2016-2018 Balanced Score Card:  
A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Lau, Gordon J. Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Dennis Chew</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

Gordon J. Lau Elementary School, located in the heart of Chinatown, is one of the largest public elementary schools in the city. The school boasts a rich history of serving underprivileged children, granting students access and equity in education, and, in turn, equipping them with 21st Century skills. Our school vision embraces this history: We believe that all children can learn, and the primary goal of our school is to provide children with skills to enable them to fulfill their potential as individuals and as responsible, successful, and contributing members of a global society. The school was renamed in 1998 after Gordon J. Lau, a prominent civic leader in San Francisco and champion of the underrepresented. This name change inspired the school to continue in its longstanding tradition of advocacy and service in the Chinatown community, affording new immigrants, ELs, and all populations the necessary educational opportunities and resources to succeed in society. Of our 680 students, approximately 65.4% is ELL and 100% receiving free or reduced lunch. Many have both parents working long hours with little opportunity to travel outside the neighborhood. It is through school adventures that the children have many of their experiences. We consider it a joy and privilege to help bridge these “firsts” for them. In addition to attending the needs of our ELL and EDY students, we engage our 2.6% identified GATE and 6% students receiving Special Services populations with differentiated instruction. Lau ES is a fixture of the Chinatown community and is often used as a meeting site for various community events. The pulse of our heartbeat is strengthened by many neighborhood partnerships. Students receive additional support through the Chinatown YMCA, which includes a site-based after-school program that reinforces the use of our computer lab and other recreational activities. The neighborhood, as a whole, is accountable for the well being of our students. Our newly remodeled school site includes a state-of-the-art computer lab with software to enhance the technology aspect of our students’ educational experience. In addition, we have an on-site literacy coach to guide and support teachers with the Reading and Writing Workshop models in all classes. Our 50+ staff members are keenly in tune with the specific students we serve and have strong roots in the community, from growing up in Chinatown to personally or having related family members attend Lau ES as children. Qualifications of our staff range from bilingual credentials, to Master’s degrees, to being Nationally Board certified in order to deliver rigorous curriculum in both the Chinese Bilingual and General Education tracks offered at Lau ES. All these factors contribute to our steady growth as evidenced by our CELDT and CST gains, and a 20-point jump in our 2012-2013 API score. In addition to receiving the California Title One Achievement Award, CA Distinguished School Award, CA Business for Education Excellence, and School Quality Improvement Index Award in years past, Lau ES is honored to receive the 2016 Gold Ribbon Award for our signature practices in ELL strategies employed throughout the day and our use of technology programs, as well as the Exemplary Arts Award and PE & Nutrition Award.

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

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

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 Budget 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.

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 2015-2016 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).

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 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>
</tr>
</thead>
<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>
</table>

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 25, 2016.
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 2016 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
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are 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

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.
### 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/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
</table>
| Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate | 2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task |
| CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance) | • Instructional Core: ELD | Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels |
| SQII 2014-15 (SQII Performance, definitions, thresholds and targets) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate  
• College and Career Readiness | Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets |
| Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas) | • Instructional Core: ELA, Math, Other Subject Areas  
• College and Career Readiness | Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average |
| College Readiness School Profile** (Performance on college readiness indicators) | • College and Career Readiness | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores |

**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 Focal Report List** to link to student level data.
- *In addition your data disk contains other assessment reports such as F&P.
- **Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results.
- 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>
</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. <a href="#">WASC Ch.2</a></td>
<td>Our target is for all students to begin the 2016-2017 school year performing close to their level of proficiency that students achieve at the end of the 2015-2016 school year. Our SRI and F&amp;P target for Window 3 is for scores to more closely aligned, with results indicating over 80% of our students are meeting/exceeding benchmark.</td>
<td>Teachers will implement more Balanced Literacy components, such as guided reading groups and individual conferences, to ensure students are getting the support they need to further succeed in their literacy skills. Teachers will continue to incorporate technology into their lesson planning, curriculum delivery, and staff communication. Technology (ChromeBooks and Prowise Boards) will be used to prepare students for online IDAs and SBAC testing, as well as for class lessons and demonstrations across curriculum subjects. Software (Imagine Learning, IXL ELA, Lexia, MyOn, and Starfall) will be used to supplement classroom lessons and activities.</td>
</tr>
</tbody>
</table>

According to SQII, which reflects the performance of students in grades 3-5 during the 2014-2015 school year in academic achievement, GJL scored above average, with a score of 10. 58% of our students met or exceeded standard in English Language Arts, compared to the 46.4 district mean score. In the F&P Assessment results, 60.7% of all tested students (K-3rd grade) met or exceeded benchmark on F&P window 2 which was a 16.4% growth compared to window 1 (44.3% proficient). Much of the growth is attributed to the Kindergarten students; however, this growth is anticipated due to their trajectory. In SRI Lexile Levels Window 2, 39% of all students tested (3rd-5th) Proficient/Advanced; 61% are Basic and below. The lowest performing groups were the ELs, with a slight increase of 3% (from 15% to 18%), grade 3 with a 5% increase (from 35% to 40%), grade 5 with a 6% increase (from 32% to 38%), and SpEd with a 6% increase (from 0% to 6%).

IDA results will indicate over 80% of our students are meeting/exceeding the benchmark. We use the results to inform next steps and ensure that all grade level standards are covered by the end of the academic year.
Based on the analysis of the results, what are the interventions required to ensure all students reach mastery?

### Analysis of Results for Language Arts - Intervention

<table>
<thead>
<tr>
<th>F&amp;P Assessment: 59% of our current 1st graders met or exceeded benchmark during F&amp;P assessment window 2. 8% of these 1st graders had progressed compared to the 51% who met or exceeded benchmark in window 1; however, this is still below the District mean of 64.1%. Our 2nd lowest performing group is our 2nd graders. They scored at 57% proficient in the F&amp;P assessment window 2 which is 9% higher than window 1. SRI data show that 38.6% of students grade 3-5 met or exceeded the standard, compared to the district's 47.9%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Writing Task data indicates that all our school subgroups are below district mean (30%), with 19.3% of all our students meeting or exceeding the standard. IWA results from 2014-2015 indicate 13% of our students scored proficient, compared to the district's 17.9%.</td>
</tr>
</tbody>
</table>

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

- 80% of students referred to meet with the Literacy Coach will have a year's growth according to the F&P assessment.
- 40% of our students will meet/exceed the benchmark.

What interventions are required to ensure all students reach mastery?

- Expand the implementation of Levelled Literacy Intervention (LLI) curriculum as an academic intervention for struggling readers. Students who are reading at far-below grade level will be given extra literacy support in the form of additional small group instruction. Teachers provide daily powerful small-group instruction for the lowest achieving students at their grade level. Expand PD offers and site support on Balanced Literacy to accommodate focal students. Literacy Coach support for teachers to implement Reading Workshop for Balanced Literacy in the classroom to provide additional support for focal students. Use of technology (ChromeBooks and Prowise Boards, interactive software) to better engage students and provide additional practice of skills and strategies.

### 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?

#### 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 SOL?

<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>The largest focal group is our English Learners. According to the 2014-15 SBAC ELA results, 39% of grades 3-5 ELs met or exceeded the standard, which is 15% lower compared to all grades 3-5 students who participated in SBAC. Our EL and newcomer students will need additional support to gain access to the core curriculum through thoughtful lessons, engagement strategies, and a strong home/school connection and support system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELs will be able to demonstrate growth in all academic areas by at least 1 year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will use F&amp;P assessments to guide their instruction, using Units of Study for Reading and Writing Workshop to plan and implement lessons. Teachers will incorporate the various components of Reading and Writing Workshop in their instruction. Teachers will use technological resources (Prowise Boards/ChromeBooks) to access software (IXL ELA, Lexia, MyOn, and Imagine Learning) to supplement Reading and Writing Workshop lessons.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the IAB-ELA, 33.3% of our African-American students scored proficient, compared to the district mean (37.9%), while 26.7% of our Hispanic/Latino students scored proficient.

Our African-American and Hispanic/Latino students will demonstrate growth in all academic areas by at least 1 year.
Teachers will use F&P assessments to guide their instruction, using Units of Study for Reading and Writing Workshop to plan and implement lessons. Teachers will incorporate the various components of Reading and Writing Workshop in their instruction. Teachers will use technological resources (Prowise Boards/ChromeBooks) to access software (IXL ELA, Lexia, MyOn, and Imagine Learning) to supplement Reading and Writing Workshop lessons.

Teachers will incorporate the various components of Reading and Writing Workshop in their instruction. Teachers will use technological resources (Prowise Boards/ChromeBooks) to access software (IXL ELA, Lexia, MyOn, and Imagine Learning) to supplement Reading and Writing Workshop lessons. Teachers will continue to use structured learning practice strategies to maximize student engagement during instructional time.

60% of our ELs from grades K-3 met or exceeded the benchmark in F&P window 2, which is the same compared to all students tested. 80% of our ELs from grades K-3 will meet/exceed the benchmark in F&P window 3.

Teachers will use F&P assessments to guide their instruction, using Units of Study for Reading and Writing Workshop to plan and implement lessons. Teachers will incorporate the various components of Reading and Writing Workshop in their instruction. Teachers will use technological resources (Prowise Boards/ChromeBooks) to access software (IXL ELA, Lexia, MyOn, and Imagine Learning) to supplement Reading and Writing Workshop lessons. Teachers will continue to use structured learning practice strategies to maximize student engagement during instructional time.

All the subgroups fall below district mean of 30% in the Writing Task. 40% of our students will meet/exceed the benchmark.

Teachers will continue using the Units of Study Writing Workshop lessons across genres (Opinion, Narrative, Explanatory, Research) to engage students in meaningful writing. Teachers will utilize technological resources (Prowise Boards/ChromeBooks) to access writing lessons and model writing for students.

Students with Disabilities scored below school-wide scores. Using Step By Step Inclusive Practices and a Master Schedule, as well as implementing adapted/modified lessons, RtI, and other effective strategies, SwD will be able to demonstrate growth in all academic areas up to 1 year and measurable progress of IEP goals.

Teachers will continue with push-in and co-teaching, when applicable, with SpEd instructors. Teachers will plan collaboratively.

Our school has an EL re-designation rate of 67%, higher than the district mean by 16.3%. There will continue to be an increase of reclassifications.

Teachers will use F&P assessments to guide their instruction, using Units of Study for Reading and Writing Workshop to plan and implement lessons. Teachers will incorporate the various components of Reading and Writing Workshop in their instruction. Teachers will use technological resources (Prowise Boards/ChromeBooks) to access software (IXL ELA, Lexia, MyOn, and Imagine Learning) to supplement Reading and Writing Workshop lessons. Teachers will continue to use structured learning practice strategies to maximize student engagement during instructional time.

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. <strong>WASC Ch.2</strong></td>
<td>Our target is for 75% of all grades 3-5 students to meet or exceed standard in the 2015-16 SBAC Math Assessment.</td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>
As a school, we received a score of 10/10 on the School Quality Improvement Index (SQII), with 63% of students in grades 3-5 meeting benchmark standards. This is based on the Smarter Balanced Assessment results. As previously stated, the SQII provides baseline data, as this is a new accountability system. While this is above the SFUSD Mean of 47.2% for elementary schools, 37% of our students are not meeting benchmark standards. For our Mid-year performance metrics, all students scored above district average, except for our African American (20%), Hispanic/Latino (33.3%), and White (33.3%) students.

In IAB math results, 81% of our grades 3-5 students met or exceeded standard, compared to the district mean of 50.4%. Our target is for 90% of our grades 3-5 students to meet or exceed standard by the end of the year assessment.

In the Math Task results, 51.7% of our grades K-5 students met or exceeded standard, compared to the district mean of 51.8%. Out of all the grade levels, the 2nd graders yielded the lowest percentage points at 28.6% who scored at proficient. Our target is for 60% of our grades K-5 students to meet or exceed standard in the Math Task at the end of the year (assessment 3). Our target for the focal grades is to increase their current percentage points by 8% (Targets for: 2nd grade - 36.6%).

Teachers will continue to 1. Hold students accountable for producing explanations that others can understand. 2. Help students refine their explanations to make them easier to understand. 3. Reflect, with colleagues, on instructional decisions that help students improve their explanation.

Student lessons will center on problem-solving (making meaning, defending their reasoning, engaging in mathematical arguments, and/or using mathematical models). Multi-tiered approach – provide differentiated instruction in tier 1 (Whole group) and (small group instruction). Students need time to work collaboratively on rich, math tasks in groups, as well as share their thinking in front of peers. Teachers will use technological resources (Prowise Boards/ChromeBooks to access software (IXL Math, TenMarks, Starfall, and Brainpop) to supplement Reading and Writing Workshop lessons.

**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>
</thead>
<tbody>
<tr>
<td>The IAB-Math data, representing our 3rd through 5th grade students, show that 40% of our Latino students are at or above benchmark standards and 20% of our African American students are at or above standards. Overall, our school matches the district mean in the Math Task with 52%; however, 16.7% of our African American students and 34.5% of our Hispanic/Latino students met or exceeded the standard.</td>
<td>IAB results will indicate 70% of our students meet/exceed the benchmark.</td>
<td>Identify the students who did not meet standards on the IAB - Math and monitor the progress of those students. Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. Teachers will use technological resources (Prowise Boards/ChromeBooks to access software (IXL Math, TenMarks, Starfall, and Brainpop) to supplement Reading and Writing Workshop lessons.</td>
</tr>
</tbody>
</table>

**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

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

What interventions are required to ensure all students reach mastery?

Overall, students performed at or above district average in the IAB Math, although our African American and Hispanic/Latino students did not meet standards. For our District Math Tasks Benchmark assessment, only 34.5% of our Latino students met or exceeded standards. For our African American students, only 16.7% met or exceeded standards. In addition, 10.3% of our SpEd students, and none of our Filipino/Filipino-American or White students met or exceeded the standard.

IAB results will indicate 70% of these subgroups will meet/exceed the benchmark.

Identify the students who did not meet standards on the IAB - Math and monitor the progress of those students. Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. Teachers will use technological resources (IXL Math, TenMarks, Starfall, and Brainpop) to access software (IXL Math, TenMarks, Starfall, and Brainpop) to supplement Reading and Writing Workshop lessons.

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, LTELs, recently reclassified)

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

WASC Ch.2

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

What interventions are required to ensure all students reach mastery?

We have met and exceeded both our AMAO 1 and 2 targets for the last 3 years. This year, we exceeded our AMAO 1 target (62%) with 76.9% on the CELDT assessment. We have also exceeded our AMAO 2 target (25.4%) for students who have been identified as English Learners for less than 5 years with 37.9%. Our EL Re-Designation Rate (Long-Term ELs) is 67%, 16% higher than the district mean. 56.9% of our Developing ELs met CELDT criteria, while 50% of our Newcomers met the criteria.

There will be a steady flux of reclassifications, with a 70% Re-designation rate. 80% or more will respond highly satisfactory or above on the Parent Satisfaction Survey.

Identify long-term ELs who have not met proficiency targets. Hire bilingual staff to support use of home language for access to core curriculum and partnership with caregivers. Provide translation for communications with home in Chinese and Spanish. Provide translation for parent-teacher conferences and communication between classroom teachers and families, as well at community and school events. Regularly engage ELAC in site decisions. Teachers will use structured language practice/engagement strategies in building academic language in all disciplines. Teachers will use technological resources (Prowise Boards/ChromeBooks) to access software (IXL ELA, Lexia, MyOn, Starfall, and Brainpop) to enhance and supplement Reading and Writing Workshop lessons. Long-term ELs will use Imagine Learning software as further support to obtain the language skills needed to be reclassified as RFEP.

Other Subject Areas (Secondary Schools, optional for Elementary)

Analysis of Results - All Students

For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.

WASC Ch.2

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

What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

WASC Ch.5

College and Career Readiness

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

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

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

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

Develop a Gordon J. Lau graduate profile that aligns with the district’s 2025 Vision.

### 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?

Teachers will be highly encouraged to attend available PDs for Reading/Writing Workshop to improve best practices. On Tuesdays during the school year, we will continue to have early release days. Balanced Literacy collaboration will take place from 2:30-4:00pm for Reading Workshop and Writing Workshop lessons. Each month we will have two faculty meetings on Mondays; one will be devoted to Professional Development and the other will be devoted to Business. Teachers in grades K-3 will implement F&P Assessments each trimester, then analyze the data to drive instruction. Teachers will participate in a site-based PD to calibrate assessment protocols.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</td>
</tr>
</tbody>
</table>
Site-based PD will take place during the first days of school before instruction begins, as well as during biweekly faculty meetings. Throughout the school year, subs will be provided to allow teachers to collaborate and plan Reading and Writing Workshop unit study lessons. Lau will continue to seek out PD opportunities throughout the academic school year to support Balanced Literacy strategies. Our literacy coach will attend Teachers College Reading & Writing Project in New York to better support the teachers and students in Balanced Literacy. The literacy coach will continue to train teachers, model lessons, and guide grade levels as they develop their units of study for Reading/Writing Workshop. She will also provide assistance in writing Donors’ Choose proposals, maximize opportunities to build leveled libraries, and monitor shared materials in the Book Rooms. Lau is committed to training teachers in the programs needed this year to support the students: Imagine Learning for long-term ELs, IXL Math and ELA, Tenmarks, and Starfall. In addition, teachers will attend training on how to utilize the Prowise Boards to implement Reading and Writing Workshop mini-lessons, such as displaying innovative anchor charts and modeling examples of artifacts for students to refer. Teachers will also learn how to share their lessons on the Prowise Board, as well as plan group activities to enhance student engagement. Peer coaching may be available for grade level teams who may want to do a lesson study observation and reflection cycle with each other.

### Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

**Students with Disabilities/ Promotion of Inclusive Practices**: percentage of students in Special Education 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>Based on the School Quality Improvement Index for the 2014-2015 school year, 9% of Students with Disabilities were chronically absent, scoring an Index Level of 6, compared to 3% of all students. Approximately 6% of our students have an IEP. Their learning challenges fall in the mild to moderate range.</td>
<td>Increase overall academic performance for all students with IEP.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>98-100% daily attendance of our underrepresented populations. We need to work with Hispanic/Latino student population &amp; students with Disabilities on absenteeism.</td>
<td></td>
</tr>
</tbody>
</table>

District-funded PDs Site budget to provide site-funded sub release days Prop A On-site Literacy Coach Arrangements with administrators to cover classes for lesson study observations
Based on the 2014-2015 SQII, 3% of all students were Chronically Absent. 9% of Students with Disabilities, 22% of Hispanic/Latino students, and 3% of Socio-Economically Disadvantaged students were Chronically Absent. Our Hispanic/Latino students demonstrate the highest rate of chronic absenteeism across all grades. Our first grade cohort shows the highest chronic absenteeism rate. This year, although we still have a lower rate of chronic absenteeism compared to the district's 9.6%, our school's rate has increased to 4%.

We will seek out support from our community partners to help parents who have children with attendance issues and chronic absenteeism. We will explore attendance incentives at the individual and classroom level. We will seek out support from our community partners in setting up 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 sign post on the door, publicly announcing perfect attendance.

**School Climate**

We have 0% suspension rate in 2014-15, and 0% suspension rate in 2015-16 during this mid-year review. Disciplinary problems are dealt with in a solution-focused timely manner. We will continue to provide social and emotional support for all students. Our goal is to maintain a 0% suspension rate.

We will implement strategies to promote a positive school climate based on the RTI behavior framework. Noon monitors will monitor the students to ensure their safety and well-being. To accommodate parents who need to drop off their students early due to early work schedules, teachers will be given a stipend to supervise students in the computer lab and library.

**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>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…)</td>
<td>More parents will attend conferences regarding their children's progress in school. More families will participate in workshops and meetings. Increase parent participation by volunteering in classrooms, attending school sponsored events, Principal chats, SSC and ELAC meetings.</td>
<td>Site administrators and teachers will continue to make every effort to meet with parents for conferences, and provide interpreters. We will employ relevant and engaging workshops for parents to attend, continuing to provide childcare. The principal will also personally encourage parents to attend the workshops and meetings.</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Over 90% of parents attend parent-teacher conferences. Those who do not make alternate arrangements with the teacher. We provide interpreters of non-English-speaking parents. At the last community meeting regarding the budget, we had over 100 parents participating and sharing their input. We provided childcare for families. Though attendance rates are high, not all parents attend workshops and meetings.
**SECTION IV: School Budget & Resource Priorities**

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

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

**Special Education Weighted Student Formula (WSF-SpEd)**

**Allocation** = 1,950

Supplementary materials to support the Reading Triumph Intervention Program and Read Naturally. This money is used to purchase supplies for our students with special needs. It will be used for supplementary materials/curriculum, such as Reading Triumph Intervention Program and Read Naturally.

#### 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** = 165,540

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

1) 0.25 FTE Technology Resource Teacher to assist students and staff in computer literacy. $23,732 2) 1.0 FTE Literacy Coach $94,928 3) 37 Substitute Days $10,766 4) Instructional Materials/Supplies/Equipment $26,425 The technology coach will support classroom teachers in standards-driven lesson planning for Reading and Writing Workshop, side-by-side support, and model lesson demonstrations. She is specialized in differentiated instruction targeting our EL student population. With the combination of push-in and pull-out class support for students and teachers, the literacy coach will be able to strategically target best teaching practices to support ELs. Teacher support and training will be provided on meeting the needs of underachieving students, including ELA and ELD instruction. The technology coach will support grade level teams in differentiating their aligned standards-driven instruction to include ELD standards in the core ELA blocks of instruction, with the focus on A Comprehensive Approach to Literacy and the implementation of Reading and Writing Workshop. The substitute days provide release days for teachers to develop unit plans, administer assessments (such as F&P), and conduct data analysis. They will provide teachers time to collaborate with Teacher’s College-trained literacy coach in professional development. The supplies are used for supplemental materials for ELs, and may include computer or web-based programs to support EL language and literacy and literacy development. These materials will be used to differentiate instruction as Tier 1 and Tier 2 strategies. In addition, culturally relevant literature or informational texts will be available in classrooms to strengthen and support English development. The technology coach will continue purchasing texts to build classroom libraries and leveled reading books for teachers to conduct guided reading groups in the classroom, as well as bookshelves and book bins to house them for students. In addition, mentor texts and units of study (Lucy Calkins) will be purchased for teachers to use in collaborating and creating Reading and Writing Workshop lessons. The technology resource teacher will assist students and staff in computer literacy. He will use technological resources, such as the Prowise Board and ChromeBooks, to deliver instruction in software use targeted for ELs, such as Imagine Learning, Lexia, MyOn, Starfall, Tenmarks, and IXL.

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** = 45,000

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

1) 0.25 FTE Technology Resource Teacher to assist students and staff in computer literacy. $23,732 2) 37 Substitute Days $10,860 3) Instructional Materials/Supplies/Equipment $4,500 The technology coach will continue purchasing texts to build classroom libraries and leveled reading books for teachers to conduct guided reading groups in the classroom, as well as bookshelves and book bins to house them for students. In addition, mentor texts and units of study (Lucy Calkins) will be purchased for teachers to use in collaborating and creating Reading and Writing Workshop lessons. The technology resource teacher will assist students and staff in computer literacy. He will use technological resources, such as the Prowise Board and ChromeBooks, to deliver instruction in software use targeted for ELs, such as Imagine Learning, Lexia, MyOn, Starfall, Tenmarks, and IXL.

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)
Targeted Instruction Improvement Grant (TIIG) 07940

Allocation = 96,768

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?

1) 0.25 FTE Technology Resource Teacher to assist students and staff in computer literacy. $23,732
2) 26 Substitute Days $7,717
3) Consultants:
   Software $5,799
4) Instructional Materials/Supplies/Equipment $59,519

The literacy coach will guide teachers to build their instructional capacity around language and literacy instruction in order to support our ELs in language and literacy development. Teachers will provide targeted instruction, such as guided reading groups and individual conferences as vehicles to differentiate support for ELs. The substitute days provide release days for teachers to develop unit plans, administer assessments (such as F&P), and conduct data analysis. They will provide teachers time to collaborate with Teacher's College-trained literacy coach in professional development. The supplies will be used to provide supplemental materials and equipment for use in the classrooms. Whiteboards and corkboards will be purchased to replace the chalkboards in the classrooms. Computer carts, headsets, and printers with tone r will be purchased for students to use with their ChromeBooks. The technology resource teacher will assist students and staff in computer literacy. He will use technological resources, such as the Prowise Board and ChromeBooks, to deliver instruction in software use targeted for ELs, such as Imagine Learning, Lexia, MyOn, Starfall, Tenmarks, and IXL.

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)
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** = 183,619

How do you plan to use these funds?

1) 0.25 FTE Technology Resource Teacher to assist students and staff in computer literacy. $23,732
2) 147 Substitute Days $42,957
3) Consultants: Software $5,909
4) ChromeBooks and Charging Carts: $9,756
5) 1.0 FTE fifth grade class size reduction teacher $94,928
6) Parent Involvement: $1,838

The substitute days provide release days for teachers to develop unit plans, administer assessments (such as F&P), and conduct data analysis. They will provide teachers time to collaborate with Teacher's College-trained literacy coach in professional development. The technology resource teacher will assist students and staff in computer literacy. He will use technological resources, such as the Prowise Boards and ChromeBooks, to deliver instruction in software use targeted for ELs, such as Imagine Learning, Lexia, MyOn, Starfall, Tenmarks, and IXL. Fifth grade class reduction size teacher to support 5th grade classes.

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: 1,838

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.

These will be used to fund parent involvement meetings for low-income families. All parent meetings and workshops usually take place in the evenings after parents are off work. We will offer workshops on parenting skills, cultural and educational assimilation, and Smarter-Balanced assessment information.

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 1/26/2016

Select the Bryk Essential that most aligns to the use of these funds:
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards = 0

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

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

Principal’s Innovation Fund: 0 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

Equity Grant = 0 (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)

QEIA Carryover = 0
### 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)

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>CHOW:</td>
<td></td>
<td>T10:</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>Elementary Advisor:</td>
<td></td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>1.0 Assistant Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Social Worker: 0.5 Centrally assigned social worker will work with our support staff team to build our Behavioral RtI Tiered Approach. This position supports in creating a student-centered learning environment by collaborating with teachers to create tier 2/3 interventions through the CARE team and SSTs, as well as supporting wellness for the school community. Assistant Principal: The Assistant Principal focuses on promoting a positive school culture and climate, as well as academic engagement throughout the school.
**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 25, 2016.
- 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: 3/1/2016
- 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: 3/15/2016
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Chew</td>
<td>Principal</td>
</tr>
<tr>
<td>Amy Liang</td>
<td>Parent</td>
</tr>
<tr>
<td>Wendy Wong</td>
<td>Parent</td>
</tr>
<tr>
<td>Amos Lee</td>
<td>Community Member</td>
</tr>
<tr>
<td>Mandy Liu</td>
<td>Community Member</td>
</tr>
<tr>
<td>Kelcie Wong</td>
<td>Community Member</td>
</tr>
<tr>
<td>Jamie Lee</td>
<td>Teacher</td>
</tr>
<tr>
<td>Barbara Benigni</td>
<td>Teacher</td>
</tr>
<tr>
<td>Katherine Woo</td>
<td>Teacher/Chairperson</td>
</tr>
<tr>
<td>Gloria Choy</td>
<td>Other Staff</td>
</tr>
<tr>
<td>Lucy Marduli</td>
<td>Parent/Alternate</td>
</tr>
<tr>
<td>Eric Huynh</td>
<td>Parent/Alternate</td>
</tr>
<tr>
<td>Ana Sofia Zoraya</td>
<td>Parent/Alternate</td>
</tr>
<tr>
<td>Brandon Fong</td>
<td>Teacher/Alternate</td>
</tr>
<tr>
<td>Tammy Yan</td>
<td>Other Staff/Alternate</td>
</tr>
</tbody>
</table>