, IAB/ELA, IAB/Math, and SRI reading levels. Students will be able to use computers and will gain an understanding of how computers and algorithms work, explore potential applications and impact and develop the skills required to creatively use this knowledge to solve real-world problems.

We will integrate technology and incorporate 21st Century learning: communication, collaboration, critical thinking, and creativity. Participate in Pilot Program for Computer Science for All. Computer Technology Teacher will introduce and incorporate the course Computer Science for All in K-5 Computer lab sessions. Teachers in grades K-5 will consistently incorporate the use of Chromebooks as a learning tool into classroom instruction.

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### Elementary Schools

**What is your plan for promoting college and career readiness?**

For the 2017-2018 school year, our Family Liaison will investigate possible relationships with colleges and universities in the Bay Area, where 4th grade students have an opportunity to take a field trip to a college campus in order to explore different college and career pathways. In the spring of the 2015-2016 school year, a muralist worked with our 3rd grade students in creating a mural in a highly visible area of our school campus, outside our school library, that focuses on a wide array of careers. In the spring of the 2016-2017 school year, students in 4th grade involved in creating the mural depicting different career pathways, will provide presentations to students on the different careers represented in the mural. Students viewing the mural will reflect afterwards through writing and classroom discussions on which careers interest them. For Pre-Kindergarten students, K-Readiness visits to Kindergarten Grade Level Collaboration. We will have Junior Achievement Day, during which time volunteers from different companies will come to E.R. Taylor to teach financial literacy through hands-on activities. Computer Technology Teacher will support students and teachers in providing opportunities for students to gain proficiency in computational thinking and computer science to promote college and career readiness.

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### 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)

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

Continue to provide teachers professional growth opportunities to refine their practice through: Collaboration on a weekly basis on early release days: The rotation will be three weeks of grade level collaboration, one week of pathway collaboration (ELD, Cantonese Bilingual, Spanish Bilingual), three weeks of grade level collaboration, and one week of committee collaboration. The rotation will then repeat. The Literacy Specialist will rotate each week to meet with a different grade level team around determined goals. During these meetings teachers will work with grade level team members, literacy specialist, and instructional leaders (PRIN & AP) to plan and align instructional practices in Reading, Writing and ELD. Our equity lens will be to develop and refine our implementation of A Comprehensive Approach to Literacy, including Reader’s and Writer’s Workshop, and how to move our below benchmark students to benchmark. Grade level teams will develop units of study for Designated and Integrated ELD in the reading and Writing workshop model. Sheltered English & SDAIE strategies will be articulated and implemented to address Long term ELL status. Grade Level Teams will also define focal students in ELA and ELD, based on data, and determine Tier 1 supports that can be incorporated into the classroom. Our goal is to increase the percentage of benchmark and reclassified students. Tools -Google drive shared documents and planning resources, that will be found in our E.R. Taylor Shared Folders. Utilization of Reading and Writing Reading Units of Study; we have sufficient materials so that each teacher may have a Reader’s Workshop Units of Study and Writer’s Workshop Units of Study in his/her classroom at each grade level. Resources - Literacy Specialist, Social Workers, Principal, Assistant Principal, Resource Specialist, Librarian, and Computer Teacher will be available to collaborate with Grade Level Teams on a rotational basis. Professional Development: Site Based PD: 1 time per month for 1 hour. Both Tier 1 Committee (PBIS) and IRT Team, along with administration, will plan professional development 1.) School Climate - PBIS school Positive Behavioral Interventions and Supports: Strengthening school wide supports. Refining Classroom and School-wide Tier 1 interventions; begin looking at the implementation of Tier 2 interventions. 2.) Instructional Core (Math/ELA) A Comprehensive Approach to Literacy is a set of literacy practices that address need and interest of children and provide a framework of instructional practices with varying levels of support to develop children’s Literacy skills. It is modeled on the current effective literacy instruction, the importance of oral language, developing operable vocabulary and background knowledge development, the promotion of strong writing skills and motivation to read and write, and the gradual release of responsibility. Our goal is that we have students who enjoy reading, writing and communicating. Reading Workshop, Writing Workshop, Word Work and Interactive Read Alouds. Instructional Strategies that provide for the Gradual Release of Responsibility (I do, we do, you do) Differentiation to address student needs: The use of high leverage Instructional strategies (Guided and/or Strategy Groups) and Individual Conferencing. Involves ROI, a Results-Oriented Cycle of Inquiry: Data → Goals → Planning → Instruction → Assessment → Data 3.) Release time or Math Collaboration, with Support from the Cohort 4 Math Teacher on Special Assignment and Math Leadership Team, to look at rubrics, math tasks, math benchmarks and student work.

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<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
</table>
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 (RTI) 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 schoolwide (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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Data for the 2015-2016 school year show that 5% of Filipino students and 5.19% of Students with Disabilities were suspended, compared with 1.01% of all students. This was an increase in the suspension rate for Students with Disabilities and an increase in the rate for Filipino students, compared with 2014-2015. However, the data indicates a higher rate of suspension for Filipino and Students with Disabilities, compared with the schoolwide rate. 19% of Students with Disabilities were Chronically Absent during the 2015-2016 school year and 23% of African American students were Chronically Absent, compared with the Schoolwide Chronic Absenteeism rate of 8%. This data shows a decrease in Chronic Absenteeism for these groups of students. However, data indicates that there is a higher percentage rate of African American students and Students with Disabilities compared with the schoolwide rate. - 12% of new referrals to Special Education were African American students - 82% of new referrals to Special Education were English Learners - 3% of students school wide were newly referred for special education evaluations</td>
<td>-Continue to decrease the number of suspensions of African American students. -Continue to increase the attendance of African American students. -Continue to increase mainstreaming opportunities for students in the SOAR SDC program. -Decrease percentage of referrals of African American and English Learner students to Special Education</td>
<td>-SDC and RSP Teachers will participate in Grade Level Collaboration. -Teachers will submit weekly goals that reflect accommodations and modifications that will be implemented in classrooms. -Teachers’ weekly goals will reflect instructional strategies and student outcomes that increase student independence in General Education classrooms. -Lesson plans are developed in advance to allow Special Education teams access to add instructional supports for students with IEP’s. -Increase site based PD to address disproportionality through the lens of implicit bias. -Increase site based PD on developing culturally relevant instruction. -Employ differentiation of instruction, inclusive practices, and Tier 1 strategies to support English Learners and African American students before referring to Special Education. -“Book bag” implementation grant -Study hall implementation before or after school</td>
</tr>
</tbody>
</table>

Student Engagement/Attendance | 98-100% daily attendance of our underrepresented populations. In one year, we would like to reduce the chronic absenteeism of at least two African American students by 50%.
Based on 2015-2016 data, 8% of all students were Chronically Absent. 23% of African American students were Chronically Absent, 19% of Students with Disabilities were Chronically Absent, and 8% of Socio-Economically Disadvantaged students were Chronically Absent. This data shows that compared with the school wide Chronic Absenteeism rate, the Chronic Absenteeism rate for Socio-Economically Disadvantaged students is the same and there is a higher Chronic Absenteeism rate for African American students, and Students with Disabilities.

We will seek out support from our community partners to support parents with attendance and absenteeism challenges. We have implemented a schoolwide attendance incentive; for every 10 days that a class has 100% attendance, the class will receive a healthy snack party. We will seek out support from our community partners in supporting attendance rewards and incentive programs. To work toward the prevention of Absenteeism, we will need to work with the school community to aid students and families who have attendance challenges. The monthly documenting and celebrating of the class by teacher and principal of 100% attendance of classroom students. Encourage perfect attendance by placing a "We Are Here!" sign in each classroom. Each day that all students are in attendance, the class will get to color in a letter. When all the letters are completed, the class will have a healthy snack party. We will target perfect attendance monthly; students with perfect attendance for each month will receive a certificate, bracelet, or other item to acknowledge their success in having perfect attendance. Specific summer program recommendations The School Attendance Monitoring Team will meet on a monthly basis to determine which students are at risk of being chronically absent, and which interventions should be implemented to support the student in coming to school.

<table>
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<tr>
<th>School Climate</th>
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Based on data for the 2015-2016 school year, we had a suspension rate of 1.01% schoolwide, of 5% for African American students and of 5.19% for Students with Disabilities. This data shows a decrease in the suspension rate for students with disabilities and an increase in the suspension rate for Filipino students, compared with the 2014-2015 data; however, there is still a higher percentage rate for Filipino students and Students with Disabilities, compared with the schoolwide rate. On the 2016 Culture Climate Survey, 46% of 4th and 5th Grade students had a sense of Self-Efficacy, the belief that you can succeed in achieving an outcome or reaching a goal. This was at an index level of 1, which is a below average index level as per the School Quality Improvement Index.

Our target is to reduce our suspension rate. Our target is to reduce disciplinary office referrals and suspensions by 80%. We need to work on decreasing suspensions of students with Disabilities & of the Filipino population.
In order to improve student engagement and increase student-centered learning, students will use digital tools to collaborate during core content learning (ELA, math, science, social studies) at least twice per month. Effectiveness will be measured by comparing the number of behavior-related office referrals when technology is being used as a learning tool v. when it is not. We have implemented a new Office Discipline Referral system this year. We will continue to implement Positive Behavioral Interventions and Supports on a schoolwide and classroom basis. At the beginning of the 2016-2017 school year, all faculty received a one-hour Second Step training in order to implement in classrooms consistently on a schoolwide basis; in addition, throughout the school year, our School Social Workers have offered to provide support to classroom teachers. We will continue to increase implementation in order for all students to develop a common language and common practices related to self-regulation. Focus on encouraging students to have a Growth Mindset through schoolwide classroom activities and events, such as Global Character Awareness Day, and the recognition of students for displaying monthly character traits (i.e. kindness, perseverance, etc.) Utilize School Worker and Americorps Intern as resources for Second Step support. Norms / expectations of staff for response to discipline communicated and clarified Training for consistent staff responses to difficult behaviors, especially for specific students Ongoing consultation / training by Pupil Services personnel, such as the Safe and Supportive Schools Coach and Behavior Analyst. Use 2.0 FTE Social Workers to begin developing a Wellness Center in Room A. In Fall 2016, staff received training in restorative practices, community circles and peace corners. Staff have also received Professional Development in Positive Classroom Management Strategies. Incorporate the consistent use of restorative practices, community circles, peace corners, and positive classroom management strategies on a schoolwide basis.

Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD’s Family Engagement Standards.

Family Engagement: Your school’s family engagement strengths and challenges (And how you know...)

Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
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</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
</tr>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/race, and social emotional goals (And how you know...)</td>
</tr>
<tr>
<td><strong>Targets</strong></td>
</tr>
<tr>
<td><strong>Strategies &amp; Impact</strong></td>
</tr>
<tr>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
</tbody>
</table>
Family Engagement: Our school continues to draw the same group of parents to parent meetings and school events. We have limited time to devote as much energy as we would like to be able to devote to our various stakeholder groups, including the English Language Advisory Council and the School Site Council. We would like to continue to offer the following: Health and Wellness Night, Family Literacy Night, School Garden Parenting Classes, Nutrition Classes, Book Fair, Chinese Book Fair, I Love My School Fundraiser, Back to School Night, Meetings for Latino Parents, Meetings for African American Families, International Night, Community Schools Approach: We have a sporadic and perfunctory relationship with community groups. We will continue to have a partnership with Edgewood to support the provision of mental health services. We will also continue to recruit interns that can serve the social-emotional needs of our students and families by assisting our social workers with social groups and counseling. We have partnerships with the Americorps Healthy Choices Mentoring for Success program, Martin Luther King Middle School for a mentoring program for 5th grade students, Education Outside, YMCA Urban Services, Fu Yau Project, Hands On Bay Area, Junior Achievement, Playworks, Lick Wilmerding High School Student Volunteers, the SFUSD Portola Library, the Alonzo Lines Ballet, and the Greenhouse Project.

Family Engagement: We would like to double the involvement of parents next year. Work on recruiting Room Parent for each classroom. Room Parents would support Family Liaison in doing outreach to families. Family Liaison will work with PTA to encourage them to support, promote and coordinate fundraising activities and family-oriented events at school. Have one family activity each month. Encourage African American and Latino families to participate in school committees, such as School Site Council and English Language Advisory Committee, so they are not currently represented. Community Schools Approach: We would like to have relationships with community organizations that directly impact the Social Emotional Learning of our students and the meaningful involvement of parents.

Family Engagement: Our Social Workers, Family Liaison, and School Nurse will provide resources to families about parenting workshops available in the community. More strategic scheduling of parent events linking performance/events with meetings. Community Schools Approach: Strategically utilizing our Family Liaison to continue to engage all families, disseminate information, and deepen our efforts to implement a community school approach. We will utilize the incorporation of Social Worker interns and our partnership with Edgewood to provide information to families and staff about crisis response and family case management. Utilize our Family Liaison to do outreach with Cantonese speaking families. Family Liaison should actively work to engage more Latino families and African American families so that their voices are represented on ELAC, School Site Council, and PTA.
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)**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$2,300</th>
</tr>
</thead>
</table>

This money is used to purchase supplies for our students with special needs, including resources to support students with IEP's. Supplies: $2,300

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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$162,948</th>
</tr>
</thead>
</table>

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

To fund the following positions: Literacy Specialist 1.0 FTE $97,177; Instructional Materials $18,426; Other Supplies $916; Instructional Aide 22 FTE $11,817; Bilingual Consultant $18,145; 29FTE Family Liaison $16,467. The Literacy Specialist will support classroom teachers in standards driven lesson planning, side by side support, and model lesson demonstrations. The Literacy Specialist is specialized in differentiated instruction targeting our ELL student population. With the combination of push-in and pull-out class support for students and teachers, the Literacy Specialist will be able to strategically target best teaching practices in service of supporting English Learners. Teacher support and training will be provided to teachers on meeting the needs of underachieving students, including ELA and ELD instruction. Literacy Specialist will support grade level teams in differentiating their aligned standards driven instruction to include ELD standards, as an integrated approach to English Language development in the core English Language Arts blocks of instruction (the focus will be on A Comprehensive Approach to Literacy and the implementation of Reader's and Writer's Workshop). Paraprofessional provides primary language and SDAIE supplemental instruction and support working with English Language Learners to access the core curriculum. The paraprofessional provides academic interventions in the form of guided reading and small group strategy work to support students in meeting benchmarks and reaching academic proficiency in CEDLT. Bilingual Consultant provides primary language and SDAIE supplemental instruction and support working with English Language Learners to access the core curriculum. The Family Liaison will provide outreach to families of English Learners and engage families in the activities of the school community.

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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$0</th>
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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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$45,000</th>
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</table>

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?

To fund the following: Instructional Materials $7,985; Supplies $834; Rental / Lease of Equipment $2,713; Consultants (K2C) $5,000; Instructional Aide 53FTE $28,467. Consultant will support, promote, and plan the "I'm Going to College" partnership with a college or university in the bay area to provide the opportunity to all 4th grade students to participate in a field trip focusing on career pathways and encouraging all students to be College Bound. As a large school, with 700 students from Pre-K to 5th grade, and over 75% of our students being English Learners, as well as over 75% of our students being Socio-Economically Disadvantaged, we require a lot of instructional materials. We are using the Concentration Grant money to purchase materials as well as make copies of materials as resources for staff and instructional support for students. We rent and lease machines that serve our needs in reproducing materials for students and staff. The instructional aide provides academic support for low income students.

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

Targeted Instruction Improvement Grant (TIIBG) 07940

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$91,808</th>
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</table>

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

To fund the following: $8567 Instructional Materials to support our instructional programs; $2 in Supplies to support students; $4,151 Extra Hours ( Classified) to support extra paraprofessional time for training and collaboration; 4569FTE Family Liaison $29,038.35 to provide family engagement; .284FTE Community Relations Specialist $18,049.67 to support student engagement $20,000 contract with Education Outside to provide Garden Instructor! $12,000 Field Trips to provide expeditionary learning opportunities;

<table>
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<tr>
<th>Select the Bryk Essential that most aligns to the use of these funds:</th>
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<tbody>
<tr>
<td>Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
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<tr>
<td>Professional Capacity (LCAP Priorities: Basic)</td>
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<tr>
<td>Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
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<tr>
<td>Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
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Categorical 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 = $176,886 (31500)

How do you plan to use these funds?

To fund: $13,483 Supplies and Instructional Materials—used as funds for supplemental supplies targeted toward English Learners who did not meet AMAO 1 & 2 benchmark and students who are reading below grade level. + 13,653.00 .716 FTE Community Relations Specialist $45,505—school initiative and district priorities of student engagement; $4,088 Substitute Days used to support provide supplemental academic support to enhance learning in the classroom for and for teacher release days for professional development, observation, assessment and planning; + $1,282.00 $849 Extra Hours ( Classified )—used to fund the professional development of paraprofessionals that provide services to students from socio-economically disadvantaged families; + 849.00 $1,611.02 (in supplies above) will be used to fund parent involvement activities for low income students and their families — this includes funding for literacy night instructional materials to provide a workshop evening focused on engaging our socio-economically disadvantaged families; $97,177 to fund 1.0 FTE Computer Technology Teacher— to expand computer science education to all students, grades Kindergarten through 5th grade, which is in line with SFUSD’s Vision 2025, which recognizes that all students must be proficient in Science, Technology, Engineering and Math, including computational thinking and computer science. The Computer Technology Teacher is facilitating E.R. Taylor’s participation in a pilot program that will support students in developing an understanding of how computers and algorithms work, exploring potential applications and impact, and develop the skills required to creatively use this knowledge to solve real-world problems.

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 = $1,611

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.
$1,611.02 will be used to fund parent involvement activities for low income students and their families -this includes funding for literacy night instructional materials to provide a workshop evening focused on engaging our socio-economically disadvantaged families. The Parent Involvement Policy is designed to: TAYLOR ELEMENTARY SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL TITLE I SCHOOL 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Select the Bryk Essential that most aligns to the use of these funds:
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards = $11,038

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

These funds will be used for a retreat to build trust and break down communication barriers, and the costs involved, such as facility use, food, materials, and extended hours for staff members who are not able to access Prop. A hours.

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 = ________________ (as applicable 16-17)

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?

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"

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
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<tbody>
<tr>
<td>1.0</td>
<td>.5</td>
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<th>Wellness Coordinator</th>
<th>CHOW:</th>
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<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
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<tr>
<th>1.0 Asst. Principal</th>
<th>1.0 Librarian</th>
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**Two to three high leverage strategies that will be accomplished:**

Social Worker: We have two full-time Social Workers; 1.0 are centrally funded Social Worker and .1.0 is site funded. Social Workers work with our support staff team to build our our Behavioral RTI tier 1, 2 and 3 approach. Additionally, these positions support the creation of a student-centered learning environment by collaborating with teachers to create tier 2/3 interventions through the SAP team and SST’S and supporting wellness for the school community. Librarian: This position focuses on supporting our school-wide focus on A Comprehensive Approach to Literacy and Designated and Integrated ELD. The librarian collaborates directly with our classroom teachers to support students in finding books to read at their level, to coordinate research projects and to find mentor text for Readers/ Writers Workshop and Designated and Integrated ELD instruction. The librarian also helps teachers integrate technology into their lessons. Assistant Principal: This position focuses on assessment, the Visual and Performing Arts, promoting a positive school culture and climate, and academic engagement. 1.0 School Nurse; this position is .5 centrally funded and .5 site funded; the Nurse helps to support healthy students and families as well as coordinating and collaborating with staff in relation to health-related issues pertaining to students.
SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- 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: 3/23/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 3/23/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Ivy Zhou</td>
<td>Chairperson / Parent</td>
<td></td>
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<tr>
<td>Rui Yan Lin</td>
<td>Vice Chairperson / Parent</td>
<td></td>
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<tr>
<td>Li Hua Cheng</td>
<td>Member / Parent</td>
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<td>Lan Hua Zhou</td>
<td>Member / Parent</td>
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<tr>
<td>Hui Ling Shi</td>
<td>Member / Parent</td>
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<tr>
<td>Sabreen Khalil</td>
<td>Community Member / BACR</td>
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<tr>
<td>Angenette Estonina</td>
<td>Principal</td>
<td></td>
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<tr>
<td>Brian Purcell</td>
<td>Assistant Principal</td>
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<tr>
<td>Michael Ames</td>
<td>Member / Teacher</td>
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<tr>
<td>Renee Boror</td>
<td>Member / Teacher</td>
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<tr>
<td>Connie Kwong</td>
<td>Member / Teacher</td>
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<tr>
<td>Concepcion Padilla</td>
<td>Member / Teacher</td>
<td></td>
</tr>
<tr>
<td>Hope Williams</td>
<td>Other Staff / Family Liaison</td>
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<tr>
<td>Winnie Ha</td>
<td>Alternate / Parent</td>
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<tr>
<td>Jennifer Tan</td>
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<td>Alternate / Teacher</td>
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<td>Elizabeth Lyons</td>
<td>Alternate / Teacher</td>
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<tr>
<td>Yen Dinh</td>
<td>Alternate / Other Staff</td>
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