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

<table>
<thead>
<tr>
<th>School</th>
<th>Moscone, George Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Valerie Hoshino</td>
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</table>

## SCHOOL VISION & CONTEXT

George R. Moscone Elementary School has a multi-ethnic student body, and a strong commitment to cultural and linguistic diversity. We have three parallel programs: Spanish Biliteracy Pathway, Cantonese Biliteracy Pathway, and English Language Development. In 2016 - 2017, we implemented full Pathways from Kindergarten through 5th Grade in all three programs. Our co-located Pre-Kindergarten Program (Las Americas EED) offers a Spanish Language and a Cantonese Dual Language program, which feed into our K-5 programs. Similarly, our Pathway students are linked to Hoover Middle School, enabling them to continue their Biliteracy development. We believe that this supports our community of students and families to cultivate the cultural and linguistic skills towards a 21st century global society. An energetic, dedicated, multilingual and multicultural staff works collaboratively to nurture students' academic, social, and emotional growth, supporting each child to develop to his or her highest ability. Our focus is on educating students to be life-long learners, proficient readers and writers, with the critical thinking skills, persistence and self-discipline to tackle complex work in all disciplines, including math, science and technology. We value and promote students' self-awareness and ability to communicate effectively, in both academic and socio-emotional realms. In the coming years, we will hone our instructional practice with the Comprehensive Approach to Literacy, building proficiency in language arts throughout our three language pathways. To that end, we have allocated funds to support on-site coaching structures and provide just-in-time professional development for language arts and math. We will increase our students' expertise with digital literacy, leveraging equipment purchased in 16-17, and growing our skills in educational technology. We will continue our work with Behavioral RI through our full-time School Social Worker, using Second Step curriculum, and bringing in additional community resources. Our Parent Liaison will continue to build relationships with our families, focusing on Latino families; she will provide workshops and community building meetings, while offering college bound information (A-G requirements, SBAC, Reclassification), and parent involvement opportunities (ELAC, SSC, volunteering etc). Our growth points for the coming year are: 1. refining systems to monitor student achievement; 2. differentiating instruction and providing additional supports when necessary; 3. aligning additional services (.5 nurse, 1.0 Elementary Advisor) to support student engagement and well-being as a cornerstone for academic achievement.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

Overview
Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- Content Knowledge
- Career and Life Skills
- Global, Local, and Digital Identity
- Leadership, Empathy, and Collaboration
- Creativity
- Sense of Purpose and Sense of Self

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

**Transform Learning, Transform Lives** is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
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<tbody>
<tr>
<td>The School Data Profile section has been added</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>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</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.
- Ongoing reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

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

1. Balanced Score Card/ Single Plan for School Achievement
2. School Site Council Roster*, Signatures, Bylaws & Agendas

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

- SSC Signatures (Please scan the 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/dptرفع/aaو/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>
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<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 9-12)** 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

### English Learner Report 2016-17

(Amao Trends and performance school-wide and pathway)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
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<tbody>
<tr>
<td>Instructional Core: ELD</td>
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</tbody>
</table>

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

### CORE SQLI Reports for 15-16

(SQLI Performance, definitions and thresholds)

<table>
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<td>Student-Centered Learning Climate</td>
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<tr>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

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

### NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</em> WASC Ch.2</td>
<td>1. Goal: 52% of 3rd-5th grade students will meet or exceed standards as measured by the 2016-2017 SBAC ELA Assessments. 2. Goal: 20% of 3rd grade students will meet or exceed standards as measured by the 2017-2018 Integrated Writing Assessments. 3. Goal: 60% of K-2 grade students will meet or exceed standards as measured by the 2016-2017 F&amp;P Assessment. First grade will make significant gains to not only regain the 14% decrease but increase an additional 13%. 4. Goal: 42% of 3rd-5th grade students will meet or exceed standards as measured by the 2017-2018 RI Assessment.</td>
<td><em>Instructional shifts: Leadership to monitor full implementation of Readers’ Workshop and Writers’ Workshop, based on current and calibrated assessments of students reading levels. Measurement will be through F &amp; P in Grades K-2, RI for all students in 3rd – 5th and the IWA for 3rd grade students. Teachers, with support of Literacy Specialists and IRF, will continue to refine our ELA spirals, and embed frequent checks for understanding and mastery. Student work samples will be analyzed during GL collaboration meetings using the ROCI protocol to refine and re-adjust instruction. Primary Reading Specialist and IRF will coach teachers in CATL model and effective teaching practices. An Ed Tech para/teacher will continue to support digital literacy that is impeding literacy proficiency on the RI online assessments.</em></td>
</tr>
</tbody>
</table>

All Based on the 2015/16 SBAC ELA Assessments, 44.7% of 3rd-5th grade students are meeting or exceeding standards which is similar to 2014/15 proficiency. 2. Based on the Integrated Writing Assessment, writing proficiency of 3rd grade students is in decline. In 16/17 12.3% of 3rd grade students are meeting or exceeding standards compared to 15.4% in 15/16 and 20.6% in 14/15. 3. Based on the 2016/17 F&P W2 scores, 60% of K-2 grade students are meeting or exceeding standards. This has increased from W1 (41% proficient), it should noted first grade proficiency declined 0% from W1 to W2. 4. Based on the 2016/17 W2 RI results, 32.5% of 3rd-5th grade students are meeting or exceeding standards. Proficiency increased from W1 (23.5% proficient) and this growth was consistent to years past.

A. Based on our 16-17 SBAC ELA Assessments, 42% of our current 4th and 5th grade students met or exceeded standards. Overall, our % of students at/above Grade Level Standards (GLS) decreased from 44% to 40%. While our Chinese students increased 8%, our Latino students in GE decreased 9%, and Latino students in SB decreased 14%. B. Based on our RI results, more than 50% of students in 3rd - 5th grade are not at grade level expectations C. Based on our E/OY F & P results for 1st Gr GE, 10/21 students now in 2nd grade GE are near/at/above GLS; 11 are not.

A. Goal 50% of 3rd - 5th grade students will meet or exceed standards as measured by the 2017-2018 SBAC ELA Assessments

A. IRF and 3rd - 5th grade level classrooms will practice with CAASP item bank questions, to familiarize students with digital technology, question types, and provide practice with listening, reading and responding electronically. B. 3rd - 5th Gr students will participate in the Optional Reading Inventory 1a (Oct 10 - Nov 8) to clean current data. 3rd - 5th gr teachers will have 1 F & P release day to assess 1-1 students below GLS on RI. C. Our Reading Spec teacher is supporting literacy development 1hr daily with 3 students in this class (2 with 504 plans, 1 pending psycho-ed assessment).
**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>1. While reading proficiency based on the RI assessment of 3rd-5th grade students has increased throughout the 16/17 school year (23.5% to 32.5%), it is still significantly below District Average (50.1). 2. While reading proficiency based on the F&amp;P assessment of K-2nd grade students has increased throughout the 16/17 school year (41% - 60% proficient), it should be noted first grade proficiency declined 14% from W1 to W2.</td>
<td>1. Goal: 30% of Spanish Bitterley students in grades 3-5 will meet or exceed standard as measured by the 2017-2018 RI Assessment. 2. Goal: First Grade students will make significant gains as measured by the 2016-2017 W3 F&amp;P Assessment to only regain the 14% decrease but increase an additional 13%.</td>
<td>Interventions: In 17-18, we will be shifting our ELA intervention model to build alignment between our supports and classrooms. An upper grade literacy specialist will support the 3rd – 5th grade students by pushing into classrooms during reading workshop and pulling guided reading groups alongside the teacher. Additional support staff will also push into classrooms to support students during independent reading time which will allow classroom teachers to devote their full attention to their guided reading groups and conferring. This shift will ensure that students are not missing important whole group instruction due to intervention and that the differentiated instruction is being taught by a skilled teacher who knows the student needs. A primary reading specialist will continue to provide Reading Recovery the most struggling first grade students as well as small group intervention K-2. We will continue to focus on deepening our practice with small group guided reading or literature circles to provide differentiated instruction during Workshop time. Our IRF will continue to monitor interventions in place on the Academic and Socio-Emotional Support Tracker.</td>
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</table>

A. In SBAC ELA, our SB strand showed the lowest % of students at GLS (25%). Our GE was 38%, CB 57%.

A. Our teacher collaboration structure will shift to include 1xmonth Strand Meetings. Our SB Reading Specialist and Principal will lead the SB strand; this year the focus will be on GL reading in K/1 in Spanish, and support in 2/3 with transfer to reading in English.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English Learner (EL) Focal Group While reading proficiency based on the RI assessment of 3rd-5th grade EL students has increased throughout the 16/17 school year (3.4 % to 12.3%), it is still significantly below school average (32.3%). 2. Hispanic/Latino Focal Group (specifically in SB Strand) While reading proficiency of 3rd-5th grade Hispanic/Latino students has increased throughout the 16/17 school year (16.2% to 20.2%), it is still significantly below school average (32.3%). This gap is even larger when looking specifically at the Spanish Bitterley strand (14.3% proficient).</td>
<td>1. Goal: 25% of EL 3rd-5th grade students will meet or exceed standards as measured by the 2017-2018 RI Assessments. 2. Goal: Hispanic/Latino (Specifically in the SB strand) 3rd-5th grade students proficiency in reading will mirror the whole school average as measured by the 2017-2018 RI Assessments.</td>
<td>An upper grade literacy specialist will support the 3rd – 5th grade students primarily EL students in the SB strand by pushing into classrooms during reading workshop and pulling strategy groups alongside the teacher. Skills of focus will include sentence deconstruction, vocabulary building and determining importance. We will continue to work with our Spanish Bitterley Pathway consultant to align languages of instruction and build in progress monitoring tools, focusing on K-1.</td>
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**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td></td>
<td>[WASCh.5]</td>
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</tbody>
</table>
All 1. Based on the 2015-2016 SBAC Math Assessments, 46.3% of 3rd-5th grade students are meeting or exceeding standards. Proficiency increased 3% from 2014/15. 2. Based on the 16/17 Math IAB results, math proficiency has dropped throughout the year from 43.5% proficient to 39.7% proficient. Goal: 55% of 3rd-5th grade students will meet or exceed standards as measured by the 2016-2017 SBAC Math Assessments. 2. Goal: 50% of 3rd-5th grade students will meet or exceed standards as measured by the 2017-2018 W1 Math IAB Assessment.

The instructional shift needed to achieve these goals are the following: Teachers will deepen students' knowledge of flexible thinking to problem solve and strategies to support students using mathematical language to express their thinking through PD as well as peer observation. Math TSA will also support planning scaffolds and guiding questions during GL release days throughout the year. Staff PD will continue to focus on student discourse, providing language scaffolds, and moving from a teacher directed style toward a more question-based collaboration in grappling with rich mathematical tasks. An Ed Tech para/teacher will continue to support math proficiency digitally through Zeem as well as other online math programs.

A. Based on the 16/17 SBAC math Assessments, 47% of 3rd - 5th graders are meeting GRS (grade level standards). Overall proficiency increased 1%. However, Moscone students mirrored the downward pattern in SFUSD over grades 3-5: 60% - 49% - 33% (Moscone); 59% - 50% - 45% (SFUSD). Moscone's students in 5th grade showed a more pronounced decrease (-16% from 4th to 5th).

A. Goal: 45% of 5th Grade students will meet or exceed standards as measured by the 2017-2018 SBAC Math Assessments. A. Similar to ELA, IRF and GL teachers will practice 1xmo with CAASP item bank questions to familiarize students with the CAASP format, performing/responding to math assessments online. B. To increase data re student progress during the year, the IRF and Grade Level teams will select item bank questions linked to units to taught and create standards based mini-assessment per Trimester. Results will be shared with students, parents and Math Acceleration teacher.

**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?

### Analysis of Results for Mathematics-Intervention

<table>
<thead>
<tr>
<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>1. Goal: 50% of 5th grade students will meet or exceed standards as measured by the 2017-2018 SBAC Math Assessments. 2. Goal: 55% of 5th grade students will meet or exceed standards as measured by the 2017-2018 Math IAB Assessments.</td>
<td>Interventions: In 17-18, we will hire an upper grade math specialist to support the 3rd - 5th grade students who are not meeting grade level standards. This support will provide differentiated instruction within whole group instruction as well as small group intervention groups as needed to build foundational skills. Our IRF will continue to monitor interventions in place on the Academic and Socio-Emotional Support Tracker.</td>
</tr>
</tbody>
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**Focal Group**: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

### Analysis of results for Mathematics-Focal Group

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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<tbody>
<tr>
<td>Goal: 35% of Hispanic/Latino 3rd-5th grade students will meet or exceed standards as measured by the 2017-2018 W1 Math IAB Assessment.</td>
<td>Shifts: Math TSA will continue to support GE and SB strand teachers through task deconstruction and backwards planning. In addition, TSA will also be working alongside classroom teachers and parent liaison to provide targeted math PD to Hispanic/Latino families and modeled lessons.</td>
</tr>
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</table>

**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. WASC Ch.2</td>
<td>Targets: We will target all current 4th graders going into 5th in 17-18, and provide additional support during the day and whenever possible, during ExCEL, OST, outside CBO tutoring. We will continue with an upper grade literacy teacher to provide Tier 2 intervention.</td>
<td>Interventions: School-wide, we will focus on increasing student discourse, integrating routines for engagement and scaffolding throughout the day. We will focus on expressive language, primarily during Writers’ Workshop, and during Math Talks and explanations of mathematical thinking. We will continue to fund an upper grade LTE support teacher, and will purchase additional resources for classroom teachers to support instruction in focused academic language study, ie, transition from informal to formal language, building vocabulary, close reading of texts with a focus on deconstructing and rebuilding complex syntax. In 17-18, Continue Planning and PD with Multilingual Department staff. PD will be provided at staff meetings, with follow up during weekly Grade Level meetings, and/or during Grade Level Release Days for CATL spiral planning. IRF and LTE teacher will continue to work with grade level teams to support differentiation of text-based lessons, including unpacking complex texts selected per EL proficiency levels.</td>
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</tbody>
</table>

SBAC data shows that 25% of our ELs met or exceeded ELA standards, and 40% of our ELs met or exceeded Math standards. However, 84% of our Redeesignated students met or exceeded ELA standards. This shows us that while our students need continued support to reach levels of proficiency in ELA, once they have successfully been Redeesignated, most continue to reach grade level expectations. In 15-16, 70% of our ELs met AMAO 1, while 55% of ELs with 5+ years met AMAO 2. With our 2 language pathways, our student population is ±87% ELs. 59 of our 62 Kinders are ELs (94%). Currently, we are monitoring and working with about 10 5th grade students toward Reclassification. We will then focus on our rising 5th graders, to achieve Reclassification before going to Middle School.

The trend has been that students will score well on the CELDT speaking and listening, but not high enough on the reading. Fall 2016: Review of AMAO 1 results show 69% of Moscone students met this target, above the 62% District goal. AMAO 2 results show 37.5% of Moscone students met this target, above the 25.4% District goal.

Based on 2016-2017 CELDT Results, 43% percent of ELs K-5 scored within the early advanced to the advanced range overall. However, the average reading score for students scoring within this range was intermediate (3.4 on a 1-5 scale). Reading scores were the lowest category for all school subgroups (2.6 average school-wide) and speaking scores were the highest (3.7 average school-wide). While speaking and listening strands where consistent between the subgroups, there continues to be an achievement gap between Asian and Latino EL students in the writing and reading strands. Latino EL students are reading on average at an early intermediate level and writing at an intermediate level while Asian EL students are reading at an intermediate level and writing at an early advanced level.

Goal: We will make significant gains in reading as measured by the 2017-18 CELDT (ELPAC) which will lead to an increase in reclassification. Our Latino population is increase their reading and writing scores to reduce the achievement gap between our Latino and Asian ELs.

The upper grade literacy specialist (LTE) will provide small group intervention with LLI or other differentiated reading instruction to address the low CELDT reading scores. LTE teacher will monitor student progress, and refer to SAP team for additional services (Migrant Ed tutoring, After school tutoring through ExCEL, etc)

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**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>Analysis of PK data shows that students and families need additional socio-emotional support. Classrooms currently receive consultation support 1 - 2 times per month through Early Childhood Mental Consultation Initiative. In addition, given the current policy shifts, many families are under increased stress. Some have left the program due to uncertainty with legal entities. Increase support to families, students and staff</td>
<td>Increase support to families, students and staff</td>
</tr>
</tbody>
</table>

| Analysis of K data shows that students and families need additional socio-emotional support. Classrooms currently receive consultation support 1 - 2 times per month through Early Childhood Mental Consultation Initiative. In addition, given the current policy shifts, many families are under increased stress. Some have left the program due to uncertainty with legal entities. Increase support to families, students and staff | Analysis of 3rd grade data shows that students and families need additional socio-emotional support. Classrooms currently receive consultation support 1 - 2 times per month through Early Childhood Mental Consultation Initiative. In addition, given the current policy shifts, many families are under increased stress. Some have left the program due to uncertainty with legal entities. Increase support to families, students and staff | Analysis of 4th grade data shows that students and families need additional socio-emotional support. Classrooms currently receive consultation support 1 - 2 times per month through Early Childhood Mental Consultation Initiative. In addition, given the current policy shifts, many families are under increased stress. Some have left the program due to uncertainty with legal entities. Increase support to families, students and staff |
Shifts will include consultation with our current elementary site SSW, who has an already high case load. Her position will continue in 2017-2018 to be .5 funded through the District, .5 funded through Moscone site funds. This year, we were allocated a .5 Nurse from Central Funds, which we hope will free up our SSW to offer increased support to the PK families. Spring 2018, we will continue to advocate for future District funding for a 1.0 LSP. Our current enrollment in K-5 has increased to 390, with an additional 50 students in PK, including 10 students with mod-severe differences. With housing and legal insecurities, families increasingly experience multiple stressors, leading to increased need for socio-emotional and basic need supports.

### 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>Moscone School offers both a Spanish and a Cantonese Bilingual Pathway, that prepares our students to be culturally and academically prepared for the 21st century.</td>
<td>Students with the abilities and dispositions to respect, appreciate, and be able to function in more than one language, and in a variety of cultures. Our goal is to continue to improve our Pathway programs, ensuring that students are successful in Middle and High School Pathways and beyond.</td>
<td>We will continue to deepen our practice in delivering Bilingual instruction in language arts and social sciences. We will need to locate and purchase additional resources, especially student-friendly texts in Chinese (traditional) and Spanish.</td>
</tr>
</tbody>
</table>

### Elementary Schools

What is your plan for promoting college and career readiness?

Our Parent Liaison invites local CBOs (e.g. Mission Graduates) to present workshops to parents on A-G requirements. Our staff and Parent Liaison support families to link to CBOs to support students. AIM High, Seven Tespees, Mission Girls. Finally, we actively engage parents to participate in the Kinder to College savings program through scholarship funds offered by the Program.

### 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?
Moscone has created a structure with 2 staff meetings per month; one fully dedicated to PD, and the second includes teacher sharing of best practice: video, feedback, student work samples, etc to build and validate site capacity. The ILT meets regularly to review student achievement data, and serves as a forum to share instructional issues throughout the grades. PD is in response to needs surfaced through these discussions, either based on data, or on teacher input. Focal areas identified and agreed up at the Spring 2016 ILT retreat: conversation skills, differentiated small group reading in Reading Workshop; Word Work, deepening practice with Writing Workshop, and using rich mathematical tasks to increase problem solving strategies and expressive language to share thinking. At the Spring 2017 ILT Retreat, new focal areas will be established; ILT may also choose to deepen practice around current areas. Grade Level Teams meet 4 times per month, during specific weeks, Teams will focus on ROCl/examining student work, Review/Implementation of PD from prior Staff Meeting, Planning/Scheduling instruction, or Calibrating/Scoring/Reviewing Assessments (math tasks, F & P data, etc).

<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>ILT annual retreat in May 2017 to reflect on year's growth, determine goals and create a PD plan for 17-18. Continue to deepen practice around Classroom Visits, initiated through CORE work with Cesar Chavez ES. The purpose is to make teacher practice and student engagement visible, and as follow up feedback on PD initiatives. Continue work on SEL, especially Growth Mindset for students, staff and families. Toward inclusion, continue PD offerings to staff, including Trauma-Informed Practice, ADHD in students, PAX game/PBIS. Support our established Climate Committee to take on this work, now that Parade of Nations, signage, office referrals are in place. Biliteracy Strand Meetings: Cantonese Biliteracy teachers meet with MPD support TSA. Spanish Biliteracy teachers work with consultant to articulate program, now spanning Kinder - 5th grades. Spanish Biliteracy Team meets with MPD to review schedules and incorporating L1 in CATL spirals/units. Induction 3 mentors will continue to support new teachers in planning and implementation of CCSS lessons through individualized coaching. Build staff capacity with new Google tools; IRF/Technology Lead Teacher will present PD to staff.</td>
<td>Prop A funds for Tech PD, Biliteracy strand meetings. Sub days in 17-18 budget through WSF funds. Spanish Biliteracy Consultant work funded though WSF monies</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
</table>
| **Students with Disabilities/ Promotion of Inclusive Practices** | Increase the daily attendance of our SpEd students, to maximize educational benefit. Increase the proficiency rates for students in both language arts and math. Decrease suspensions to our baseline (0), by implementing programs and procedures to maintain safety and a learning environment | }
| Moscone offers a full-inclusion special education program. On the 15-16 SBAC data, SpEd students performed least well; 15% were proficient or above in LA, and 8% in math. Students are performing at higher levels on the math performance task W2 (41% prof) and F & P (27%). Analysis of 16-17 data will indicate a marked increase in suspensions (involved 1 student with multiple suspensions). 17-18: Moscone’s demographics for SpEd has changed over time, from 9.7% in 14-15, to 12.4% in 15-16, to 14.8% in 16-17. This is above the District average of 11.4% in 16-17. Based on 16-17 SBAC data, 8% met GLS in Math, 16% in ELA. |
| Moscone will continue to progress monitor students with IEPs, and conduct parent-teacher conferences with both classroom and RSP teachers providing information. RSP teacher will review grade level planning calendars and lesson plans to support students during pull-out instruction. RSP teacher will provide suggestions for differentiation and/or modifications to assignments for students to classroom teachers to best meet grade level standards. 9 staff members this year attended the Safety Care (Verbal and/or Physical De-escalation training). 3 staff members attended SpEd PD on Working with Students with ED. Staff will visit a PAX site, and begin PAX implementation in 2017 17-18: RSP staff have been trained on LLI (F & P) to support ELA progress. RSP staff working with the new Math Acceleration Teacher to support Math progress. RSP teachers using on-site Tracking System to monitor daily interventions and services provided. |

| Student Engagement/Attendance | Based on our 16-17 data, our lowest performing racial/ethnic group (Hispanic) had the highest % of chronic absences at 7.4%. Further data from 16-17 mid-year shows Kindergarten to be the most impacted, particularly the GE strand. |
| Decrease the chronic absence rate to 5% or below for all subgroups |

| School Climate | This year, we continued our documentation and tracking system to monitor referrals to the office for disciplinary issues. It is typically the same students, already monitored through SAP, who are referred from the playground during less supervised times (recess, lunch). |
| Our target is to reduce the disciplinary referrals and increase schoolwide emphasis on socio-emotional skills and conflict resolution strategies. |
Moscone will continue to deepen implementation of our Behavioral Rti plan. ILT Retreat (Spring 2017) to focus on in-depth discussion of Tiers 1 - 3 of Behavioral Rti. Follow up with focus in August PD days with rolling out systems. SAP team will monitor data at weekly meetings. Monthly staff PD will include follow up on August information.

Walkthroughs by ILT/other staff will focus on SEL/Tier 1 supports in classrooms. Signage has been installed throughout the site, building common language around our school expectations. The SSW has built a partnership with Mission Family Health Center to provide 1-1 counseling, and mentored a Social Work intern, to increase services to students. SSW continues to highlight positive with Ezi the Eagle feathers for "Caught doing good", with Friday intake celebrations. The feathers are aligned to, and reinforce, the school-wide expectations. We continue to integrate 2nd Step curriculum with our monthly Student of the Month celebrations. Kinders began piloting Kimochis (social-emotional skills) program. At beginning of year and after winter break, review PBIS instruction for teachers and playground staff. RSPs have completed FBAs and BIPs for specific students. For 2017-2018, we plan to integrate the 4th & 5th grades during one curriculum area, so that students are not isolated in their Language Pathway classes from K - 5th. In addition, we will pilot a Friendship Friday Lunch when students have "open" seating, to build their social skills and promote inclusion in the school community. We will pilot PAX Good Behavior Game, with the support of our Pupil Services TSA (Ms. MacNab). This, along with the Integration Period, is geared toward reducing discipline referrals, offering students opportunities for new partnerships, and changing up the social dynamics. With new Elementary Advisor position, offer leadership opportunities to students (student council, conflict monitors, buddy tutors, etc). This staff person will also support during lunch to organize games, help with conflict resolution, supervise playground, and support positive student interactions. With new Nurse position, increase attention to wellness, nutrition, healthy habits (puberty, hygiene, LGBTQ awareness).

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Impact of the strategy on instructional, cultural/ethnic, and social emotional goals (And how you know...)
| Moscone has a small, but active, parent group; some are more involved in fundraising activities, and others in workshops offered around parenting, immigration law, ELAC, etc. While almost 100% of parents participate in parent-teacher conferences and in Back to School Night, many do not attend other optional school events regularly, typically because of work obligations. | Our goal is to build the parent community participation, if not in person during events, through other venues. | Continue to outreach to parents through our weekly trilingual newsletter, auto-dialer system, announcements at Monday intake. Continue high interest events with high participation, such as dance performances in the evenings, our annual Publishing Fair, family welcome picnic in September. Continue cultural/heritage celebrations: Parade of Nations, Day of the Dead events, Read Across America, music concerts. Plan other family events such as Math or Science Fair, Garden Show. Partner with our ExCEL CBO during celebrations to interface with parents at late afternoon events. Work with Family Liaison to provide workshops in the evenings for working families, including supper and childcare, so families can spend quality time at school. |
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 = $2,700

Funds will be allocated to support SpEd student acceleration and differentiated learning opportunities, including early-emergent literacy instructional resources, speech-language instructional materials, software to support behavior and academics (Boardmaker for visual schedule icons, iPad apps for differentiated learning), sensory objects for specific 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 = $101,794

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

.5 LTEL Literacy support ($48,589) and .5 Academic RI support teacher ($48,589) to accelerate learning for mid to upper grade students. These positions will support ELs by building teacher capacity around best instructional practices for ELs in CATL and in math, where our ELs show great need. The LTEL position is intended to support primarily upper grade students, especially LTELS, to assure that they make significant progress toward reclassification. These students generally need additional support with reading comprehension and vocabulary development; the Tier 2 interventions provided will promote academic discourse in small group settings.

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 = $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?

.5 School Social Worker ($46,945) to provide services toward social-emotional well-being, conflict resolution skills, learning self-regulation strategies to help focus and time on task in classrooms. Additional funds allocated to purchasing additional take-home literacy and math practice materials for ELs.

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 (TII-EG) 07940
Allocation = $72,800

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?

.3 IRF ($29,153) funding and .7 Ed Tech para ($41,946). The IRF will support teachers by coaching for strategies (eg Math Talks, Guided Reading/differentiated small group work) and guiding Grade Level Meetings to plan/revise Language Arts spirals and deepen familiarity with the District’s Math Curriculum. The .7 Ed Tech para will support technology integration and build digital literacy with 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)
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 = $114,558 (31500)

How do you plan to use these funds?

1.0 Reading/Literacy Specialist ($97,177) working with K-1 students for early literacy instruction. This Literacy position also supports staff to deepen best practices to accelerate student achievement in English and Spanish (F & P calibration, Guided Reading Professional Development, Interactive Writing and Word Work Professional Development).

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 = $1,146

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.

Monies set aside to support Parent Liaison’s work to outreach to families who typically are not involved in school activities. The focal group is families of under-performing Latino students in the areas of language arts and math, by offering materials, suggestions for home/family support, workshops with outside organizations.

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 3/21/2017

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)
- 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></th>
<th>Social Worker</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>.5</td>
<td>.5</td>
<td>.5</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></td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>MPD 2.0 for Pathway Exp</td>
<td>.4 VAPA</td>
<td>.2 Instrumental Music</td>
<td>.6 PE</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

1. Nurse and SSW will coordinate to support improved attendance (focus on the Latino students in GE strand, per '17 data) and socio-emotional well being, to increase learning time. 2. Family Liaison will outreach to families to promote involvement and familiarity with school programs through workshops (on CAL/literacy, CC Math, Parenting) and increase connection to neighborhood CBOs and services (Support for Families, MEDA, SF Public Library, etc) 3. 2 BCLAD teachers will provide L1 literacy instruction to strengthen Pathway student achievement and cultural competency
**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) Moscone Staff, ExCeL Program Staff

- 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>
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<tbody>
<tr>
<td>Connie Chew</td>
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<tr>
<td>Julie Goot</td>
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<tr>
<td>Rebecca Garcia</td>
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<tr>
<td>Reyna Vite-Aguilar</td>
<td>Parent Liaison</td>
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<tr>
<td>Miriam Soto</td>
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<tr>
<td>Aurelia Hernandez</td>
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<tr>
<td>Perla Godinez</td>
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<tr>
<td>Biggi Schatfinger</td>
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<tr>
<td>Maria Castillo</td>
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<tr>
<td>Valerie Hoshino</td>
<td>Principal</td>
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<tr>
<td>Vanessa Hong</td>
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<td>Pansy Quan</td>
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<tr>
<td>Norma Govea</td>
<td>Staff Alternate</td>
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<tr>
<td>Kaifan Tsang</td>
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