Vision The vision of Jean Parker is to build a 21st century school community that inspires each student to reach his or her full potential through academic, intellectual, social, technological, and innovative excellence. Mission At Jean Parker Elementary, our mission is to prepare our students for college and career and build a population of lifelong learners. We challenge our students with cognitively demanding tasks. We cultivate joyful learners so that they are ready to engage in complex texts, use evidence to support claims in writing and life, conduct research to form opinions, and use technology as a form of expression, creativity, and innovation. We believe in providing equitable outcomes for all students and preparing them academically and socially for the 21st century, exemplifying high standards of citizenship and encouraging collaboration skills at every opportunity. We know it takes a village to educate a child, we prioritize parents as key players in the education of students as well as partner with community members whenever possible to enrich our students’ learning. We help students reach their full potential as productive, responsible members of society and life-long learners. Our Elementary School is located in the Chinatown/North Beach area, providing public education for approximately 270 students who primarily live in the neighborhood and other surrounding communities in San Francisco. Our predominate student group is Chinese-American; they represent approximately 81% of the school’s student population. Other diverse student demographics consist of 9% Latino, 4% African American, 3% Students with multiple ethnic backgrounds, 1% Filipino, 2% European American. Jean Parker offers two language pathways for students: Chinese-Bi-Literacy and English only pathways. We are a school-wide Title 1 school, serving over 85% of our students who are socioeconomically disadvantaged, and 69% are identified as English Language Learners. We have an active PTO, and our parent community is involved in our school by regularly attending various of family education functions and student celebrations. Such family functions include Literacy Night and Principal Chats. Our teaching staff use and adopt a variety of instructional strategies to meet the needs of our students, especially our English Learners. In addition, we also prioritize our resource to promote a positive student climate and environment. One easily identifiable component is our positive behavior system. You will observe that students are celebrated when they are caught “Beeing” safe – kind – responsible. Strengths At Jean Parker, we take pride in embracing continuous learning and improvement. Our teaching staff has participated in and will continue to collaborate with our Teachers’ College Reading and Writing developers throughout this year as part of the teachers’ on-going professional development. We are committed to furthering our growth and building our instructional capacity through additional training and engaging in collaboration or professional learning community meetings to deepen our work. We are a “Comprehensive Literacy” school where we believe that by providing all students, especially our English Learners, a strong foundation in literacy will help promote critical thinking and problem solving skills that are necessary for college and career readiness. In addition, we fully embraced the Rigor that Common Core Standards have to offer and we strive to increase student success and achievement by infusing appropriate, relevant, and highly interesting content for our students and their learning experiences. Challenge We have a high concentration and different levels of English Learners (EL). We serve a diverse English learner population from newcomers to long-term ELs. Due to the range of abilities, it is important that our teaching staff are strategic and intentional in providing a robust literacy program, employing high leverage instructional strategies, and differentiating targeted support for all students, especially our ELs in order to enhance their literacy development and academic performance. Key Strategies Our Instructional Leadership Team (ILT) and staff embraced and valued a comprehensive approach to promoting literacy for all students. We use a balanced assessment system to inform our instruction. We implement daily formative measures, the District Common Learning Assessment, the Fountas & Pinnell reading assessment three times throughout the year. In addition, we will be developing writing prompts for different genres to assess needs and measure students’ progress in their writing skills that correspond to the district’s language arts scope and sequence. Our ILT and staff identified the following high leverage instructional strategies as daily components that compliment our comprehensive approach to literacy. We as a staff are committed to the following school-wide agreements of Reader and Writers’ Workshop, ELD instruction, as high leverage instructional strategies: • Implement Daily Reading and Writing Workshop components: Shared Reading/Writing; Interactive Reading Aloud/Writing; Mini-lesson; and Conferencing that are driven by student need and thoughtfully aligned with Common Core Standards and District’s Scope and Sequence (Spirals) • Implement designated ELD Instruction and incorporate integrated ELD best practices across all subject areas in order to promote oral language and academic discourse practices. Oral language production or output is vital in affirming students to work at and through different levels of cognitive complexity as well as to enhance students’ oral communication. Instruction must also be aligned with new ELD standards. Our students regularly engage in relevant and cognitively demanding tasks where they practice critical thinking, problem solving, and reflection. They participate in whole and small group work where they rehearse their thinking and construct understanding through oral and written practices.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2015-2016 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

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

Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC) Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
### 1. Balanced Score Card/ Single Plan for School Achievement

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

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

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

### 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

### 4. Title I Parent Involvement Policy*

- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package

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*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.*
SECTION II: School Data Profile

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

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016­18". This folder includes the following reports:

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

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

| Analysis of Results Language Arts-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. |

| Based on the analysis of the results, what are your targets/performance goals? |
| Our target for 2016 SBAC ELA is that at least 50% of our students will meet or exceeds standard. Our F&P target for all students for window 3 is to increase at least 5% growth. |

| What instructional shifts will be required to achieve these goals? |
| Teachers will continue to refine curriculum mapping using district scope and sequence (Spirals); develop core curriculum using Common Core State Standards (CCSS) and using student data to inform and design rigorous differentiated learning experiences for all students. We will accomplish these goals by: • Continue with Standard and Data Based driven instruction • Differentiate instruction in both Tier 1 and 2 levels (RTI Framework) that accounts for the differences in students’ needs • Embed 6 Common Core Shifts when developing Curriculum Map – Weekly plan (Increase Non-fiction Text; Building content knowledge through reading in all subject areas; Read and analyze more challenging materials; Discuss reading using evidence; Write from non-fiction sources using evidence; Increase academic vocabulary) • Examine student data and work products to support student learning and to inform instructional decisions (Engage in ROCI process during CPT and GLM) • Design lessons or learning experiences that require students to produce work at a range of cognitive complexity • Create a curriculum map as a guide and unit plans that are aligned with Teachers’ College unit plans and use student data to drive instruction (in the moment) • Use diagnostic and end of unit measures to inform instructional decisions. These tools will allow us (teachers) to be more strategic and intentional as we develop the sequence of lessons in a 6-8 week unit. • Implement Daily Reading and Writing Workshop components using TC Unit of Study with fidelity. Each “Session” within each unit... |
FALL 2016-17 ELA Data: Based on the 2015-16 SBAC ELA results, our 3-5 grade students scored at 37.6% proficient, which is approximately 5% decreased compared to the 2014-15 scores. The former 5th grade students scored 29.8% proficient, a decrease of approximately 4% points when comparing with the same cohort. Last year, we had twelve English Learners, who transferred from CEC and had less than two years of schooling in the United States. While they made steady progress, the SBAC results did not illustrate their progress. 47.6% of our 4th graders scored proficient, which is 14.29% higher than the previous group of 4th graders. 38.1% of our 3rd graders scored proficient, which is 3.21% lower than the previous group of 3rd graders. 13.8% of our English Learners (3-5 grade) scored proficient, which is 9.61% lower compared to last year's English Learners. F&P English Assessment data for 2015-16 shows that, in Window 3, students in grades K-3 have maintain or increased in their reading proficiency rate. K - 70% at proficient 1st - 31% at proficient 2nd - 82% at proficient 3rd - 74% at proficient 4th - 56% at proficient 5th - 47% at proficient

Our target for 2016 ELA SBAC remains the same and that at least 50% of our students from grades 3-5 will meet or exceed standard. The former 5th grade English Learners were the low performing group. However, our priority and focus remains on our English Learners. Our target on the SBAC ELA in 2016-17 is to increase 10 percentage points of ELS who meet or exceed standard. Our F&P target for 2016 (Window 2) remains the same, increasing student reading proficiency by 5%. We will use Window 1 assessment results as the baseline. Our current 2nd Grade is our focal group. Only 31% of the students scored at proficient. Our goal is to increase their proficiency rate by 10% by Assessment Window 2.

Same as above Also, we will be working with Reading Partners to identify students who are working below benchmark and provide them one on one reading support. We will also identify focal students in 2nd grade to participate in LLI intervention support after school.

As per the School Quality Improvement Index, which reflects the performance of students in grades 3-5 during the 2014-2015 school year in academic achievement, Jean Parker scored above average, with a score of 910. 43% of our students met or exceeded standard in English Language Arts, compared to the 48.4 district mean score. In the F&P Assessment results, 59% of all students (K-5th grade) met or exceeded benchmark on F&P window 2 which was a 13% growth compared to window 1, 46% proficient. Much of the growth is attributed to the Kindergarten students; however the growth is anticipated due to their trajectory. Our lowest performing group is our current first grade cohort. In window results, only 27% of the first graders scored proficient, which shows a 5% regression compared to window 1. In IAB-ELA results, which reflects the performance of students in grades 3-5, 58.4% of our students scored proficient, which shows a 12% regression compared to the first window assessment results. Each of the assessment test a different set of performance standards and skills. We use the results to inform next steps and ensure that all grade level standards are covered by the end of the academic year.

With highly, each design within section is implemented as recommended to ensure that not only all CCSS are taught but also individual student need are met during conference work. Reading & Writing Workshop -Mini-Lesson (includes the teaching of the three types: procedural, skill based, and Analysis/Inquiry) -Independent Practice Work - Conference (individual and Small group work) - Midworkshop -Share Components occur outside of Workshop - Shared Reading (Primary Grades) - Interactive Read Aloud (Outside of Workshop Block & with Accountable Talk) - Wordy Study

Other Conditions that maximize student learning: - Anchor Charts: Room is curated by for students; Some charts zoom in, some zoom out; Charts are student friendly - Text: book boxes have books at independent levels (within bands) Interactive Read Aloud with accountable talk and Shared Readings are at or above grade level and is conducted outside of workshop; Guided Reading Texts are at instructional level - Other Tier 1 Practices: Build stamina and amount of time spent on independent task; Use writing on demand to obtain baseline performance and student progress; Mini-lesson go past strategies to analysis of text; Students are asked to explain their thinking. • Bring writing assessment (On Demand) results to CPT / Planning Meetings and analyze student data to inform next steps. * Calendar units of study (reading and writing) for the entire year and implement units of study with fidelity. * Vertical alignment of reading/writing workshop * Incorporate a differentiated Word Study Program as part of the Comprehensive Approach to Literacy • Hold publishing parties at least 4-6 times a year as a means to promote student engagement as well as improve students’ overall writing development. • Incorporate ELD Instruction based on new ELD Standards • Implement designated ELD Instruction and incorporate integrated ELD best practices across all subject areas in order to promote oral language and academic discourse practices. Oral language production or output is vital in affording students to work at and through different levels of cognitive complexity as well as to enhance students’ overall comprehension. Instruction must also be aligned with new ELD standards. • Provide targeted tier 2 interventions for students who have not reached benchmark.
### Analysis of Results for Language Arts - Intervention

| F&P Assessment: Only 27% of our current 1st graders met or exceeded benchmark during F&P assessment window 2. 6% of these 1st graders had regressed compared to the 33% who met or exceeded benchmark in window 1. Our 2nd lowest performing group is our 5th graders. They scored at 54% proficient in the F&P assessment window 2 which is 4% higher than window 1. IAB-ELA: Grade 3: Window 1 - 73.2% at proficient Window 2 - 63.4% at proficient Grade 4: Window 1 - 81.8% at proficient Window 2 - 64.3% at proficient Grade 5: Window 1 - 59.6% at proficient Window 2 - 50.0% at proficient Each IAB-ELA assessment measures different performance standards. With this in mind, we analyze the results to inform next steps for instruction. Our target is to move at least 40% of our 1st graders to meet or exceed benchmark by F&P assessment window 3. Our target is to move at least 60% of our 5th graders to meet or exceed benchmark by F&P assessment window 3. | At SAP and through teachers' recommendation, we have identified specific students and provided them targeted support using Leveled Literacy Intervention program (LLI) before or after school for 8 weeks. At the end of each cycle, the participating teachers have and will evaluate students' progress and determine next steps. In the classroom, the teachers are leveraging small group instruction such as guided reading to provide targeted support for students who are working below grade level. *Guided Reading *'One on One intervention for reading' *Word Work Running record used to create individualized work plan *Wait Time *Sentence Frames *Academic Conversations Strategies (8 Talk Moves) | What interventions are required to ensure all students reach mastery? |

| Fall 2016-17 Data: F&P Assessment 31% of our current 2nd graders met or exceeded benchmark during last year's assessment window 3. Their proficiency rate increased slightly by 4%. | Our target is to move at least 40% of our current 2nd graders to meet or exceed benchmark by F&P assessment window 2. Same as above | |

### 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 | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? |

| The largest focal group is our English Learners. According to the 2014-15 SBAC ELA results, 41% of grades 3-5 ELS met or exceeded standard, which is only 2% lower compared to all grades 3-5 students who participated in SBAC. However, the EL’s percentage included students who were reclassified to FEP. With this in mind and further disaggregated the data, only 23% of our ELS actually scored at proficient in SBAC ELA results. 48% of our ELS from grades K-5 scored at proficient in F&P window 2, which is 11% lower compared to all students. *African American and Latino Students (not qualified as significant subgroup but important goal for our school to ensure equity outcomes*) Our SBAC performance target is for 31% (46%) including students who will be reclassified to FEP of our ELS to perform at standard or above on the 2016 ELA SBAC. Our performance goal is for 55% of our ELS from grades K-5 to score at proficient by F&P window 3. In order to ensure all students reach mastery, it is important to maintain both our Tier 1 and 2 strategies: Tier 1: • Implement at least 30 minutes of designated ELD instruction in students’ targeted proficiency levels and teach language functions and forms that aligns with core curriculum goals; will implement Integrated ELD / SDAIE strategies to help ELS access core standards and content in all subject areas. • Academic Language Support – incorporate student talk strategies (6 student talk moves) • Leverage Readers’ and Writers’ workshop as effective instructional strategies to design differentiated learning experiences based on common core standards and student need at the Tier 1 level. 1. Mini-lesson - Skill based 2. Anchor Charts - Room is curated by/for students, Charts used to promote independence 3. Text - Book boxes at independent levels; Books organized in genres and topics 4. F&P Reading Assessment 5. Writing on Demand • Leverage small group instruction such as guided reading to provide targeted support for students who are working below grade level. • Using students’ individual assets and their cultural norms and values to plan and design learning activities that are consonance with their learning approaches – culturally responsiveness. Tier 2: • Guided Reading • LLI Intervention groups before or after school | Same as above In addition, we will partner with Reading Partners to identify EL students and provide them one on one reading intervention. |

| Our SBAC performance target is to have at least 30% of our English learners in grades 3-5 meet or exceed proficiency in ELA. Our F&P target is to have all ELS increased their proficiency rate by 5% at each respective grade during Assessment Window 2. | | |
Fall 2016-17 Data: SBAC 13.8% of English Learners met or exceeded proficiency in the 2015-16 SBAC. This was a decrease of 10 percentage points compared to 2014-15 SBAC results. F&P Based on the end of the year results, only 34% of our current 2nd grade English learners met or exceeded standards and 21% of our current 5th grade English learners scored at proficient. EOY Results: K - ELS - 69% at proficient 1 - ELS - 34% at proficient 2nd - ELS - 82% at proficient 3rd - ELS - 62% at proficient 4th - ELS - 21% at proficient

### Mathematics Core Curriculum

<table>
<thead>
<tr>
<th><strong>Academic Tier One</strong></th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Results Mathematics-All Students</strong></td>
<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>
</tr>
<tr>
<td><strong>Based on the analysis of the results, what are your targets/performance goals?</strong></td>
<td>Our target is for 65% of all grades 3-5 students to meet or exceed standard in the 2015-16 SBAC Math Assessment. Our target for 58% of our grades 3-5 students to meet or exceed standard by the end of the year assessment which would be a 5% growth from the middle of the year IAB assessment results. Our target is for 55% of our grades K-5 students to meet or exceed standard in the Math Task at the end of the year (assessment 3). Our target for the focal grades is to increase their current percentage points by 8% (Targets for: 5th grade - 29.1%; 1st grade - 41.3%; 43.7% in 4th grade by the end of year)</td>
</tr>
<tr>
<td><strong>What instructional shifts will be required to achieve these goals?</strong></td>
<td>Like ELA, the instruction will be driven by three core modes of operation – Standards Aligned; Data Driven; Differentiation. * Implementation of CCSS and Standards for Mathematical Practice and District developed Units of Study * Administer 4 rich math tasks a unit * Teach the standards through a lesson series in between tasks * Implement Math Talks 2-3 times a week. * Create opportunities for students to produce and revise oral and written explanations that their classmates can understand. * Administer the IABs and Milestone tasks as assessment * Analyze IAB data in school support structures * Cognitive Demand - Create structures to have students explain their thought process in arriving to the answer(s) * Identify essential CCSS standards to expand students’ learning with depth rather than breadth * Ask 2nd and 3rd questions to elicit deeper response from students. * Design learning opportunities and experiences for students where they are encouraged to work cooperatively and collaboratively to construct meaning, understanding, and new learning * Incorporate reading, writing, speaking and listening to promote critical thinking (Blooms’ Taxonomy) * Multi-tiered approach – provide differentiated instruction in tier 1 (Whole group) and (small group instruction) * Establish structure where students can comment, affirm, and argue against others’ thinking with evidence – ensuring access for all * Incorporate Dreambox to promote mathematics fluency</td>
</tr>
</tbody>
</table>

*WASC Ch.5*  
*WASC Ch.2*  

<table>
<thead>
<tr>
<th><strong>Academic Tier Two</strong></th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Results for Mathematics-Intervention</strong></td>
<td>Based on the 14-15 SBAC results in Mathematics, our grades 3-5 ELS scored 58% at proficient, which is the same for all students.</td>
</tr>
<tr>
<td><strong>Based on the analysis of the results, what are your targets/performance goals?</strong></td>
<td>Our target is to have 65% of all grades 3-5 ELS to meet or exceed standard in the 2015-16 SBAC Math Assessment.</td>
</tr>
<tr>
<td><strong>What interventions are required to ensure all students reach mastery?</strong></td>
<td>Same as above</td>
</tr>
</tbody>
</table>

*F&P* Fall 2016-17 Data: On our 2015-16 SBAC performance for students in grades 3-5, 46.8% of students were proficient. This was a decrease of 11.26%, compared with 2014-15 SBAC results. Our targets/performance goals for grades 3-5 is to achieve at least a 59% proficiency rate on the SBAC 2017 Assessment.
**Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games.** *Incorporate Everyday Mathematics materials to provide and increase opportunities for computational fluency and differentiation through games and instructional routines. *Incorporate digital resource such as DreamBox for targeted and individualized support. Targeted students will use the web-based DreamBox intervention for additional practice at school and at home.

| Fall 2016-17 Data: Based on the 2015-16 SBAC results in Mathematics, our grades 3-5 ELS scored 35.4% at proficient. This is a decrease of 12.76%, comparing with 2014-15 results | Our target is to have at least 50% of our ELS in grades 3-5 to meet or exceed standard in the 2016-17 SBAC Math Assessment. | Same as above |

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on our IAB Math and Math Task Results, our African American, Latino, and students receiving special education are the lowest performing sub-groups. (IAB: AA - 0% met or exceeded standard; SPED students - 16.7% meet or exceeded standard; Latino - 55.6% who met or exceeded standard) (Math Task Results: AA - 30% met or exceeded standards; SPED students - 11.1% met or exceeded standards; Latino - 27.3% met or exceeded standards)</td>
<td>Our target for each focal group is to increase their performance in both IAB Math and Math Task by 8% points.</td>
<td>* RSP teacher will collaborate with classroom teachers to understand and leverage best math intervention practices to support students with IEP and those struggling with math understanding. * Teachers will use the web-based DreamBox math intervention program to provide targeted support for all focal students</td>
</tr>
</tbody>
</table>

Fall 2016-17 Math Data: ELS: Only 35.4% of English Learners in grades 3-5 met or exceeded standard, which is a decrease of 12.76%, comparing with 2014-15 SBAC results

<table>
<thead>
<tr>
<th>Fall 2016-17 Math Data: Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our target for our 3-5 grade English Learners is to have them scored at least 50% proficiency in the 2016-17 SBAC Assessment.</td>
<td>* Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. * Incorporate digital resource such as DreamBox for targeted and individualized support. Targeted students will use the web-based DreamBox intervention for additional practice at school and at home.</td>
</tr>
</tbody>
</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, LTELS, recently reclassified) In a narrative, describe what your analysis of the data says about your school.</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the 15-16 English Learner Re-Designation data, 65% of our students receiving English language support were reclassified. Based on AMAO 1 results, 60.9% of our students demonstrated at least one proficiency level on the CELDT Based on the AMAO 2, 26.1% of our ELS (less than 5 years) attained English proficiency level, and 29.4% of ELS (5 years or more) attained English proficiency level Our biggest challenge is with the students who have been classified as ELS for 5 years or more. We did not meet our 2015-16 target, (52.8 - Percent Attain Eng. Proficiency Level).</td>
<td>We would like to at least maintain the 65% and increase 5% of re-designated students who are receiving English language support in 2016. Our AMAO 1 target is 62% of ELS to increase at least one proficiency level on CELDT. Our AMAO 2 target is to increase 2% (Percent Attain Eng. Proficiency Level) for ELS less than 5 years and 23% for ELS who have been classified for 5 years or more.</td>
<td>* Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. * Incorporate digital resource such as DreamBox for targeted and individualized support. Targeted students will use the web-based DreamBox intervention for additional practice at school and at home.</td>
</tr>
</tbody>
</table>
Classroom teachers and SAP team will carefully monitor student performance and redesignation paperwork. They will also work closely with the Multilingual Pathways Department to ensure that all qualified students are properly redesignated. Developing weekly and daily plans that include the language objectives; this will allow students gain greater access to the content. Ensure implementation of at least 30 minutes of daily ELD instruction. Continue to explicitly display and establish the function of learning objectives; incorporate Structured Language Practices Strategies to enhance student engagement and promote language development. Incorporate SDAIE strategies throughout the day and across all curricular subject areas. Leverage the instructional strategy of "Academic Conversation" to promote and improve on academic language development.

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td></td>
<td></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) WASC Ch.2</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals? WASC Ch.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Literacy foundational skills are a strong indicator for college and career readiness. According to our end of the year analysis (F&amp;P), 70% of our current 1st graders met or exceeded benchmark; 31% of our current 2nd grader met or exceeded benchmark. During our mid-year analysis, 61% of our Kindergarteners are meeting or exceeding benchmark; 27% of our 1st graders are meeting or exceeding benchmark.</td>
<td>Our target in 2016-17 is to move at least 40% of our current 2nd grade students to meet or exceed benchmark by F&amp;P assessment window 2. Our target is to move at least 40% of our 1st graders to meet or exceed benchmark by F&amp;P assessment window 3.</td>
<td>At SAP meetings and through teachers' recommendation, we have identified specific 1st grade students and provided them targeted support using Leveled Literacy Intervention program (LLI) before or after school for 8 weeks. At the end of each cycle, the participating teachers have and will evaluate students' progress and determine next steps. In the classroom, the teachers are leveraging small group instruction such as guided reading to provide targeted support for students who are working below grade level. * Guided Reading * Word Work Running record used to create individualized word work plan * Wait Time * Sentence Frames * Academic Conversations Strategies (8 Talk Moves)</td>
</tr>
</tbody>
</table>

Technology Literacy is also key for students to become prepared for college and developed a greater sense of a college going culture. Many of our students have limited access to technology at home. It is important that we procure adequate technological devices and provide students access so that they become conversant with devices and build the basic technological skills necessary for them to be equipped and prepared for success to meet the 21 century challenge.

In 2016-17, each teacher will incorporate at least one hour of technology as part of instruction every week. Students will use technology as a tool to support their learning development and to demonstrate their understanding of skills, concepts, and content. "Lower-grade students will use technological devices to develop basic computer skills such as key-boarding and use of simple applications. " Upper-grade students will use the internet to conduct research, applications for word processing, and web-based programs to enhance literacy and mathematics development.

* Teachers will participate in district sponsored professional development around the use of technology. * Teachers will collaborate with grade level team members to plan and incorporate technology to promote student learning and technology literacy.
K-2 College: We want to promote a college-going culture for all our students. Our K-4th grade students have obtained a college saving account through K-2 College initiative. We want to promote financial literacy and help students understand what it will take to attend and obtain a degree with the support of financial assistance.

Working collaborative with K-2 College personnel, we will develop an incentive program where students would receive deposit credit into their account.

Develop a sustainable incentive program to increase student participation in saving money.

Elementary Schools

What is your plan for promoting college and career readiness?

Develop a Jean Parker graduate profile that aligns with the district's 2025 Vision.

Strategies in Action: Schools

In *Transform Learning, Transform Lives*, the "Strategies in Action: Schools" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties.

School teams are encouraged to refer to "Strategies in Action: Schools" as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision? How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

How will you structure site-based and district professional development/learning?

Each month we will have two faculty meetings on Mondays; one will be devoted to Professional Development, and the other will be devoted to School / Faculty related Business items. Grade level teams will also hold weekly Common Planning Time meetings (50 minutes) to plan units/lessons, reflect on student learning, and make necessary adjustments to maximize student progress and achievements. Common Planning Time is leveraged as an ongoing professional opportunity for teachers to increase their instructional capacity around English language arts and literacy development. We are also working collaboratively with Teachers’ College developers. They will provide five days of on-site training during the school year. Please see additional action steps below.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
<th>(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Plan and facilitate an a year-long PD sequence around Comprehensive Approach to Literacy, Academic &amp; Behavioral RTI, and Mathematics * Structure and expand time for grade level teams to meet for collaborative learning and reflective practice - analyzing student work and planning for next steps * In the Spring, plan and facilitate an ILT learning walk to identify success and need and determine school wide focus for the 2016-17 academic year * Engage Staff in PD on Comprehensive Approach to Literacy, RTI, and Mathematics * Collaborate with Site Literacy Coach and develop 2 week coaching cycles with teachers further their capacity in workshop work * Collaborate with Teachers’ College developers to provide teachers PD around best practices in reading workshop and other effective instructional methodologies * Calendar 4 planning days that align with the district’s spirals to analyze student data and develop unit plans * Collaborate with Mathematic Content Specialist and teacher leaders to develop PD opportunities for the staff</td>
<td>* WSF * MTSS * Site Funded Sub Release * MTSS * Targeted Instructional Improvement Block Grant * Site Funded Sub Release * PROP A</td>
<td></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 (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>Approximately 3% of our students have an IEP. Their learning challenges fall in the mild to moderate range.</td>
<td>* Increase overall academic performance for all students with IEP</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>Our African American and Latino students demonstrate the highest rate of chronic absenteeism across all grades. Our first grade cohort shows the highest chronic absenteeism rate.</td>
<td>* Increase the attendance of AA &amp; Latino students * Increase the attendance of 1st graders</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>There are little disciplinary problems and those that do exist are being dealt with in a solution focused timely manner. We have 0% suspension rate in 2014-15, and 0% suspension rate in 2015-16 during this mid-year review. According to the Review 360 Universal Screener data from February 2016, 10% of students are rated “at risk” for externalizing behaviors, and 6% of students are rated “at risk” for internalizing behaviors. We scored 12% (at-risk for externalizing) and 5% (at-risk for internalizing) lower in comparison to district averages. at-risk for externalizing: district average is 18% at-risk for internalizing: district average is 15%</td>
<td>* Continue to provide social and emotional support for all students * Maintain a 0% suspension rate</td>
</tr>
</tbody>
</table>

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### 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.
Through the last few years, we have made considerable progress in improving parent participation and involvement. However, parent involvement remains to be a challenge at Jean Parker. We have increased communication between school and families by sending out monthly newsletters and developing a communication plan so that parents have access to all pertinent contact information including how to reach their child’s teacher. Our predominant student population is of Chinese decent. We have increased parent participation by holding monthly principal chats which 90% of parent participants are Chinese parents. The topics for the principal chat were generated by parents, and the informal, relaxing environment seemed to sustain a regular group of parents. This year, we also started a parent chat with our school social worker, focusing on topics that include social and emotional support for students. Also, we have an APACC that was created by our African American parents. We have a total of approximately 11 African American families. This was a huge success for engaging families that are generally isolated unintentionally.

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
</table>
| Who you are reaching/missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…) | * Increase parent participation by volunteering in classrooms, attending school sponsored events, Principal chats, SSC and ELAC meetings. * Sustain participation of APACC and integrate other parent groups that are of minority at Jean Parker | * Continue to send out Monthly "Buzz" school newsletter * Host monthly Principal chats and parent chats with School Social Worker. The success will be reflected on parent participation (sign in sheet) * Increase parent participation in SSC and ELAC meetings by building relationships and holding informal meetings such as principal chat. * Increase parent engagement and student attendance by: incorporating positive reinforcement or incentives to promote attendance rate; create contact list / way for parents to communicate with other parents * Clear plan for Academic Liaison position to support communication between teachers and after school staff * Create a google group and identify point people to help communicate info * Create google calendar and assign point person to update calendar * Hold Family Events such as Math or Literacy Night * Parents are encouraged to provide feedback and meet with our Family Liaison for questions and concerns * Sustain our "Farmer’s Market" program to further engage parents and families; will leverage this opportunity to further growing relationships with families, in turn support student learning. * Continue to explore and refine practices to improve communication between school and home (Two way communication - classroom parent serving as a broker to other families for daily communication; suggestion box, partner with community partners to improve other technological means of communication). * Create space for parents to meet regularly * Create space for parents and teachers to plan together (career day, etc.) * Plan informal school events such as Pot Luck to further build relationships between families and families, and families and staff * Increase cultural events/ student performances to promote and embrace diversity * Invite parents of all culture to read aloud and tell stories to students and conduct presentations * Hold a Grandparents Day * Incorporate a school wide writing celebration / publishing party (digital publishing with community partner - Inkling) * Dedicated support for parent groups for underrepresented families (i.e. culture club, AAPAC,) Provide open forum for parents to provide feedback on implementation on the school plan in the following areas: Academic, School Climate-Social/Emotional; Parent Engagement and Communication at a minimum of 3 times a year. These feedback will be shared and discussed at the School Site Council Meetings * Ensure parent/community member participation in planning of school-wide events and celebration. Include a minimum of 1-2 members to act as a co-planning committee member in each of our school planning committees * Plan a career day that feature
Plan a career day that features the diverse make up of our community and families. Explore and bring in community resources such as vocational and ESL classes for parents. Our success will be reflected in the increase participation of families in school events, advisory group meetings, and volunteerism. We will use sign-in sheets and school visitor log to evaluate the level of success.
### 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 = 450**

Supplies = $450 This money is used to purchase supplies for our students with special needs. It will be earmarked to supplement materials and supplementary curriculum and technology supports to meet the needs of all 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 = 62,031**

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

To fund the following position and resources: Family Liaison 5 FTE - $30,607 Substitute Days - $8,000 Extended Hours - $14,000 Supplies = $9,424 The Family Liaison provides bilingual services for ELL families and family outreach, coordinates family engagement activities, PTO events with staff and parents. Coordinates engagement of ELL and SED families in school governance meetings. The Substitute Days provide release days for teachers to develop curriculum mapping and unit plans, administer assessments (F&P, Chinese reading assessments), and conduct data analysis. They will also provide teachers with opportunities to collaborate with their College developers and site literacy coach and participate in professional development. The Extended Hours are used to compensate teachers for their targeted support for English learners who are working below grade level. The targeted services (i.e. LU Intervention) for our ELS will be provided before or after school. The supplies are used for supplemental materials for ELS. It may include LU, computer or web based programs to support ELS' language and literacy development; these materials will be used to differentiate instruction as Tier 1 and 2 strategies. In addition, culturally relevant literature or informational texts of students' primary language will be replete in Chinese Bi-Literacy classrooms. This will strengthen students' primary language and in turn support transfer and English 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)

**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?*

Literacy Coach .375 FTE - $35,598 DreamBox - $7,000 Supplies - $2,402 The Literacy Coach supports classroom teachers in standards driven unit and lesson planning, side by side coaching, and model lesson demonstrations. The literacy coach is specialized in reading and writing workshop and differentiated instruction targeted our ELL, AA, and Latino student population. Teacher coaching and training will be provided to teachers on meeting the needs of underachieving students, including ELA and ELD instruction. Literacy Coach will support grade level teams in refining and implementing TC Unit of Study with fidelity as a means to provide standards based and differentiated instruction for all students, especially our ELS. DreamBox Mathematics Subscription - $7,000 DreamBox is an on-line mathematics program that supports students’ mathematical skill and conceptual development. It will be used as Tier 1 and 2 strategies at school and home. $2,402 on Supplies - used as funds for supplemental 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 (TIIBG) 07940**

**Allocation = 39,024**

*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?*
To fund the following consultant and resources: Teacher's College Consultant - $27,000 YMCA Consultant - $8,000 Substitute Days - $2,024 Extended Hours - $2,000

The Teacher's College consultants will provide intensive coaching and professional development on reader's workshop. Building teachers' instructional capacity around language and literacy instruction will support our SED and EL students' language and literacy development. Teachers will provide targeted instruction such as "strategy group" as a vehicle to differentiate support for both SED and English Learners. The YMCA consultants will provide movement and dance classes for both SED and EL students. Based on our school survey, our students ranked enrichment activities the highest. Due to these highly engaging learning activities, our school has an outstanding student attendance record. It is important to develop the whole child; therefore, providing these supplemental enrichment activities will support and strengthen students' social and emotional development. Having these programs is especially critical for our low-income students and maintaining their interest in school. Over 80% of our students qualified for the free and reduced lunch program. When students are more engaged and joyful in school, there is significant growth in the students' academic performance. The Substitute Days provide release days for teachers to develop curriculum mapping and unit plans, administer assessments (F&P reading assessments), and conduct data analysis. They will also provide teachers time to collaborate with Teacher's College developers and site literacy coach and participate in professional development. The Extended Hours are used to compensate teachers for their targeted support for SED & EL students who are working below grade level. The targeted services (i.e. LLI Intervention) for our SED & EL students will be provided before or after school.

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>69,769</th>
</tr>
</thead>
<tbody>
<tr>
<td>1% Title I Parent Set Aside</td>
<td>697</td>
</tr>
</tbody>
</table>

How do you plan to use these funds?

To fund the following positions and resources: Literacy Coach .125 FTE - $11,866 School Social Worker .5 FTE - $48,255 Instructional Supplies - $8,951

The Literacy Coach supports classroom teachers in standards driven unit and lesson planning, side by side coaching, and model lesson demonstrations. The literacy coach is specialized in reading and writing workshop and differentiated instruction targeted our ELL, AA, and Latino student population. Teacher coaching and training will be provided to teachers on meeting the needs of underachieving students, including ELA and ELD instruction. Literacy Coach will support grade level teams in refining and implementing TC Unit of Study with fidelity as a means to provide standards based and differentiated instruction for all students, especially our ELS. The School Social Worker supports and provides mental health services for ELS and SED students. The school social worker also provides family outreach and coordination of educational events for families. In addition, this individual will also collaborate with the teaching staff to implement school wide PBS practices and Second Step curriculum. Provide programs such as lunch bunch as a means to help students build positive relationships and social and emotional skills. $8,951 on Instructional Supplies - used as funds for instructional supplies or materials (We will purchase narrative and informational texts to supplement our reading program - TC Units of Study. In addition, we will also purpose post-its, chart papers, and other reading and writing workshop relevant materials.)

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

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

1% Title I Parent Set Aside

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. Please ensure that you attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.
$642.97 for supplies and emergency interpretation services to support parent involvement activities Title I School Level Parental Involvement Policy

Jean Parker Elementary School

STATEMENT OF PURPOSE: Jean Parker Elementary School values the collaboration between home, community and school. The involvement of parents and community members is an essential component of developing high achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Jean Parker Elementary School has developed a written Title I parent involvement policy with the input from parents, teachers and administrators. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision-making and volunteer activities, we encourage active participation by: • Holding an annual meeting to inform parents of school wide program requirements and their rights which occurs at our Back-to-School Night each Fall • Offering a flexible number of meetings o Jean Parker Elementary School offers a variety of opportunities for regular meetings including monthly School Site Council meetings, twice a year Community Meetings, monthly English Language Advisory Committee (ELAC) meetings, monthly Parent Teacher Organization (PTO) meetings o Parents are welcome to schedule an appointment with teachers, principal and/or counselor at any time throughout the year • Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs and the Title I parental involvement policy o The academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard/Single Plan for Student Achievement(BSC/SPCA) and through Community Meetings. • Providing parents of Title I students with timely information about school program, including academic information regarding curriculum and assessment, through: o Back to School Night School Site Council meetings o Parent and Community Resource Bulletin Board located in the Main Office o Parent Outreach Program (Spanish/English) open office hours o Parent Handbook sent home annually (Fall of each school year) o Parent conferences; families are also welcome to schedule appointments with teachers, principal and/or counselor at any time during the school year o Monthly school newsletter in English, Spanish, Chinese The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC/SPSAA School-Parent Compact Jean Parker Elementary School has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact is included in the Back to School packet each Fall. See Attachment A. Building Capacity for Involvement Jean Parker Elementary School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: • Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. • Data reviews and monitoring of student achievement is reviewed by School Site Council. These meetings are open to all parents, staff and community members. • Parents receive student SBAC scores in the mail and teachers explain academic content standards, assessments and how parents can assist their student’s progress during Back to School Night presentations and parent conferences. School Site Council and Learning Support Counselor coordinate parent workshops to understand academic progress and how parents can work as partners in monitoring student progress. • Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. • Monthly newsletters include upcoming meeting dates, time and location and include suggestions on how parents can work with their students at home. • Meeting agendas are posted on the community bulletin board and SSC Newsletter. The Parent and Community Resource Bulletin Board located in the main office includes: • School Meeting Calendar • Parent/Student Handbook • Volunteer Applications/Information • Curriculum and Assessment Information Accessibility Jean Parker Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. In addition, child care is provided for each meeting. Adopted by Jean Parker Elementary School’s School Site Council on March 25, 2016 JEAN PARKER ELEMENTARY SCHOOL PARENT-SCHOOL COMPACT 2016-2017 School Year We must each do our part to support the achievement of: As a student: • I will respect myself and others. • I will listen, behave, and use positive communication. • I will come to school well rested, on time, and ready to do my best work. • I will read 20-30 minutes each day. • My personal promise is to

Student Signature: __________________ Date: __________ As Parent/Guardian: • I will show my child I value his or her education by attending school events. • I will support my child’s learning by participating at school meetings (SSC, ELAC, PTO). • I will help my child succeed in school by giving them adequate sleep and limiting screen time (TV, computer, video games) during the week, so they have time to read 20-30 minutes per day and complete homework. • My personal promise is to

Parent/Guardian signature: __________________ Date: __________ As Teacher: • I will provide a challenging and stimulating curriculum for each child. • I will demonstrate respect for the dignity of each child and family. • I will communicate with families about student successes and challenges.

Teacher: __________________ Date: __________ As Principal: • I will maintain high expectations for students, staff, families, and school partners. • I will partner with families and community to support our school goals. • I will provide a safe, orderly, welcoming, and positive environment for the school community.

Principal: __________________ Date: __________ Date your school’s Parent Involvement Policy was reviewed by your School Site Council:

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

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards =

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

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

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

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

How do you plan to use these funds?

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

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

Equity Grant =

(as applicable 16-17)
### Identify Sub-group & specific actions

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

### QEIA Carryover

*How do you plan to use these funds?*

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
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<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic Rtl Facilitator:</th>
<th>Hard To Staff:</th>
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<th>Other:</th>
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Two to three high leverage strategies that will be accomplished:

The Literacy Coach will:
1. Provide one on one coaching for teachers and develop/design professional development opportunities
2. Facilitate common planning time and faculty meetings to build teachers’ instructional capacity around Comprehensive Approach to Literacy
3. Collaborate with other support staff (Social Worker, Family Liaison, teachers, principal, and after school staff) and provide outreach and coordinate educational events for families

The School Social Worker will:
1. Collaborate with other support staff (Literacy Coach, Family Liaison, teachers, principal, and after school staff) and provide outreach and coordinate educational events for families
2. Function as a lead for SAP and RTI, identify and align resources in the effort of supporting students’ social/emotional and academic needs
3. Provide direct services to students who need social/emotional support and development and collaborate with teachers to implement PBS practices and SEL curriculum
### 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:

<table>
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<tr>
<th>Assurance</th>
<th>Details</th>
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<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>
<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>
<tr>
<td>✓</td>
<td>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)</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>✓</td>
<td>The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 25, 2016.</td>
</tr>
<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: 3/10/2016</td>
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<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>
</tr>
<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>
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<tr>
<td>✓</td>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
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<tr>
<td>✓</td>
<td>This school plan was adopted by the SSC on: 3/10/2016</td>
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Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate").

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Wesley Tang</td>
<td>SSC Member / Principal</td>
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<tr>
<td>Marissa Stone</td>
<td>SSC Member / Teacher</td>
<td></td>
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<tr>
<td>Denton Owyang</td>
<td>SSC Member / Teacher</td>
<td></td>
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<tr>
<td>Lily Chen</td>
<td>SSC Member / Teacher</td>
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<tr>
<td>Melissa Oliva-Sullivan</td>
<td>SSC member / School Social Worker</td>
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<tr>
<td>Rui Jun Li</td>
<td>SSC Chair / Parent</td>
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<tr>
<td>Li Li</td>
<td>SSC Member / Parent / ELAC</td>
<td></td>
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<tr>
<td>Yuzhen Liang</td>
<td>SSC Member / Parent / ELAC</td>
<td></td>
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<tr>
<td>May Deng</td>
<td>SSC Member / Parent</td>
<td></td>
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<tr>
<td>Mercedes Bullock</td>
<td>SSC Member / Parent</td>
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