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

<table>
<thead>
<tr>
<th>School</th>
<th>Marshall Elementary School</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Peter Avila</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

MARSHALL VISION STATEMENT: Marshall School is an academic and culture rich environment where all minds work together to cultivate the whole child by preparing them to meet the demands of the diverse challenges in their lives. MARSHALL MISSION STATEMENT: Marshall is dedicated to fostering independence, social justice, empathetic, and critical thinking citizenship. We implement a demanding curriculum based instruction to develop high achieving bilingual students, we ensure that all stakeholders are valued and acknowledged for their uniqueness. A Marshall graduate will possess the skills to succeed in life beyond elementary school. Executive Summary Marshall’s population is predominantly Spanish speaking, comprising 77% the students. A vast majority of these families are first generation immigrants to the United States, and their children qualify for free and reduced lunch. What our families may lack in financial resources, it is more than made up by Marshall’s rich cultural and linguistic diversity that contribute to a tapestry of learning and diversity at the school. Our small school of 255 students consistently outperforms similar schools on, but we do not consider that the only measure of a successful school. A culturally competent student is one who is educated in a bilingual classroom, rich in language, science and the arts. The challenge most Two-Way Immersion Schools confront is how to meet the demands of getting all students to grade level in both languages, while simultaneously addressing the opportunity gap that clearly evident at most two-Way Immersion schools. Marshall will continue to implement the SFUSD Comprehensive Approach to Literacy. This year Marshall received the OTEA Impact Award and Humanities Tier II Supplementary Grant which focused on building our instructional capacity with the Comprehensive Approach to literacy. Working with SFUSD Literacy Coach and site Coach, Marshall teachers engaged in “learning labs”, day-long spiral planning, and release time for observing model lessons. The Impact Grant Funds will carry over for the 2016-2017, which Marshall will continue to focus on deepening teacher’s capacity with instructional shifts demanded by Comprehensive Approach to Literacy Teachers have struggled to understand the components and how to implement the new curriculum, especially with the lack of Spanish translation materials. To address this, Marshall will focus monthly professional development on math, and to supplement the core curriculum will again purchased site license for DreamBox. Dreambox is an adaptive web-based math program that will provide individualized math instruction for all students that is aligned to the Common Core State Standards. Marshall received the OTEA Innovation Grant for 2015-2016. The grant’s challenge was how will Marshall provide a 21st Century Education program for its students, with 20th Century resources, curriculum, and training? Marshall’s Design team, made up of teachers, support staff, and principal engaged in a 3-month design process to identify the challenges and design solutions. The end results was identifying 3 Key areas of change: 1. Personalized and Student Directed learning opportunities 2. Creating Classroom Learning Environment that supports 21st Century Skills acquisition. 3. Growth Mindset For 2016-2017, Marshall will continue with Year 2 collaboration with Multilingual Department, Science Department, University of San Francisco, and Exploratorium will pilot an integrated ELD/Science curriculum. Teachers will attend a 1-day professional development workshop in session in August, with follow up support throughout the year.
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
<table>
<thead>
<tr>
<th></th>
<th>2. School Site Council Roster*, Signatures, Bylaws &amp; Agendas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔ SSC Roster that has been verified to have parity, designating either “staffalternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.</td>
</tr>
<tr>
<td></td>
<td>✔ SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). <strong>Note:</strong> Signature from the principal and the SSC Chair are required, other members can sign but it is not required.</td>
</tr>
<tr>
<td></td>
<td>✔ SSC Bylaws</td>
</tr>
<tr>
<td></td>
<td>✔ 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>3. Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔ 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</td>
</tr>
<tr>
<td></td>
<td>✔ All 2017-2018 Title I funds should be accounted for in the BSC</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
<th>4. Title I Parent Involvement Policy</th>
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<tbody>
<tr>
<td></td>
<td>✔ All Title I schools have an SSC-approved <em>Parent Involvement Policy (PIP)</em> and <em>Home-School Compact</em> in their upload package</td>
</tr>
</tbody>
</table>
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 “16-17 Results”. Then look for these three folders:

1. “#Mid-year_Summary_2016-17”
2. “#EnglishLearnerReport2016-17”
3. “#Core_SQLI_Reports_for_15-16”

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

**Contents**

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

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

As a school community, please review “Strategies in Action: Classrooms” prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in 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>WASC Ch.2</td>
<td>Marshall has dedicated site funds to pay for .5 literacy coach position to continue our implementation of Reader/Writers workshop in all classes and grade levels. Though there has been significant progress in our practice, there continues to be areas of needed growth and professional development. Additionally, Marshall needs to clearly articulate its language model in grades K-5, specifically focusing on those non-transferable language skills that need to be explicitly taught, especially in grades K-2. Marshall will continue having cross grade publishing parties at the end of each spiral. This was started this year and has had a positive impact on holding teachers accountable to ensure each student has a published writing sample for all spirals.</td>
</tr>
</tbody>
</table>

F/P Levels Spanish: Keep current achievement trends in K-2. F/P Levels English: Increase the amount of students being assessed in grades K-2. Achievement levels for students scoring at/above benchmark in Spanish will be assessed in 2017-2018. Reading Inventory: 3rd Grade: 85% Window 2 4th Grade: 40% Window 2 5th Grade: 45% Window 2 SBAC ELA 2017-2018: 3rd Grade: 35% 4th Grade: 45% 5th Grade: 60% IWA 2017-2018 3rd Grade: 2.6
Fountas & Pinnell Middle of the Year (Spanish)  
Kindergarten Not Yet Approaching Meets  
Exceeds 28% 49% 16% 7% 1st Grade Not Yet  
Approaching Meets Exceeds 23% 0% 20% 57%  
2nd Grade Not Yet Approaching Meets Exceeds  
7% 2% 31% 60% Fountas & Pinnell Middle of the  
Year (English) 1st Grade Not Yet Approaching  
Meets Exceeds 70% 5% 7% 18% Reading  
Inventory Window 2 3rd Grade At/Above 23% 4th  
Grade At/Above 25% 5th Grade At/Above 25.7%  
Writing Task Window 2 3rd Grade Meets or  
Exceeds 9.4% 4th Grade Meets or Exceeds  
11.6% 5th Grade Meets or Exceeds 38.1%  
Integrated Writing Assessment 3rd Grade  
Average Holistic Score 2.4 SBAC 2015-2016 ELA  
3rd Grade Meets/Exceeds 23.1% 4th Grade  
Meets/Exceeds 28.2% 5th Grade Meets/Exceeds  
39% Marshall continues to outperform the  
SFUSD in Spanish F/P Achievement Levels, but  
is below in most ELA Assessments. The one area  
that Marshall is scoring far below the district  
average is in the Reading Inventory and SBAC.  
3rd Grade SFUSD: 55% 3rd Grade Marshall:  
23.3% 4th Grade SFUSD: 49% 4th Grade  
Marshall: 25% 5th Grade SFUSD: 53.5% 5th  
Grade Marshall: 25.7% This comparison is  
mirrored with the 2015-2016 SBAC Scores as  
well: 3rd Grade SFUSD: 47.7% 3rd Grade  
Marshall: 23.1% 4th Grade SFUSD: 49.2% 4th  
Grade Marshall: 28.2% 5th Grade SFUSD: 54.8%  
3rd Grade Marshall: 39% The challenge for  
Marshall, as a Two-Way Spanish Immersion  
School is how to move more students to higher  
proficiently levels in English in grades 3-5, while  
maintaining a high quality Spanish Language Arts  
Program? The school is reluctant to add more  
ELA assessments in grades K-2 due to the  
instructional time lost to administering tests. How  
does a Two-Way Spanish program ensure that  
students, especially our EL's receive high quality  
ELA instruction to prepare for the demands of  
assessments that are in English in grades 3-5?  
Though we see a closing in the achievement gap  
in 5th grade, it is still far below the district  
average. Let's see how our Latino and Spanish  
EL students compare to the district average  
below.

**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>
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<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>
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<td></td>
<td></td>
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</table>
Based on the most recent data (SBAC, SRI, CELDT, IAB, SRI) Marshall’s intervention plan, using the Academic Response to Intervention Facilitator (ARTIF) for small group instruction, has made a positive impact in the grades 4-5. However, one staff member specializing in this area does meet the needs of all students who are still lacking in Spanish/English Language Arts literacy. There is a population of students who are not yet reaching literacy benchmarks in, but not meet the criteria for “intensive intervention services.” These students are caught in the middle, not yet at benchmark but not qualifying for specialized academic Tier 2 interventions. Additionally, Marshall has students who have the foundational skills to transition to more challenging standards and curriculum, in both languages, but are not given enough opportunities to be challenged beyond grade level. Increasing teacher capacity and instructional resources for in-class differentiation of instruction is an area of need. In the primary grades, Marshall must focus on clearly articulating the ELA literacy benchmarks in the four domains (Reading, Writing, Speaking, and Listening), but also developing strategic instruction to meet the needs of all students. For some, it may be basic English Language Development skills, while those who have met or exceeded benchmarks in Spanish, provided the necessary opportunities to expand on their ELA Literacy. In the upper grades, how do we ensure that all students are being appropriately challenged with in the developmental zone of instruction to reach their full potential?

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

### Analysis of results for Language Arts-Focal Group

| Marshall Mid-Year Language Arts Data: (Latino) Fountas/Pinnell K-2 (Spanish) K (31) Not Yet Approaching Meets Exceed 15% 55% 23% 6% 1st (36) Not Yet Approaching Meets Exceed 25% 0% 14% 61% 2nd (34) Not Yet Approaching Meets Exceed 9% 3% 24% 65% Fountas/Pinnell (English) 1st (35) Not Yet Approaching Meets Exceed 77% 3% 6% 14% IDA Writing Task At or Above 3rd - 5th 17.8% Reading Inventory At or Above 3rd-5th 18.1% IWA 3rd Grade 2.3 SBAC 2015-2016 At or Above 3rd-5th 25.4% | Fountas and Pinnell Keep current performance for Spanish, IDA Writing Grades 3-5: 30% RI Grades 3-5; 30% IWA 3rd Grade: 2.5 | Marshall ILT will begin to analyze ELA/ELD instruction in grades K-2 to determine how much explicit English is being taught in those grades. Historically K-1 teachers have focused on Speaking and Listening, neglecting Reading and Writing based on past recommendations from Multilingual Two-Way Immersion Model. However, it is clear that many of our Latino Spanish speaking students are given enough instruction is critical early English Literacy, especially phonics and word study. Marshall Literacy Coach will collaborate with teachers to model effective ELA lessons within the Readers/Writer Workshop. Additionally, word study will become a daily part of ELA instruction in all grades. Spring 2017, Literacy Coach modeling lessons for teachers, as well as full day "Learning Labs" focused in this area. |

### 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. 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? WASC Ch.2 |

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Marshall Mid-Year Math Math Task K %
Meet/Exceeds Standards 77.3% 1st %
Meet/Exceeds Standards 80.6% 2nd %
Meet/Exceeds Standards 42.9% 3rd %
Meet/Exceeds Standards 42.9% 4th %
Meet/Exceeds Standards 23.8% Math IAB/Benchmark 3rd %
Meet/Exceeds Standards 34.5% 4th %
Meet/Exceeds Standards 10.8% 5th %
Meet/Exceeds Standards 28% SBAC 2015-2016 3rd %
Meet/Exceeds Standards 28.6% 4th %
Meet/Exceeds Standards 15.4% 5th %
Meet/Exceeds Standards 26.2%
The concern with Marshall’s math achievement levels is that the success in the earlier grades does not translate to grades 3rd-5th. Why? Does Marshall need to develop formative assessments in the lower grades that is better aligned to the Math IAB and SBAC? Additionally, does the SFUSD Math Task provide adequate information for teachers to plan instruction, interventions, and re-teaching of key concepts and standards. Finally, teachers in grades 3-5 are considering incorporating more English in their weekly math schedule because students are being assessed in English and are the assessment results based on lack of English or mathematical understanding?

**Math Task K**: Same performance levels 1st: 70%
2nd: 60% 3rd: 60% 4th: 50% 5th: 50%
Math IAB/Benchmark 3rd: 50% 4th: 40% 5th: 40%
2017-2018 SBAC 3rd: 40% 4th: 40% 5th: 50%

The concern with Marshall’s math achievement levels is that the success in the earlier grades does not translate to grades 3rd-5th. Why? Does Marshall need to develop formative assessments in the lower grades that is better aligned to the Math IAB and SBAC? Additionally, does the SFUSD Math Task provide adequate information for teachers to plan instruction, interventions, and re-teaching of key concepts and standards. Finally, teachers in grades 3-5 are considering incorporating more English in their weekly math schedule because students are being assessed in English and are the assessment results based on lack of English or mathematical understanding?

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**Academic Tier Two**: What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic 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>
</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?

<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>
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</table>

Math Task K: Same performance levels 1st: 70%
2nd: 60% 3rd: 60% 4th: 50% 5th: 50%
Math IAB/Benchmark 3rd: 50% 4th: 40% 5th: 40%
2017-2018 SBAC 3rd: 40% 4th: 40% 5th: 50%
The concern with Marshall’s math achievement levels is that the success in the earlier grades does not translate to grades 3rd-5th. Why? Does Marshall need to develop formative assessments in the lower grades that is better aligned to the Math IAB and SBAC? Additionally, does the SFUSD Math Task provide adequate information for teachers to plan instruction, interventions, and re-teaching of key concepts and standards. Finally, teachers in grades 3-5 are considering incorporating more English in their weekly math schedule because students are being assessed in English and are the assessment results based on lack of English or mathematical understanding?
The most basic analysis of Marshall Math Interventions is that there has not been enough to meet the needs of all students. The shifts in knowledge and instruction has highlighted that Marshall must analyze and reflect upon the instructional program, and how teachers improve differentiation during the day. The academic resources and professional development continues to emphasize Language Arts, with math being relegated to a secondary subject matter. With the adoption of the new standards and curriculum, it is clear a school wide focus on how we teach math, what students are expected to master, and the ways in which they demonstrate understanding of concepts has radically changed from past practice. Marshall’s Math leadership Team for 2017-2018 has to become a vital part of the school’s professional development focus, especially on providing intervention services for those students who are not at grade level, while at the same providing opportunities for students who have to extend their knowledge and skills through more challenging curriculum. With 77% of students not meeting proficiency in 2015-2016, intervention must clearly start at the younger grades, with a clear understanding how math instruction is vertical aligned from Kindergarten to 5th grade.

English Language Development (ELD)

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, 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.</td>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

2016-2017 SBAC ELA: 25% CELDT Growth: 70% CELDT Growth (Less than 5 years); 35% CELDT Growth (More than 5 years); 65% Lau Annual Redesignation Rate: 20% Latino Redesignation Rate: 65% RI- At/Above: 25% IDA-At/Above: 25%

Marshall is currently piloting a Phonics program in grades 1st and 2nd, and will hopefully purchased the curriculum if teachers give positive feedback. Marshall is in the process of providing English Level Readers in grades K-2, with the plan being Guided Reading will be incorporating ELD/ELA instruction. Finally, as with ELA, Marshall must clearly articulate its Vertical Aligned Language Instructional Program K-5, with clear benchmarks in both Spanish and English in Reading, Writing, Listening, and Speaking. However, we also need to be mindful of the amount of time that is dedicated to assessments that will negatively impact instructional time.
2015-2016 English Language Learner Data Points:
SBAC ELA: Proficient: 12.7% SBAC Math:
Proficient: 7.9% CELDT Growth: 65.3% CELDT
Proficiency (less than 5 years): 24.1% CELDT
Proficiency (more than 5 years): 53.3% Lau
Annual Redesignation Rate: 8.1% Marshall Latino
Redesignation Rate: 52.4 % SFUSD Latino
Redesignation Rate: 36.6% 2015-2016 English
Language Learner Mid-Year Data Fountas and
Pinnell (English) 1st grade (29): Not Yet.
Approaching Meets Exceed 79% 0% 7% 14%
Reading Inventory Window 2 At or Above 3rd-5th
4.8% IDA Writing Task At or Above 3rd -5th 8.9%
SBAC 2015-2016 At or Above 3rd-5th 12.7%
Marshall continues to struggle to meet the needs of
our English Language Learners, especially
those that are identified as Long Term EL. How do
we provide a high quality ELD program that
addresses the multiple levels of English language
Development of the students, while also adhering
to SFUSD Two-Way Immersion Model? Teachers
are struggling to find the appropriate curriculum
and instructional program that is applicable to the
student language needs. Additionally, Marshall is
completing a 2-year Pilot Program with SFUSD
Science Department integrating language
development through the content of science.
Though Marshall outperformed the district
redesignation average for Hispanic/Latino 52.4% vs
36.6%, there are areas of improvement
systematically school wide.

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>WASC Ch.5</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>WASC Ch.5</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

Marshall will continue to promote the K-2 College SFUSD Initiative through workshops and informational meetings. In partnership with our CBO, Mission Graduates, family workshops on the A-G Requirements, reclassification process, and community resources available for families in the Mission to promote academic and career success. Continue with weekly ESL classes for parents, as well as our Language Exchange program where English and Spanish speaking families meet weekly to learn about each others language and culture. Through this program, the goal is for our families to learn from each other how to provide the best social and academic opportunities for their children on their way through SFUSD and onward.

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 fes

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?


| School-Wide Action Step(s) | How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I) |

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>This year Marshall had a 1.0 RSP teacher, which improved the coordination of services for students with IEPs; additionally, for the first time Marshall’s RSP teacher was Spanish bilingual. This allowed for services in the students home language, as well as providing a better communication system for parents. The area of needed improvement is improving our assessment schedule in order to meet CDE Mandated Timelines. Currently, marshall is out of compliance on 4 referrals because school psychologist has not been able to find the time to complete them. With better support from SFUSD SPED Department, Marshall will adhere to the timelines to ensure students are identified to receive services at a higher rate.</td>
<td>1. All students with IEP will have required minutes of services met. 2. Monthly meetings with SPED Team and classroom teachers. 3. Inclusive Week participation of all classroom teachers.</td>
<td>1. Analyze whether students with IEP are receiving the required minutes of service. 2. Increase primary grades K-1 SST referrals for earlier identification of students needing intervention support (academic, social, emotional, behavioral). 3. Increase communication and collaboration with School psychologist to ensure timely assessments of referrals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Engagement/ Attendance</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronically Absent Rate: 6% Growth Mindset: 65% Self-Efficacy: 65% Self-Management 75% Social Awareness: 75%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Climate
Marshall had 0 suspensions for 2015-2016, and 0 for 2016-2017. Marshall has implemented PAX school wide and Second Step Curriculum. Though, there has been improvement in implementation of school wide PAX, Second Step and/or other social emotional teaching continues to be lacking. Marshall has continued to highlight monthly Character Traits, with assemblies, daily quotes, curriculum, and end of month celebrations of those students who best exemplify trait month. Marshall’s climate team at the end of 2016 created a Positive Behavior Flowchart. The chart outlined how problematic behavior would be handled in the classroom, and common areas. Teachers and staff are still trying to iron out some of the nuances of chart, especially how to effectively deal with a few students who comprise of 75% of office referrals. The area of concern that was identified in the 2015-2016 staff satisfaction survey was Sense of Belonging (School Connectedness) and Safety, though when analyzing the Safety question, it was issues were more regarding the surrounding neighborhood than the school itself. Marshall: 66% SFUSD: 78% Marshall received 2016-2017 Innovation Grant for $10,000. While the Design Team (3 teachers, STEM Coordinator, Principal) planned on continual implementation of providing 21st Century Learning opportunities for students, it became clear that Marshall lacks a common vision, a collaborative culture, and teachers/staff do not feel connected with their colleagues. Marshall staff will participate in a 2-day summer retreat with an outside facilitator. Goals of retreat will be determined by future discussion with design team and facilitator. Additionally, Marshall will redesign current staff longue and work area to facilitate and encourage a more collegial atmosphere. Culture Climate Survey Results: Support for Academic learning Marshall Family: 94% Students: 88% Staff: 83% SFUSD Family: 94% Students: 80% Staff: 89% Knowledge and Fairness of Discipline, Rules and Norms Marshall Family: 93% Students: 84% Staff: 75% SFUSD Family: 93% Students: 77% Staff: 88% Safety: Marshall Family: 86% Students: 59% Staff: 80%

Students: Safety: 75% Staff: Sense of Connectedness: 80%

1. Staff retreat Summer 2017 2. Redesign Staff Longue 3. Climate Committee continue monthly staff outings 4. Cross Grade Level Collaboration (Publishing Parties, Reading Partners)

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

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

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

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

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
</tr>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know....)</td>
</tr>
<tr>
<td><strong>Targets</strong></td>
</tr>
<tr>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
<tr>
<td>Marshall has a robust family engagement community. Working closely with our CBO-Mission Graduates, University of California at Berkeley Graduate School of Education, PTA, and school site’s Family Liaison, Social Worker, and Nurse Marshall provides a rich tapestry of family engagement and learning opportunities. However, though Marshall has a vibrant and well represented ELAC, with our Latino population taking on leadership roles, this has not been replicated within the PTA. Our Latino family attendance at PTA meetings is low. There have been multiple efforts throughout the years to address this equity issue, such as conducting meetings in Spanish, holding a second PTA meeting during the school day, and actively recruiting Latino parents for leadership roles, we have not been able to rectify the problem. Marshall is in its 5th year of receiving ExCel Family Literacy Grant. Collaborating with Mission Graduates we have been able to offer the following learning opportunities for our parents: • Weekly 2 hour ESL Classes for Spanish speaking families. • Weekly 1 Language Exchange Classes. Class participants are English and Spanish speaking families learning from each other. •Monthly parent organized workshops (topics included, understanding CELDT scores and reclassification process, home literacy strategies, math and literacy night events). The Graduate School of Education at UC Berkeley has worked with Marshall for the past two years. They offer monthly workshops for all parents, but focus on serving the needs our Latino Families. They have conducted workshops in the following areas: •Cultural Awareness and Tolerance •Self Help and Wellness •Immigration Rights •Diversity Training •Home Literacy Support Marshall’s Family Liaison, Social Worker and Nurse organized various family workshops during the year as well. They have included: • Community Resources - housing, medical, mental health services. • Stress Reduction • Parent/Teacher Conference Workshops • Dreambox Trainings • Healthy Eating Habits Marshall’s PTA does an outstanding job fundraising for a Title 1 school. Last year the raised over $45,000 to help fund various programs at the school: •Playworks •Education Outside •Science Focused Field Trips • Cultural Assemblies</td>
</tr>
<tr>
<td>1. Increase attendance and leadership of Latino families with PTA events. 2. Increase enrollment of 25% in ESL and Language Classes. 3. Continue partnership with UC Berkeley. 4. Increase Family Workshops on school curriculum, standards, and home educational strategies. 5. Encourage PTA to increase community building events (Movie Nights, Picnics, Food Nights)</td>
</tr>
<tr>
<td>1. Survey Latino parents regarding what are the barriers to participation in PTA. Share data with PTA Executive Board to address identified barriers. 2. Survey parents on areas of interests and needs for 2016-2017 workshops. 3. Use of sign in sheets to track family participation in workshops. Analyze data to identify who is attending workshops and why, and then address how to reach those parents who are not. 5. Hold at least 3 meetings with CBO, UC Berkeley, and site support team to align services offered and share best practices. 6. Hold AM PTA Meetings to increase Latino Family attendance.</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 = $1,300**

Instructional Supplies for SPED Students.

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

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

**Supplemental Concentration Grant-English Learner (SCG-EL) 07091**

**Allocation = $58,894**

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

1. $66,809.25 (.6875) for Academic Response to Intervention Facilitator. Provides small group literacy intervention for EL students. 2. $2,085.65 for Instructional Supplies. Leveled Readers for EL students.

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

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

**Supplemental Concentration Grant - 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. $23,472.27 (.25) Social Worker. Centrally Funding Position was cut from 1.0 to .5. Marshall’s community is facing some serious issues regarding the threats of family deportations, gentrification, community violence. The social worker is a critical position to address the needs of our students and families. 2. $19,435.42 (.2) STEM Teacher. Marshall is focusing on providing our students a 21st Century Learning experience, with STEM at the core, having a dedicated staff member to coordinate program is essential to achieve this goal. 3. $2,092.32 Instructional supplies. Leveled Readers for classrooms.

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

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

**Targeted Instruction Improvement Grant (TIIBG) 07040**

**Allocation = $116,064**

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. $66,809.25 (.6875) Class Size reduction teacher in grade 5. Marshall is dedicated to keeping class sizes small in the upper grades to provide more personal attention to our students. 2. $48,588.54 (.5) Literacy Coach. Position was cut from Central Office Allocations. Marshall's implementation of Readers/ Writers Workshop is in year 3 and this position, especially in the primary grades is critical. 3. $666.2 Student transportation. Money used for MUNI and Bart tickets for field trips.

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

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

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

<table>
<thead>
<tr>
<th>Title I</th>
<th>$72,426</th>
<th>(31500)</th>
</tr>
</thead>
</table>

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

1. $30,367.84 (.3125) Academic Response to Intervention Facilitator. Provides small group literacy intervention for EL students.
2. $30,367.84 (.3125) Class Size Reduction Teacher. Class size reduction teacher in grade 5. Marshall is dedicated to keeping class sizes small in the upper grades to provide more personal attention to our students.
3. $8,872 Instructional supplies: Level 1 Classroom Libraries, Intervention Instructional Materials (LLI Kits, F&P Assessment Kits).

**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 = $725**

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.**

**Supplies for SSC, ELAC, Parent education Classes.**

<table>
<thead>
<tr>
<th>Date your school’s Parent Involvement Policy was reviewed by your School Site Council:</th>
<th>3/17/2017</th>
</tr>
</thead>
</table>

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

---

**Impact & Innovation Awards = $10,000**

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

Marshall is currently working with Design Team to redesign common work areas for teachers to increase collegial/relationship trust. Through the design process it became clear that Marshall teachers feel a disconnect from their colleagues, not only due to the physical space, but also on a common vision of the school. The team decided through multiple surveys and interviews that the need for a Staff Lounge was critical, due to the current space not being a place where teachers/staff can disconnect from the school day, and reconnect with colleagues on a more personal level. Staff usually spend their lunch period and work time alone or with grade level partners in their room. With the some of the money Marshall has dedicated to redesign staff lounge and book room to to a functional space. Additionally, we have allocated resources for a summer retreat off campus to be led by outside facilitator to formulate a new Marshall school vision and purpose.

**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)

<table>
<thead>
<tr>
<th>Principal's Innovation Fund =</th>
<th>(For Middle Schools and PK-8 Schools as applicable)</th>
</tr>
</thead>
</table>

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

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

**Equity Grant = | (as applicable 16-17)**

**Identify Sub-group & specific actions**

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td>.5</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>.75</td>
<td></td>
<td>1.0</td>
<td></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>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**

1. .25 of Elementary Advisor used for morning breakfast club for early arriving students (7:30-8:15). 2. Family Liaison hold monthly parent workshops in collaboration with CBO (Mission Garduates). Topics include: How to read to your child, understanding CELDT, Parent Involvement at Parent Conferences, School Governance.
### 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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>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.</td>
</tr>
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<thead>
<tr>
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<tbody>
<tr>
<td>✓</td>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>✓</td>
<td>English Learner Advisory Committee (ELAC)</td>
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<tbody>
<tr>
<td></td>
<td>Community Advisory Committee for Special Education Programs</td>
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<tbody>
<tr>
<td></td>
<td>Other (list)</td>
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<tbody>
<tr>
<td>✓</td>
<td>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.</td>
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<tbody>
<tr>
<td>✓</td>
<td>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.</td>
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<tbody>
<tr>
<td>✓</td>
<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
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<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>One meeting to gather input from the school community including all advisory committees.</td>
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<tbody>
<tr>
<td>2.</td>
<td>One meeting to present plan upon its completion before March 24, 2017.</td>
</tr>
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<thead>
<tr>
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<tbody>
<tr>
<td>✓</td>
<td>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: 3/15/2017</td>
</tr>
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<tbody>
<tr>
<td>✓</td>
<td>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.</td>
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<tbody>
<tr>
<td>✓</td>
<td>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.</td>
</tr>
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<tbody>
<tr>
<td>✓</td>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
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<tbody>
<tr>
<td>✓</td>
<td>This school plan was adopted by the SSC on: 9/27/2017</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Peter Avila</td>
<td>Principal</td>
</tr>
<tr>
<td>Araceli Vilalobos</td>
<td>Parent Liaison</td>
</tr>
<tr>
<td>Ted Sykes</td>
<td>Teacher</td>
</tr>
<tr>
<td>Greg Arias</td>
<td>Teacher</td>
</tr>
<tr>
<td>Elizabeth Rood</td>
<td>Parent</td>
</tr>
<tr>
<td>Katuska Aburto</td>
<td>Parent</td>
</tr>
<tr>
<td>Scott Slaufer</td>
<td>Parent</td>
</tr>
<tr>
<td>Rosa Carcamo</td>
<td>Parent</td>
</tr>
<tr>
<td>Gerry Gomez</td>
<td>Teacher</td>
</tr>
<tr>
<td>Veronica Cab</td>
<td>Parent-ELAC Rep</td>
</tr>
</tbody>
</table>