SCHOOL VISION & CONTEXT

Gordon J. Lau Elementary School is in the heart of Chinatown and 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 these beliefs: We believe 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 society. Of our 680 students, approximately 65.4% are ELLs and all are receiving free/reduced lunch under the Community Eligibility Provision (CEP). Many families 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 privilege and honor to help bridge these “firsts” for them. In addition to attending the needs of our ELLs and EDYs, we engage our 2.6% identified GATE and 4.6% students receiving Special Services populations with differentiated instruction. Lau ES is a fixture of the Chinatown community and is often used as the venue for various community events. Our home-school-community ties are 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. As a whole, the neighborhood 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 SFUSD’s Comprehensive Approach to Literacy. Our 50+ staff and faculty 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, and continually attend Professional Development sessions in order to deliver rigorous and engaging lessons 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 SBAC gains. In addition to receiving the California Title I Achievement Award, California Distinguished School Award, California Business for Education Excellence, and School Quality Improvement Index Award in years past, Lau ES earned the 2016 Gold Ribbon Award and Exemplary Arts Award, as well as the PE & Nutrition Award. Our areas of challenge are the long-term ELs and potential long-term ELs. The key strategies we will focus on are having a literacy coach and a TSA work directly with students in organized group sessions to meet their needs. We will also utilize research-based software aimed to help students with their English Language Development.
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>
</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 24, 2017.

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

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

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

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

- **SSC Bylaws**

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

### 3. Budget

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

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

### 4. Title I Parent Involvement Policy

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

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

Follow this [link](https://district.sfusd.edu/dept/roa/aa/aa/aaa/aaad/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. “###_English Learner Report 2016-17”
3. “###_Core SQL Reports for 15-16”

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

**Contents**

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

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

**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.

<table>
<thead>
<tr>
<th>CORE SQL Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQL Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td></td>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

**Contents**

- Overall and sub-group SQL domain and metric data, and change in index level from previous year.
- Metric definitions,
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

**NOTES:**

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan Transform Learning. Transform Lives.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</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>Our target for 2016-2017 SBAC ELA is for 60% of our students who take the SBAC ELA to meet/exceed the benchmark. Our F&amp;P target for 70% of students to meet/exceed the standard. Our Rl and F&amp;P target is for scores to be more closely aligned, with results indicating 70% of our students meeting/exceeding the benchmark. Our Writing Task target is for 30% of our Grades 3-5 students to meet/exceed the standard.</td>
<td>Teachers will continue to follow SFUSD’s Comprehensive Approach to Literacy, incorporating 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/Math, Lexia, MyOn, Tenmark, and Starfall) will be continued to be utilized to supplement classroom lessons and activities. The Literacy Coach and TSA will work with smaller reading groups designed to move students toward their grade level standards, according to F&amp;P and RI assessments.</td>
</tr>
</tbody>
</table>

Spring 2017 Performance Summary District Assessments Windows 1 & 2: SBAC ELA results from 2015-2016 Window 2 show 51.7% of our students met/exceeded the benchmark, which indicated a 2.6% decrease compared to 2014-2015 results. For F&P, 65.2% of K-3 met/exceeded the standard, a 7.6% increase from Window 1. In the Writing Task results, 23.4% of our Grades 3-5 students met/exceeded the standard, compared to 19.3% in Window 1, indicating a 1.1% increase. In RL, 37.4% of Grades 3-5 students met/exceeded the standard, compared to 38.5% in Window 1, indicating a -1.1% change. DRDP reports show that PreK students at GJL have shown a steady growth throughout the school year for Language & Literacy Development, ELD, and Cognition. Our PreK students, overall, scored above the district mean for these areas.

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

<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>
</tr>
</thead>
<tbody>
<tr>
<td>80% of students referred to meet with the Literacy Coach/TSA will show a year’s growth according to the F&amp;P assessments.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F&P Assessment: 61.7% of our current 1st graders met/exceeded benchmark during F&P assessment Window 2, an increase of 19.8% in Window 1; however, this is still below the District mean of 71.9%. Our 2nd lowest performing group is our 2nd graders. They scored at 64.3% proficient in the F&P assessment Window 2, which is 3.8% higher than in Window 1; however, this is still below the district mean of 74.4%. RI data shows that 37.4% of students grade 3-5 met or exceeded the standard, compared to the district’s 50.1%.

The Writing Task data indicates that Grades 3 and 5 performed below district mean (27.6%), with only 8.8% of our 3rd grade and 17.8% of our fifth grade students meeting or exceeding the standard. 2016-2017 IWA results indicate 23.8% of Grade 3 students scored proficient, compared to the district’s 20.8%.

30% 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/electronic writing lessons and model writing for students. Teachers will use data to drive their instruction to help students improve their writing and continue with the district’s Comprehensive Approach to Literacy.

**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 SQA?

<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>Our largest focal group is the ELs. According to the 2015-2016 EL Data, there were 32.8% Grades 3-5 ELs who met/exceeded the standard, which is a 6.6% decrease from 2014-2015 and 4.8% lower compared to all students who took the SBAC. 61.2% of our K-3 ELs met/exceeded the standard for Window 2 of F&amp;P English, compared to the district’s 53.3%. 16% of Grades 3-5 ELs are at/above proficient in Window 2 of RI, which is 1.1% lower than that of the district.</td>
<td>Our SBAC target is for 45% of our ELs to meet/exceed the standard in the 2016-2017 SBAC ELA. Our F&amp;P target is for 70% of our ELs to meet/exceed the standard in Window 3. Our RI target is for 25% of our ELs to be at/above proficient in Window 3.</td>
<td>Continue with at least 30 minutes of designated ELD instruction in students’ targeted proficiency levels and teach language functions/forms that align with core curriculum goals, and incorporating ELD/SDAIE strategies to help ELs access core standards and content in all subject areas; Teachers and students will implement Conversation Moves as guided by MPD. In addition, students will utilize the 8 student talk moves. Teachers will continue to use F&amp;P assessments to guide their instruction, using the district’s Comprehensive Approach to Literacy as a guide to plan and implement lessons. Teachers will continue using the various components of Balanced Literacy in their instruction. Teachers will use the technological resources/devices to access software programs(XL ELA/Lexia/MyOn/Imagine Learning) to supplement Balanced Literacy lessons. Lightspeed RedCat classroom audio systems will be utilized to improve clarity and audibility for ELs, so they can differentiate between the different manner and articulate the different sounds of the English language. The literacy coach and TSA will work with small guided reading/strategy groups according to the their F&amp;P assessment level to help move students forward in the English language. The TSA will work throughout the day specifically with LTELS and newcomer groups according to their ELD/CEDLT levels, with no more than 2 levels in each group, to improve their English Language.</td>
</tr>
</tbody>
</table>

**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?
### Analysis of Results Mathematics - All Students

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

**Spring 2017 Performance Summary District Assessments Windows 1 & 2:**

- **SBAC Math results from 2015-2016 show 58.4% of our students met/exceeded the benchmark, which indicated a 3.2% decrease compared to the 2014-2015 results. This was still higher than the district’s 49.3% in the Math Task. 62.2% of our students met/exceeded the standard in Window 2, compared to Window 1’s 57.4%. This was just slightly higher than the district’s 60.9%. In the Math IAB Window 2, 57.1% met/exceeded the standard, which increased 5% from Window 1. This was also higher than the district’s 52.2%.**

**DRDP reports show that PreK students at GJL have shown a steady growth throughout the school year for Cognition (including Math & Science). Our PreK students, overall, scored above the district mean for this area.**

**Our target for 2016-2017 SBAC Math is for 70% of our students who take the SBAC ELA to meet/exceed the benchmark. Our Math Task target for 70% of students to meet/exceed the standard. Our Math IAB target is for 70% of our students to meet/exceed the benchmark.**

**Student lessons will center on problem-solving (making meaning, defending their reasoning, engaging in mathematical arguments, and/or using mathematical models). Students will need time to work collaboratively on rich, math tasks in groups, as well as share their thinking to their peers and instructors. Teachers will use technological resources/devices to access software (IXL Math/TeMarks/Starfall/Brainpop) to supplement the district’s common core math lessons. Teachers will continue to hold students accountable for producing and articulating explanations that others can understand, as well as help students revise their explanations to make them easier to understand. Teachers will also reflect with their colleagues on instructional decisions that help students improve their explanation.**

### 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, shows that 0% of our African American students meet/exceed the standards. Overall, our school performed at 62.2%, compared to the district mean in the Math Task with 60.9%; however, 25% of our African American students and 24.1% of our Hispanic/Latino students met or exceeded the standard. In addition, 0% of our Filipino/Filipino-American and White students met or exceeded the standard.</td>
<td>IAB results will indicate 50% of our students in these subgroups will meet/exceed the benchmark.</td>
<td>Identify the students who did not meet standards on the IAB - Math and monitor the progress of these 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. Lightspeed RedCat classroom audio systems will be purchased for all classrooms to improve audibility, as well as speech intelligibility, for English Learners so they can differentiate between the different sounds of the English language.</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

<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>
</table>
| Spring 2017 Performance Summary District Assessments Windows 1 & 2:**

- **SBAC Math results show 43.1% of our ELs met/exceeded the benchmark, which indicated an 8.2% decrease compared to Window 1. This was still higher than the district’s 26.6% in the Math Task, 57.7% of our students met/exceeded the standard in Window 2, compared to Window 1’s 63.3%. This was slightly higher than the district’s 51.8%. In the Math IAB Window 2, 27.3% of our ELs met/exceeded the standard, which increased 4% from Window 1. This was also higher than the district’s 31.4%.**

SBAC Math results will indicate 50% of our ELs will meet/exceed the standard. Math Task results will show 65% of our ELs will meet/exceed the standard. Math IAB results will indicate 40% 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 (Prowise Boards/ChromeBooks) to access software (IXL Math, TenMarks, Starfall, and Brainpop) to supplement Reading and Writing Workshop lessons. Lightspeed RedCat classroom audio systems will be purchased for all classrooms to improve audibility, as well as speech intelligibility, for English Learners so they can differentiate between the different sounds of the English language. |
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, LTEs, 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></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Our AMAO 2 Re-Designation rate for LTEs dropped from 67% in 2014-2015 to 58% in 2015-2016. The AMAO 2 Re-Designation rate for ELs (<5 years) dropped 42% to 38%. We are still in the process of reclassifying students.

Our goal is that there will be a steady flux of reclassifications, with a 70% Re-Designation rate. Identify LTEs who have not met proficiency goals. Continue with at least 30 minutes of designated ELD instruction in students' targeted proficiency levels and teach language functions/forms that align with core curriculum goals, and incorporating EL/D/SAIE strategies to help ELs access core standards and content in all subject areas; Teachers and students will implement conversation Moves as guided by MPD. In addition, students will utilize the 8 student talk moves. TSA will work throughout the day specifically with LTEs and newcomer groups according to their ELD/CEDT levels, with no more than 2 levels in each group, to improve their English Language. Teachers will use the technological resources/devices to access software programs (IXL ELA/Leona/myOn/Imagine Learning) to supplement Balanced Literacy lessons. Technology Resource Specialist will work with students using the Imagine Learning software, so they can use it at school and at home, as further support to obtain the language skills needed to be reclassified as RFEP. Lightspeed Redcat classroom audio systems will be utilized to improve clarity and audibility for ELs, so they can differentiate between the differentiate and articulate the different sounds of the English language. The literacy coach and the TSA will work with small guided reading/strategy groups according to the their F&P assessment level to help move students forward in the English language.

### 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>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
GJL has the highest participation rate with the K2College program with 459 students and 93 families adding savings to these accounts. Technology Literacy is key for students to become prepared for college and to develop the mindset of going to college. Many of our students have limited access to technology at home. It is important that we provide students with access so they become familiar with devices and build the basic technological skills necessary for them to be equipped and prepared to meet the 21st Century challenge. Students are exposed to the names of colleges and various community workers and careers.

90% of 2017-2018 Kindergarten families will attend a meeting with the principal to understand the financial and academic planning for a college education. 5th grade students will be ready for middle school as defined by SBAC, SQII, IDA assessments, and RI. Teachers will incorporate the use of the ChromeBooks and Prowise Boards to provide relevant and engaging lessons. Students will use technology as a tool to support their learning development and to demonstrate their understanding of skills, concepts, and content. Lower-grade students will use technology to develop computer skills such as keyboarding and the use of simple application, while upper-grade students will use the internet to conduct research, applications for word processing, and web-based programs to enhance literacy and mathematics development. Students will use technological resources to practice their reading, writing, and math skills. They will use the practice assessments to prepare for official SBAC and IDA assessments. 80% of our students will participate and complete the Junior Achievement program with partnering adults from nearby businesses, teaching lessons on business and economy. Increased exposure and understanding of the K2College program. Administrators, teachers, and students will encourage and explain the incentives offered for parents to attend and participate. Teachers will integrate technology and incorporate 21st Century learning: communication, collaboration, critical thinking, and creativity. Teachers will participate in PD around the use of technology, including Prowise Boards, ChromeBooks, and Google Classroom. Teachers will collaborate with grade level teams to plan and incorporate technology to promote student learning and technology literacy. Students will participate in either a 5-week or 1-day program with a local business partner and its volunteers to expose them to various community workers and careers.

Elementary Schools

What is your plan for promoting college and career readiness?

Develop a GJL graduate profile that aligns with the district’s 2025 Vision. Continue with annual Junior Achievement Day, where students learn about financial literacy and workforce preparedness, as well as various careers.

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 Balanced Literacy to improve best practices and follow the the district’s Comprehensive Approach to Literacy. On Tuesdays during the school year, the school will continue to have early release days to allow for grade level collaboration and planning from 2:30-4:00pm. Each month, we will continue to hold 2 faculty meetings a month: one will be devoted to PD and the other will be devoted to business. Teachers in grades K-3 will continue to conduct F&P assessments each trimester, then analyze the data to inform and drive instruction. Teachers will participate in 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.;(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District-funded PDs Prop A on-site Literacy Coach TSA for ELD support and Reading Recovery Arrangements with administrators to cover classes for lesson study observations</td>
<td></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. Lau will continue to seek out PD opportunities throughout the academic school year to support Balanced Literacy strategies, as well as best practices for ELD learning. Our literacy coach and TSA will work with the teachers to form small reading/strategy groups so as to directly serve students and their needs. Lau is committed to training teachers in the programs needed this year to support the students: Imagine Learning for LTEls, IXL Math/ELA, Tenmarks, and Starfall. TSA will work with LTEls and newcomers in their English Language Development. In addition, teachers will attend training on how to utilize the Prowise Boards to implement innovative and engaging 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 (RTI) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

**Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA,EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.

**Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates

**School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Data</strong></td>
</tr>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
</tr>
</tbody>
</table>
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. Playworks will be utilized to teach students conflict resolution, as well as acceptable activities for recess. Bullying consultant will work with administrators and staff to address the increasing bullying issue. To accommodate parents who need to drop off their children 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.

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 90% of parents attend parent-teacher conferences. Those who do not make alternate arrangements with the teacher. Interpreters are provided for non-English-speaking parents. Parents and Community members are welcome, invited, and participate in our community and parent meetings. We provide childcare for the families. Although many parents and community members attend and participate, not all parents attend the workshops and meetings.</td>
<td>More parents will attend conferences regarding their child(ren)'s progress in school. More families will attend and participate in workshops and meetings. Increase parent participation by having them volunteer in classrooms, attend 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 enough 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>
</tbody>
</table>
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 = $1,650

Supplementary materials to support the Reading Triumph Intervention Program and Read Naturally Program. 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 and Read Naturally programs.

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 = $182,688

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

1) 1.0 FTE Literacy Coach $97,177 2) 0.78 FTE TSA $75,769 3) Printing: $2,376 4) Consultants: Software $7,366 The literacy coach and TSA will work directly with students in small guided reading groups according to their F&P levels and SFUSD's Comprehensive Approach to Literacy. They are specialized in differentiated instruction targeting our EL population. With the combination of push-in and pull-out classroom support for students and teachers, the literacy coach/TSA will be able to strategically utilize best teaching practices to support ELs. The TSA will work with leveled EL groups in the K-5th grades to provide extra support needed to help them exit out of the CELDT program within the targeted time frame. The 4th/5th grade teachers need materials printed for the students to use throughout the entire year. 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.

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 = $55,000

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 = $55,000

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) Stipends $6895 2) Instructional Materials/Supplies/Equipment $38,180 3) Consultants: Software $9,925 Stipends will be provided for those working in Moming Literacy Support with students. The consultant will work with the staff and the students to address bullying issues at school. 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 literacy 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.

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

Targeted Instruction Improvement Grant (TIIG) 07940
Allocation = $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) 0.038 FTE Technology Resource Teacher to assist students and staff in computer literacy, $3,706 2) 0.22 FTE TSA $21,408 3) 128 Substitute Days $31,000 4) Stipends $3,830 5) Consultants: Software $5,841 6) Instructional Materials/Supplies/Equipment $24,483 7) Student Field Trips: $6,500 The technology resource specialist will work directly with students with Digital Citizenship and Digital Literacy lessons. He will also teach students how to log into and use their accounts for the various language arts, math, and ELD software programs the school has purchased. 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 TSA will work with leveled EL groups in the K-5th grades to provide extra support needed to help them exit out of the CELDT program within the targeted time frame. The TSA will also work directly with students in small guided reading groups according to their F&P levels and SFUSD's Comprehensive Approach to Literacy. With the combination of push-in and pull-out classroom support for students and teachers, the TSA will be able to strategically utilize best teaching practices to support ELs. Stipends will be provided for consultant and other duties performed. LightSpeed RedCat classroom audio systems will be purchased for the library and Computer Lab to improve audibility, as well as speech intelligibility, for English Learners so they can differentiate between the different sounds of the English language. 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 literacy coach will continue purchasing textbooks 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.

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 (iLCAP 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 = $198,474  | (31500) |

How do you plan to use these funds?

1) 0.962 FTE Technology Resource Teacher to assist students and staff in computer literacy, $93,471 2) 1.0 FTE fifth grade class size reduction teacher $97,177 3) Parent Involvement Meetings $1,385 4) Consultants: Software $5,841 The technology resource specialist will work directly with students with Digital Citizenship and Digital Literacy lessons. He will also teach students how to log into and use their accounts for the various language arts, math, and ELD software programs the school has purchased. The literacy coach will coach teachers on working directly with students in small guided reading groups according to their F&P levels and SFUSD's Comprehensive Approach to Literacy. They are specialized in differentiated instruction targeting our population. With the combination of push-in and pull-out classroom support for students and teachers, the literacy coach/TSA will be able to strategically utilize best teaching practices to the students. The CB Special Education Para will work directly with special education students in the classroom to provide extra support. Fifth grade class reduction size teacher to support 5th grade classes. The supplies are used for supplemental materials for ELs, and may include computer or web-based programs to support EL language 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 literacy 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.

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 = $1,985

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 funds 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, as well as on how to access district and school-funded software, such as iChineseReader, MyOn, Tenmarks, Lexia Core 5, Starfall, and ImagineLearning.

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 =

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

How do you plan to use these funds to support your school-wide actions?

<table>
<thead>
<tr>
<th>Select the Bryk Essential that most aligns to the use of these funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
</tr>
<tr>
<td>○ Professional Capacity (LCAP Priorities: Basic)</td>
</tr>
<tr>
<td>○ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
</tr>
<tr>
<td>○ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
</tr>
</tbody>
</table>
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></td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>1.0 Assistant Principal</td>
<td>0.5 M/M RS/SDC</td>
<td>Other:</td>
<td>Other:</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 and administrators to create Tier 2/Tier 3 interventions through the CARE team and SSTs. Assistant Principal: 1.0 Centrally assigned Assistant Principal focuses on promoting a positive school culture and school climate, as well as academic engagement throughout the school. SpEd Teacher 0.5 M/M RS/SDC teacher will work with students with special needs in small groups, according to their IEPs.
**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: 9/26/2017
- 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: 9/26/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloria Choy</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Lucy Marduli</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Eric Huynh</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ana Sofia Zoray</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Mandy Liu</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Kelcie Wong</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Jamie Lee</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Barbara Benigni</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Katherine Woo</td>
<td>Teacher/Chairperson</td>
<td></td>
</tr>
<tr>
<td>Tammy Yan</td>
<td>Other Staff</td>
<td></td>
</tr>
</tbody>
</table>