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

<table>
<thead>
<tr>
<th>School</th>
<th>Key, Francis Scott Elementary School</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Ying Mimi Kasner</td>
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</table>

**SCHOOL VISION & CONTEXT**

-------- Francis Scott Key Elementary School Vision: Provide students a learning experience that is nurturing, compassionate, supportive and challenging. Equip students with appropriate 21st century skills, Growth Mindset and confidence by embracing creativity, communication, collaboration and critical thinking. -------- Francis Scott Key Elementary School Mission: F.S. Key community will work together to set high expectations and strive for excellence through a student-centered approach by fostering a holistic, unified, diverse, collaborative and supportive learning environment. We will actively promote respect, acceptance and diversity among community members, build Healthy Minds and Bodies through learning activities and hands-on experiences. Staff will continue to receive high quality professional development and ensure rigorous curriculum and instruction. Students will develop the ability to be responsible, kind and respectful citizens through the positive values of our society. --------Who We Are: Opened in the 1930s, Francis Scott Key Elementary, a recently renovated Arc Deco building, is located in San Francisco’s Sunset District. Our school provides public education for over 550 students with a culturally diverse student population and staff reflecting the neighborhood demographics. In this vibrant and involved community, we nurture students as a whole child, thriving for emotional, physical and academic growth. Our teachers and staff promote individual strength, academic success, challenging and rigorous curriculum, inclusivity and social skills using a variety of instructional strategies to support all students. With the collaboration of our families and community, our students have access to extended programs in art, science, foreign languages and technology throughout each day in developing skills for the 21st century. ---------Areas of Focus: In the effort of implementing Common Core State Standards (CCSS), our Instructional Leadership Team and staff have identified high-leverage instructional strategies as daily components that complement our comprehensive approach to balanced literacy. Staff received structured professional developments both on site and off site in the area of Reading Workshop and Writing Workshop, CCSS Math and ELD instruction, collaboratively developed reading/writing units, as well as math content planning for the school year. Through peer observation, teachers shared practices and reflected on teaching. FSK’s core value embraces inclusive practices and caring school community. All members of the community are encouraged to advocate and support our students with a strong sense of community and empathy to our differences. FSK has strong focus on building 21st century learning environment for students. STEAM team is actively developing a cohesive and comprehensive STEAM program extending current science, technology (Digital literacy and Computer Science), art and mathematics to include, but not limited to, school-wide Maker Fair, Science Fair and Design-Challenge week. FSK has an active and supportive PTA that promotes opportunities for families to get involved and engages the community with activities and events directly serving the needs and interests of the school. Over the past few years, FSK PTA has sponsored many enrichment programs, supported instructional needs, and provided services to our families and community. With the after school program re-design, FSK ASPL is able to increase enrollment to accommodate 75% of the students. In collaboration with the school administration, ASPL intends to increase extended learning opportunities for students and ensure their continuous positive and rich experience. ---------Areas of Challenges: Needs for continued PD in Reading and Writing Workshops, CCSS Math, NGSS and STEAM, esp. in the area of school-wide common understanding and shared practice across grade levels. Lack of CPT time for curriculum development and planning. Needs for deeper level of understanding and data conversation in addressing the needs of all sub groups to guide instruction properly including support and services for EL and SPED students. Focal students monitoring and data tracking that inform progress. Improvement in students’ attendance and on time arrival. Number of parents’ authentic involvement, esp. EL parents and SPED parents. Needs to redesign and improve school community communication system. Workshops and PDs for parents and staff to support the large demands of social emotional needs and well-being of the community. ---------Key Strategies: Strategies in Schools: -> Leadership, Instructional Guidance & Professional Development. Develop capacity among school community including ILT, SSC, PTA, Student Government and Committee leadership. Continue implementation of instructional strategies using Comprehensive Approach to Literacy, comprehensive Designated and Integrated ELD instruction and CCSS Math, STEAM program with the alignment to NGSS, as well as SEL curriculum. Design and offer professional development opportunities and workshops for staff and parents with the focus on core curriculum, Growth Mindset, and 21st century learning and instruction. Student Centered Learning Climate that maximize learning opportunities for all students, including: Hands-on and/or project-based learning activities. Connecting community events and after school learning to every day instructional core that aligns to school and district vision. Additional resources and supports for identified focal students, EL and SPED students. Actively promoting Growth Mindset and developing readiness skills for college and career -> Parent School Community Ties: Increase family engagement via effective communication with families through class newsletters, PTA bulletin, School announcement, School website and discussion list and digital messaging. Raise level of supports to families by designing relevant community events, connecting with CBOs, offering parent educational workshops and sharing resources. In daily practice, teachers shall follow the expectations: In alignment with California Education Code, the SFUSD Board Policies, the Principal’s Expectations will govern our professional work and conduct at Francis Scott Key to ensure our work to it’s highest standard and a positive learning experience of our students. These expectations also reflect the goals prioritized by the educational mandates of SFUSD. In alignment with district priorities with Access and Equity, we will continue focusing on meeting the academic needs of our underperforming students by ensuring quality teaching and learning in the classrooms as well as cultivating a joyful and safe learning environment for our students. Our key focus in the classrooms will center on 1) Implementation of SFUSD core curriculum in all subjects with fidelity, 2) Data driven differentiated and effective Instruction to best engage all students, and 3) Building school community through engagement of parents and CBOs in school-wide learning activities and events. Our collective focus in these areas will positively impact our students in their journey towards academic excellence and moreover, in their career path to become a responsible global citizen in their community! School community collaboration continues to be the key to the success of our students.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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>
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<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>
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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
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 first 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.sfusd.edu/dpt/roa/aao/DataDisk/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”

#### Mid-Year Summary
(School-wide and sub-group performance in comparison to the district)

#### Strategies in Action
- Instructional Core: ELA, ELD and Math
- Student-Centered Learning Climate

#### 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
- **NSC College Data (high school only)** provides college attendance trends for high school graduates

#### English Learner Report 2016-17
(AMAO Trends and performance school-wide and pathway)

#### Strategies in Action
- Instructional Core: ELD

#### Contents
- 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.

#### CORE SQLI Reports for 15-16
(SQLI Performance, definitions and thresholds)

#### Strategies in Action
- Instructional Core: ELA, ELD and Math
- Student-Centered Learning Climate
- College and Career Readiness

#### Contents
- 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 this 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>
</tr>
</thead>
<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.</td>
<td>The Target and performance goals: • School will continue to increase overall performance level from 71% proficient in ELA summative tests to 75% proficient in SBAC • All students will make 3-5% gain in all ELA assessments at the end of 2017-2018 including SBAC, RI, IDA, F&amp;P • All students will develop stronger writing skills across content areas indicated from IDA and IWA at the end of 2017-2018 In 2017-18, we will focus our efforts analyzing student work using rubrics through grade-level planning moving from awareness level to beginning level. Through Innovation Award, we will re-think and re-design learning environment and learning experience to maximize learning opportunities for all students.</td>
<td>Teachers will continue to use the SFUSD Scope and Sequence to further develop grade level designed Curriculum Maps and Unit Spirals and continue the implementation of the Comprehensive Approach to Literacy. Actions: • Ongoing professional development to deepen the understanding of components of the Comprehensive Approach to Literacy • Focused Data Analysis: F&amp;P, SRI, IWA, IDA, SBAC • Focus on writing across all content areas • Utilize grade level meetings to analyze student work samples and collaboratively plan • Continue to develop robust classroom libraries • Continue to evaluate and refine instructional practice • Provide opportunities for increased grade level collaboration through planning and peer observations • Continue to provide access to online programs, at school and home • Increase the integration of technology • Design instruction to be more student centered • In addition to assessing K-2 students with F&amp;P, we will add 3rd grade students</td>
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WASC Ch.2
Overall positive gain in ELA and Math based on SBAC data comparing 2015-16 to 2016-17 -- ELA: overall 64% → 71% prof. -- Math: overall 68% → 69% prof. -- F&P: meeting benchmarks K - 92%, 1st - 76%, 2nd - 83% Academic Challenges: EL performed significantly lower than school overall SBAC EL vs school overall -- ELA: 25% vs 71% -- Math: 50% vs 69% SBAC SPED vs School overall -- ELA: 17.6% vs 71% -- Math: 17.6% vs 69% F&P: % NOT meeting benchmark are mostly EL students: 23% in K vs 18% school wide -- 32% in 1st grade vs 24% school wide -- 28% in 2nd grade vs 19% school wide SPED students: % NOT meeting benchmark is 87% in second grade EL and SPED students #s at FSK: EL- 152 for CELDT + 41 as initials (pending on assessment) SPED: 60 students with IEP Spring 2017 ELA data showed consistent growth comparing to Fall 2016 data in IDA, F&P and RI. The overall data indicated that FSK performed higher than district average in all subject areas including EL, SPED, and SES subgroups. To be specific: In ELA summative tests: All student groups made positive gain. 63% FSK students scored proficient or higher in ELA comparing to 50% of all elementary schools. The overall data showed that FSK performed higher than district average in all subject areas and subgroups including EL, EDY and SPED. However, both EL and SPED groups scored much lower than school average which indicated significant needs for support. In IDA Benchmark: Comparing Window 1 and Window 2 ELA Writing Task assessment data of all grades. 4th grade students have shown appropriate gain from 26.7% to 50% meets or exceeds standards; 3rd grade students and 5th grade students have shown slight drop in meeting and exceeding standards (18.8% -16.7%, 31.9% -31.5%). EL students: SPED students: SES students: In RI: Percent of students at or above proficient level has shown positive growth in all grade 3, 4 and 5. However, the % of growth of EL students was not as significant as the % of growth of the overall school. Grade 3: 47.6% -69% Grade 4: 50.5% - >63.4% Grade 5: 51.5 -66.3% EL students: 14.3% -> 28.8% SPED students: 11.8% -> 29.4% SES students: 33.3% - 48.2% After reviewing the SFUSD ELA Core Curriculum implementation Rubric, we identified that most teachers at our school are in the following stages of: Collaborative Curriculum Maps aligned to SFUSD ELA - Beginning stage Unit & Lesson Plans aligned to CCSS Instructional Shifts - Beginning stage Analysis of Work - Awareness stage

in IWA: 29.8% 3rd grade students show mastery in IWA 50% of the students are approaching to proficient level 29.2% of the students are at the developing level With daily Writing Workshop instruction, students are developing their writing skills, however, many students still struggle with writing. At this time, we do not have any district data to compare. Further data analysis will be needed to understand the areas of focus for instruction. Find correlation comparing with writing score from IDA to IWA. The target for the school is to improve overall % of students to proficient level by 5%.

Continue to focus on writing workshop in all grades, esp. in primary grades to build a strong foundation for writing. Teachers will analyze student work to guide instruction. Increase writing practices and improve quality of student writing based on writing rubrics.

School will continue the effort to support the EL students. All EL students will move at least one proficient level up at the end of the school year. % of EL parents' participation in ELAC and/or workshops will increase at least 5%.

• Continue to monitor students' learning through student work analysis, data monitoring, SAP/SST intervention • Ensure specific designated ELD instructional time daily • Continue PD and grade-level planning on Designated ELD and Integrated ELD instruction • Re-designate students when meet requirement timely • Provide additional resources to support EL students esp. newcomers and LTEs via technology resources, digital learning, tutoring services, afterschool support, etc.
EL student DATA in ELA: From the Classroom Profile by EL Pathway data, 5th grade students has maintained the same 44.6% performed at or above proficient levels comparing SBAC ELA results of 2015 &2016. However, the % of students performed at the level - not meeting the standard has reduced from 39% to 34%. These students included newcomer students and Long-term ELs. Comparing to the district data, we have 12% less of the students reaching the proficient level. This partially due to the large number of students being reclassified at the beginning of 2015-2016 school year (75.5% long term EL re-designation rate) CELDT 2016: Comparing with district, FSK 5th grade students have shown significant growth from 53.3% to 76.9% perform at or above early advanced level while district 66.6% of 5th grade students performed at or above early advanced level. The overall 2016 CELDT data showed that 41% of the students scored at or above early advanced level and possibly to be re-designated at the end of the school year.

**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?

<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>LTEL students data: 76.9% students are at or above Early Advance level 23.1% of LTEL students will be monitored closely as part of the Focal students SPED students: Made POSITIVE gain in all areas comparing data from Window 1 to Window 2 based on 2016-2017 Performance Summary • RI: 11.8% --&gt; 29.4% • ELA Writing Task: 0% -- 12.5% • F&amp;P: 27.6% -- 43.5% Attendance: from Data Puzzles comparing 2015 to 2016, all students have improved their attendance despite a few SPED students with significant chronic absences. Overall school: 5.3% -- 4% Low performing groups: 10.3% -- 7.7% ELL: 4.9% -- &gt; 1.9% SPED: 14.5% -- 8.5% SES: 8.5% -- &gt; 5.0% We had changed morning intake routine in 2016-2017 and had SST meetings with families chronically tardy in the morning. This has helped the positive change. However, morning tardiness still is a challenge for the school community since it's an early start school. Also, FSK started online attendance in Fall 2016 which improved attendance accuracy. We will continue monitoring the students and messaging the importance of being on time.</td>
<td>As data indicated, our Long-term EL students are making gain comparing with previous years. All LTEL will move at least one level up towards proficiency. Continue to improve SPED students performance to meet their IEP goals Reduce at least 1% of absence and 5% tardy</td>
<td>Teachers will continue to utilize data to identify and support students needing interventions. Actions: • Ongoing professional development and utilization of grade level collaboration to deepen understanding of intervention strategies • Students will be referred to the SAP Team as needed Tutors will be utilized to provide additional support, when available • 4th &amp; 5th graders not meeting proficiency in SBAC and RI will be assessed with F&amp;P • LTELs will be assessed with F&amp;P • Increase Afterschool Program collaboration to provide additional support to students after the regular school day • In collaboration with the ILT, teachers will select 3-4 focal students to guide instruction • Students identified as focal students will re-visited after each assessment window to determine if changes need to be made • Utilize grade level meetings grade level meetings to examine focal student work samples, plan next steps for instruction and discuss progress • Additional support for tutoring or small group support will be needed to provide additional support to the identified students.</td>
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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, 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>
</thead>
<tbody>
<tr>
<td>Based on variety of data, 3-4 students in each class will be identified as focal students including EL students. Close monitoring and intervention strategies will be incorporated in daily instruction. Students data will be monitored to ensure their improvement. SAP &amp; SST team will review students' data every grading period to make the necessary adjustments in order to identify new focal students.</td>
<td>100% of the identified focal students make significant gain on their academic progress Students at &quot;Approaching&quot; benchmark level will reach benchmark level All EL, specifically LTEL will increase at least one CELDT level. At least 10% of LTEL students will be reclassified at the end of school year.</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>
</tr>
</thead>
<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>The target and performance goals: • Increase overall performance level from 69% proficient in Math summative tests to 73% proficient. Continue to increase at least 3-5% of sub groups of students to meet/exceed the standards. Through the development of our STEAM program, we will develop units that will integrate all the subject areas to make it a cohesive program.</td>
<td>Teachers will continue to use the SFUSD Math Core Curriculum Units to support students in developing conceptual understanding, procedural skill and fluency, and providing opportunities to apply their mathematical knowledge as outlined in the CCSS-Math. Actions: • Ongoing professional development to deepen the understanding of content, increase academic conversations • Focused Data Analysis: IDA, SBAC, Unit Tasks (Entry, Apprentice, Expert, Milestone Tasks) • Focus on writing across all content areas • Utilize grade level meetings to analyze student work samples and collaboratively plan • Continue to develop SFUSD Signature Strategies: Math Tasks, Three Read Protocol and Groupwork Feedback • Increase the emphasis on the Standards for Mathematical Practice • Design instruction to be more student-centered • Continue to provide access to online programs, at school and home • Increase opportunities for integrated learning by developing our school’s S.T.E.A.M. program (e.g. Maker Fare, Science Fair, Design Day)</td>
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</table>
**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?

<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>
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<tbody>
<tr>
<td>Our Tier two students will continue be the sub groups of students, specifically the LTEL and SPED students. Please see data above. We have received 7 newcomer students this year. There is no data for them at this time.</td>
<td>Continue to increase at least 3-5% of sub groups of students to meet/exceed the standards</td>
<td>Teachers will continue to utilize data to identify and support students needing interventions. Actions: • Ongoing professional development and utilization of grade level collaboration to deepen understanding of scaffolds, accommodations and intervention strategies • Students will be referred to the SAP Team as needed • Tutors will be utilized to provide additional support, when available • Increase Afterschool Program collaboration to provide additional support to students after the regular school day • Additional support for tutoring or small group support will be needed to provide additional support to the identified students.</td>
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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?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-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>
</thead>
<tbody>
<tr>
<td>Based on variety of data, 3-4 students in each class will be identified as focal students including EL students. Close monitoring and intervention strategies will be incorporated in daily instruction. Students data will be monitored to ensure their improvement. SAP &amp; SST team will review students’ data every grading period to make the necessary adjustments in order to identify new focal students.</td>
<td>100% of the identified focal students make significant gain on the their academic progress</td>
<td>Actions: • Ongoing professional development around accommodations, modifications, scaffolding and interventions • Ongoing professional development around Designated and Integrated ELD • SAP Team will continue to support teachers in monitoring and supporting ELL students, particularly focusing on LTELs • SPED team will continue to work closely with General Education teachers in monitoring and supporting support students receiving SPED services • Teachers will continue to enhance SFUSD Math Core Curriculum Units using the CA ELD Standards and the CCSS-Math as a guide in improving instruction • Increase Afterschool Program collaboration to provide additional support to EL students, particularly LTELs</td>
</tr>
</tbody>
</table>

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**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)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</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>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td>Through school-wide PD and support for focal students, we will increase at least 5% of EL students to meet the benchmark on SBAC; and increase 10% of EL students meeting CELDT growth target to 66% or equivalent on new assessment. Increase the number of students for reclassification Meet AMO goal</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

2016-2017 SBAC Data showed that our EL students have made positive gain in both ELA and Math, however, the % students met proficient level is significantly lower than school overall data. ELA: increased from 30% to 39% Math: increased from 46% to 54% F&P data indicated that 23% in K, 34% in 1st grade and 28% in 2nd grade did not meet benchmark. FSK SAP team, ILT and ELD coordinator consistently analyzing EL students’ performance including CELDT, F&P, SRI, SBAC and teachers’ feedbacks. Reclassification is recommended as soon as students meet all criterias.
All content is taught by teachers with the appropriate EL certification based on State requirements. Teachers will support English Learners in interacting in meaningful ways, learning about how English works and using foundational literacy skills as outlined in the CA ELD Standards. Actions: •Students who are identified as EL students will receive 30 minutes of Designated ELD •At each grade, the Designated ELD instructional block will be structured in a way that best supports the number of EL students for that grade. •Teachers will support EL students throughout the day using Integrated ELD, using the CA ELD Standards in conjunction with the standards in other content areas. •Teachers will utilize District resources to support the needs of students at each ELD proficiency level, including Imagine Learning (Newcomers & LTEs) and Grammar Gallery •Ongoing professional development to deepen the understanding of supporting EL students in both Designated and Integrated ELD. •Utilize the Elementary Advisor to support monitoring EL progress, particularly LTEs, and to provide additional EL family support •Regularly engage EL families through ELAC meetings, parent workshops and parent meetings. Focused Data Analysis and Progress Monitoring: CELDT, F&P, SRI, IDA, SBAC •Tutors will be utilized to provide additional support, when available •Increase Afterschool Program collaboration to provide additional support to students after the regular school day •Continue to provide access to online programs, at school and home

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></td>
<td>WASC Ch.5</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>We are preparing our students to be college and career ready by supporting them in developing 21st Century skills, Growth Mindset and identity by embracing creativity, communication, collaboration and critical thinking skills. Administration works closely with school staff and community to design activities and events that are relevant and appropriate in supporting the development of these skills. These include student-centered and hands-on learning experiences, rigorous curriculum, school-wide design challenges, outdoor learning, collaborative team work, computer science courses and field trips.</td>
<td>All students have multiple opportunities to participate in learning and activities that promote career and college going culture.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
We are preparing our students to be college and career ready by supporting them in developing 21st Century skills, Growth Mindset and identity by embracing creativity, communication, collaboration and critical thinking skills. Actions: • Increase emphasis on the Practices Standards outlined in the CCSS-ELA (Student Capacities), CCSS-Math & NGSS. • Foster a Growth Mindset. • Continue participation in District supported initiatives: NGSS Curriculum Pilot and Computer Science Pilot. • Develop a comprehensive S.T.E.A.M. program. • Continue to support enrichment opportunities: Science Sacks, Art in Action, field trips, community partnerships. • Continue school community events: International Night, Passport Day, Science Fair, Maker Faire, Design Challenge Days, Family Art/Fun Day, Variety Show, Field Day Math Night, Science Night.

Elementary Schools

What is your plan for promoting college and career readiness?

• Embed in everyday learning the knowledge, skills, and experience to navigate the "real world" and solve problems that arise in everyday life and in the workplace. • Promote and expose students to a spectrum of industries and sectors and have experience working and implementing their learning in a variety of real-world settings through field trips, community events and extended learning such as Science Night, Maker Faire, Art-In-Action, Science Sacks, coding, technology literacy, Computer Science course, Design Challenge Day, etc. • Create and develop opportunities for students to learn and practice skills in communication, creativity, collaboration and critical thinking in a variety of formats through writing, speaking and multimedia—and be able to express themselves digitally, artistically, musically, or with their hands. • Engage community in Global, Local and Digital Identity through navigating and engaging in a 21st century global society that is more inclusive and interconnected. • Provide students extended learning opportunities in multiculturalism both during school day and in the after school program including offering language programs and International Passport Day activities. • Promote and secure leadership opportunities among staff, students and community via ILT, committee work, student government, community event leadership roles and play active parts in collaborative work, inclusive practice, problem solving and decision making. • Continue to offer Growth Mindset training to parents and staff via parent meetings, PDs, IEP and SST. Continue to promote and embrace empathy and inclusiveness in FSK school community.

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?

Based on data analysis and staff survey, FSK has identified areas of needs for further professional development. In 2017-2018, working with ILT, Principal Kasner developed a year-long PD calendar including monthly PD and weekly Grade-Level planning meeting for all grades. The contents of the PDs were selected based on staff needs and principal’s as well as district’s expectations of key curriculum implementations. Our site based PD will continue to focus on CCSS ELA and Math curriculum development and instruction, with the emphasis on Comprehensive Approach to Literacy using Reading and Writing Workshop models. With the support of FSK PTA, school has furnished the teachers with necessary teaching guides, students notebooks and instructional materials to support daily instruction. --- We have applied and granted the Innovation Award for 2017-2018. Through the process of Design Thinking, we would like to design and develop a cohesive STEAM program. We will create a serious professional development opportunities for teachers to redesign and rethink students’ learning environment and learning experience, as well as project-based learning units incorporating Science, Technology, Engineer, Art and Mathematics. --- Regular trainings are scheduled throughout the year both during monthly PD time and grade-level planning time to further refine lesson units and instructional strategies. All teachers received training on the workshops. In addition, ELA and Math teacher leaders continue to collaborate with administrators on PD contents, as well as on curriculum mapping and lesson development. --- School will continue implementing the school-wide behavior management system, Key-To-Success, and improving tier 1 level of support in class, SAP team will lead PDs on best classroom management strategies, referral and intervention strategies. --- Staff has identified the areas of needs for PD and instructional support. Our PD calendar will be modified throughout the year to accommodate any upcoming needs. --- The key PD focus for 2017-2018 will be on Integrated ELD instruction, analysis of student work, esp. of the focal students to develop data-driven instruction and writing across content areas. Each Month, the agenda for Faculty Meeting, grade-level planning and PD will be carefully designed to ensure the effective use of time.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
<th>Prop</th>
</tr>
</thead>
</table>
We will continue to work closely with our different leadership teams to define, plan and implement school-wide actions and learning throughout the year. Actions: •School wide focus on using data to inform instruction and improving writing across content areas •The Instruction Leadership Team meets closely with site administration to develop the year-long PD calendar that includes monthly staff meetings, PDs, and weekly grade level planning meetings. •The Math Teacher Leaders, ELA Teacher Leaders and SPED Team provide guidance for school wide and grade level professional learning •Continue to provide structured time to further develop grade level ELA Curriculum Maps and Unit Spirals, collaboratively plan for Math Core Curriculum Units and conduct peer observations •Continue to go deeper with Reading Workshop, Writing Workshop, Word Study, Designated ELD, Integrated ELD, math content development, •Begin to develop a shared understanding of the components of the NGSS and the instructional implications •Continue to utilize Google Drive to share related documents with all school staff •Continue to gather information from all stakeholders through meetings and surveys •Continue to improve social-emotional learning through learning and calibration around Inclusive Practices, PBIS, BRTI and school wide behavior management systems •Widen learning opportunities to include paraprofessionals, support staff, volunteer tutors, after-school staff and families.

Site budget were allocated to support the needs for staff development and curriculum support, as well as technology improvement for learning and instruction as indicated in our technology plan. Extended Services fund will be used for teacher PD extended hours, leadership stipends, leadership capacity building, peer observation release coverage, assessments, parent workshops and community engagement. WSF: $40,858 SCG-EL: $15,322 Fund for Technology/educational digital devices will allow school to do equipment maintenance and upgrades and support students’ 21st century learning and digital literacy skills and increase access to educational and online resources for EL, SPED and Focal students, as well as for all students to access the technology integrated learning. WSF: $69,800

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>FSK embraces inclusive practice consistently across the grades. SPED team works closely with Gen Ed teachers. With the implementations of adapted and/or modified lessons, support including para support, RTI strategies, and SWD, all SPED students demonstrated positive growth in all academic areas and social/emotional development</td>
<td>Continue the collaboration of SPED and GEN Ed teachers to ensure the students achieving their IEP goals and meeting their needs.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>Morning tardy has been a significant problem at school Chronic Absenteeism has reflected that the Hispanic and White population have the highest absentees</td>
<td>reduce % of absentees significantly improve on-time arrivals</td>
</tr>
</tbody>
</table>
Our school works as team to support students to be at school and on time. Actions: •Continue to conduct Attendance focused SST Meetings •Continue to support families with excessive absences/tardies through counseling and the use of attendance contracts •Continue to connect with District resources to support school efforts

### School Climate

| 101 students referred to SAP for academic and social-emotional support | Reduce number of students who need intensive Social-emotional support Reduce number of conflicts and aggressive behaviors |

We employ a variety of strategies to provide a healthy school climate and decrease discipline issues. Actions: •Schoolwide focus on Growth Mindset SAP and ILT continue to monitor and provide support a positive school climate •Utilize school wide incentives: classroom token jars, Keys to Success •Provide social emotional intervention through the use of social skill groups, when possible •Behavior RTI: PBIS, Restorative Practices, Second Step, Schoolwide expectations •Student Leadership Opportunities: Student Council, School Monitors, student committees •Schoolwide activities: Passport Day, Sports Day, Design Day, Science Fair, Maker Faire, Family Art/Fun Day, Variety Show

### 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.

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase parents involvement of EL community. To develop strong connection of homeroom parents to PTA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
</tbody>
</table>

FSK appreciates and embraces the involvement of parents, community partners and after school program providers. School principal and teachers collaborate with PTA and SSC to design activities and programs that support the needs of FSK students and community. Community event calendar and meeting calendar reflect the collaboration and alignment of the school BSC strategies. To continue building a strong community and partnership, we will continue to evaluate our practices and the rate of authentic involvement of all parents.

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FSK appreciates and embraces the involvement of parents, community partners and after school program providers. School principal and teachers collaborate with PTA and SSC to design activities and programs that support the needs of FSK students and community. Community event calendar and meeting calendar reflect the collaboration and alignment of the school BSC strategies. To continue building a strong community and partnership, we will continue to evaluate our practices and the rate of authentic involvement of all parents.
## 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 = $4,400

Fund will be used to purchases digital devices that meet the needs of Special Ed students and provide additional access to CCSS. Portion of the allocation will also fund specific instructional materials that SPED teachers need for modified instruction and instructional support. Special Ed teachers will join Gen Ed teachers to attend professional development opportunities throughout the year in the areas of CCSS implementation, technology integration, assessments, collaboration, team planning and lesson development specifically for SPED students.

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

### Supplemental Concentration Grant-English Learner (SCG-EL) 07091 Allocation = $64,250

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

The fund will be used in the following areas: To fund .20 FTE technology teacher and .249 FTE Parent Liaison/Elementary Advisor to provide access and instruction on technology literacy, to connect and support EL families - $35,317.00 • To purchase a variety of instructional materials that will increase students’ performance in CCSS, to allow differentia instruction, to make instruction more accessible to EL students - $5,000.00 • To purchase needed educational software and digital devices that will supplement and enhance instruction such as MyOn, Mathletics, Mathseeds, etc. for online access to books, math academic language development/practices with visual supports, iPad/ChromeBook for small group instruction and practice, etc. FSK will continue to evaluate and update software and hardware that supports differentiated levels of instruction so that learning is accessible to all. Building EL students’ confidence in the use of technology tools will allow students to showcase their learning as well as demonstrate their mastery of learning content. - $2,000.00 • To pay for supplies and food for parent events, workshops and guest speakers on community building, parenting skills, parent education topics, STEAM curriculum implementation and Growth Mindset $800.00 • To offer EL students additional opportunities to develop, practice and improve not only their technical skills through the use of ed programs and equipment, but also language skills across the CCSS curriculum. -$8,933.00 • To accelerate EL students learning and/or support targeted intervention, esp. the long-term ELs, fund will be allocated towards supplemental instructional resources & technology with the focus on Reading and Writing workshops and ELD instruction - Parent workshops and community events will encourage EL parents’ authentic involvement and empower EL parents with knowledge of their children’s education, while embracing cultural differences and risk taking. - 2,200.00 • To continue provide professional development opportunities for teachers and support staff on Designated and Integrated ELD, model and observe ELD instructions, conduct needs assessments, collaborate with colleagues, as well as EL parents. - $12,000.00

### 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 =

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

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

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

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

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

### Targeted Instruction Improvement Grant (TIIBG) 07940 Allocation =

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)
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)
### 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** = $	ext{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** = **$2,500**

**How do you plan to use these funds?**

We have only received seed fund at this time. If we get the fund that the team pitched for, we would like to utilize the Innovation Award Grant to provide an opportunity for our STEAM Team to think deeply about the interaction between instructional practices and the physical environment so that we can redesign teaching and learning to increase access for all of students. Through this process, we would like to design learning environments that increase opportunities for collaboration, meaningful peer to peer communication, students designed projects and presentations through flexible grouping, innovative use of space and materials. This will also enhance individualized learning opportunities and support from teachers tailored to EL and SPED students. We plan to strategically provide opportunities for our entire school community, including parents, to engage in learning about our redesign of teaching and learning and provide opportunities to provide feedback so that all of our stakeholders have a voice in this process.

**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)** = **(as applicable)**

**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>
</tr>
</thead>
<tbody>
<tr>
<td>.5FTE</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
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<th>1.0 FTE Assistant Principal</th>
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Two to three high leverage strategies that will be accomplished:

SW: Work with SAP team to review and design intervention strategies to support teachers and students. Use RtI frame work and RP to conduct class meetings and small group counseling sessions. Conduct check-in with individual students and communicate with families on SEL resources. AP: working with principal to oversee day to day operation, support curriculum implementation and instruction, provide PD to staff and parents, and ensure students' access to learning.
**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: 9/21/2017
- 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: 9/21/2017
### School Site Council Roster and BSC/SPSA 2017-2018 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”).

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tr>
<td>Liza Bonpin</td>
<td>Parent, SSC Chair</td>
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<td>Scott Cuper</td>
<td>Paraprofessional, member</td>
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<td>Ying Mimi Kasner</td>
<td>Principal, member</td>
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<tr>
<td>Karen Leong</td>
<td>Teacher, member</td>
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<td>Amos Lim</td>
<td>Parent, member</td>
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<tr>
<td>Charissa Ling</td>
<td>Teacher, member</td>
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<tr>
<td>Nora Miller</td>
<td>Parent, SSC Secretary</td>
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<td>Marissa Lai</td>
<td>Teacher, member</td>
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<td>Long Tran</td>
<td>Parent, member</td>
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<td>Melissa Washington</td>
<td>Parent, member</td>
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<td>Jason Dare</td>
<td>Parent, Alternate member</td>
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<td>Renee Mahan</td>
<td>Parent, Alternate member</td>
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<tr>
<td>Rosalind Ng</td>
<td>Community member, Alternate member</td>
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