SCHOOL VISION & CONTEXT

Redding is a diverse elementary school located in the Lower Nob Hill/Tenderloin neighborhoods. We proudly serve 275 elementary level students and 22 Transitional Kindergarten students that bring diversity in thought, culture and experience to our school. The three major ethnic groups are Latino, Arabic and Asian. 42% of the student body is composed of English language learners, 8% are receiving special education services and 81% of our students receive either free or reduced lunch. With our culturally, linguistically, and ethnically diverse group of students who come from all over the world, the experienced Redding School staff is committed to providing a nurturing and safe learning environment in which all students are expected to achieve their maximum potential in all curricular disciplines. Our thematic, interdisciplinary program aligns with Common Core State and District Standards and integrates arts education by offering visual arts, choral music, dance, theater and instrumental music. Teachers and support staff work in collaboration with parents to ensure that students are able to experience success in their endeavors and are the developing strong social/emotional skills needed in our ever-changing world. Redding teachers, staff and families have high expectations and students are expected to leave Redding with the knowledge and skills needed to be successful in life through middle/high school and into college/career. We are a community of life-long, joyful learners! Success/Strengths: Redding has an experience staff that brings a wealth of knowledge to table in support of student learning. We are continuing our focus on Writers Workshop to help our students develop strong, creative written communication skills while deepening their knowledge of the English language. Redding provides strong support of our EL students through our newcomer language and grade level ELD programs. It is our goal that all students gain English language proficiency by the time they leave Redding for middle school. Our SAP team works closely with teachers and families to ensure students receive the support and inventions necessary to be successful in school and in life. Challenges: Achievement Gap: One of the most wonderful aspects of Redding – it’s diversity – also poses a challenge in meeting the needs of a varied student population. This gap appears most distinctly in our EL and Latino population in both ELA and Math. Family Involvement: While staff, families and students feel a strong sense of community; we don’t draw strong family involvement. One reason for this might be language (Redding serving more than 24 different home languages), but also the socio-economic conditions vary greatly as well. It is important to explore a variety of venues (different times of days and days of the week) for families to engage in school wide events and decision making.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

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

These requirements include:

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

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

<table>
<thead>
<tr>
<th>2. School Site Council Roster*, Signatures, Bylaws &amp; Agendas</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ 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.</td>
</tr>
<tr>
<td>✔ SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). <strong>Note:</strong> Signature from the principal and the SSC Chair are required, other members can sign but it is <strong>not</strong> required.</td>
</tr>
<tr>
<td>✔ SSC Bylaws</td>
</tr>
<tr>
<td>✔ SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support</td>
</tr>
<tr>
<td>✔ SIG Carryover Expenditures</td>
</tr>
<tr>
<td>✔ All 2016-2017 Title I funds should be accounted for in the BSC</td>
</tr>
<tr>
<td>✔ Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Title I Parent Involvement Policy*</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package</td>
</tr>
</tbody>
</table>

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

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

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “SchNum_Balanced_Scorecard_2016-18”. This folder includes the following reports:

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>I. GOAL: 54.4% of 3rd-5th meeting or exceeding standard 2016/17 SBAC-ELA (10% increase). II. GOAL: 75% of 3rd-5th meeting or exceeding standard 2016/17 IAB-ELA by the end of the school year (5.5% increase). III. GOAL: 60.9% of 3rd-5th meeting or exceeding standard 2016/17 IAB-ELA Writing Task by the end of the school year (5.5% increase). IV. GOAL: 61.5% of K-5th meeting or exceeding benchmarks 2016/17 F&amp;P by the end of the school year (10% increase). V. GOAL: 40.4% of 3rd-5th meeting or exceeding standard 2016/17 SRI by the end of the school year (5.5% increase).</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
I. Based on the 2015-16 SBAC-ELA assessments of 3rd-5th students: 44.4% scored meeting or exceeding standard. II. Based on 2014/15 Window 2, IAB-ELA assessment data: 69.5% of 3rd-5th met or exceeded standard. III. Based on 2014/15 Window 2, IAB-ELA Writing Task data: 55.4% met or exceeded standard. IV. Based on the 2014/15 F&P-Cycle II results 51.9% (264 students, K-5th) met or exceeded benchmark in reading. V. Based on 2014/15 SRI assessments of 3rd-5th grade students, 34.9% at or above proficient in reading.

Teachers will continue to refine ELA curriculum mapping using district scope and sequence; develop core curriculum using SFUSD ELA PK-12 Core Curriculum with embedded Common Core State Standards (CCSS) and use student data to inform and design rigorous differentiated learning experiences for all students. Teachers will implement SFUSD’s Comprehensive Approach to Literacy. Continuing with the implementation of Writers Workshop (as started 2015/16 school year) and will phase in Readers Workshop beginning with classroom environments and building classroom libraries in 2016/17 school year. Followed by formal Comprehensive Approach to Literacy training in Reading Workshop in 2017/18 school year. Teachers will use F&P Benchmark Assessment System as the universal screening assessment for K-5 for Cycle 1. For following cycles, teachers will use SRI (3rd-5th) to assess students meeting or exceeding benchmark in Cycle 1. All other students will continue to be assessed using F&P. Teachers will participate in weekly GLT meetings with a focus on examining student work that demonstrates evidence of the CCSS Shifts and helps determine next steps in instruction. PD focusing on SFUSD’s Comprehensive Approach to Literacy will be provided throughout the 2016/17 school year to continue to develop our knowledge and skills in teaching using the Writers Workshop model. PD focusing on Readers Workshop model will be phased in and differentiated based on staff needs. Beginning in Grade 3, all students— in accordance with ability—and their teachers will use Google Docs in the writing process at least once per month. The effectiveness of this strategy will be measured through score increases in district writing assessments PD focusing on the use of Google Docs in the classroom will be provided throughout the 2016/18 school year(s).
I. Based on the 2014-2015 SBAC-ELA assessments of 3rd-5th students: 42% scored meeting or exceeding standard. II. Based on 2014/15 Window 2, IAB-ELA assessment data: 69.5% of 3rd-5th met or exceeded standard. III. Based on 2014/15 Window 2, IAB-ELA Writing Task data: 55.4% met or exceeded standard. IV. Based on the 2014/15 F&P-Cycle II results 51.9% (264 students, K-5th) met or exceeded benchmark in reading. V. Based on 2014/15 SRI assessments of 3rd-5th grade students, 34.9% at or above proficient in reading.

Teachers will continue to refine ELA curriculum mapping using district scope and sequence; develop core curriculum using SFUSD ELA PK-12 Core Curriculum with embedded Common Core State Standards (CCSS) and use student data to inform and design rigorous differentiated learning experiences for all students. Teachers will implement SFUSD’s Comprehensive Approach to Literacy. Continuing with the implementation of Writers Workshop (as started 2015/16 school year) and will phase in Readers Workshop beginning with classroom environments and building classroom libraries in 2016/17 school year. Followed by formal Comprehensive Approach to Literacy training in Reading Workshop in 2017/18 school year. Teachers will use F&P Benchmark Assessment System as the universal screening assessment for K-5 for Cycle 1. For following cycles, teachers will use SRI (3rd-5th) to assess students meeting or exceeding benchmark in Cycle 1. All other students will continue to be assessed using F&P. Teachers will participate in weekly GLT meetings with a focus on examining student work that demonstrates evidence of the CCSS Shifts and helps determine next steps in instruction. PD focusing on SFUSD’s Comprehensive Approach to Literacy will be provided throughout the 2016/17 school year to continue to develop our knowledge and skills in teaching using the Writers Workshop model. PD focusing on Readers Workshop model will be phased in and differentiated based on staff needs. Beginning in Grade 3, all students—in accordance with ability—and their teachers will use Google Docs in the writing process at least once per month. The effectiveness of this strategy will be measured through score increases in district writing assessments. PD focusing on the use of Google Docs in the classroom will be provided throughout the 2016/18 school year(s).

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>Tier 2 Intervention Goals: All students working with literacy intervention teacher will gain at least one year growth while working in a 4-6 week cycle to be at grade level. Those working in longer cycles will gain years of growth needed to be at grade level by the end 2016/17 school year. Students with IEPs will continue to make accelerated growth based on specific IEP goals (targeting appropriate grade level).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tier 2 intervention supports: Teachers, parents and other staff members using IAB, F&P, SBAC, and antidotal data identify students needing Tier 2 interventions. Students are referred to the SAP Team where steps are taken to identify the need and match support. In addition to differentiated instruction in the classroom students may receive the following types of support focusing on academic and social/emotional needs. Our literacy intervention teacher works with 20+ students in 4-6 week cycles before transitioning into SpEd. These students made an average of 2 F&P levels of growth. In addition, of students working with interventionist for 16 weeks; 90% moved up 4 levels or more on the F&P assessment. There are 12 students with Speech/Language IEPs and 6 students considered “at risk” for Speech/Language. The 2015/16 school year has seen four students exited from Special Education/Speech-Language Services, based on comprehensive assessments indicating the students had met their IEP goals and were performing at grade-level expectation. In addition, two of the “at-risk” students met their SST speech articulation goals and are no longer considered “at-risk”. For the current students with IEPs, approximately 70% met their annual speech-language IEP goals; the remaining made substantial progress toward their IEP goals and the goals were revised/updated at their annual IEP meeting. Of the “at-risk” students, it is likely that only one or two students may need an initial Special Education evaluation; all others should be exited by the end of the 2015/16 school year. There are 14 students with IEPs other than Speech/Language; approximately 43% of these students are on track to make accelerated growth towards their IEP goals, based on teacher collected data. Of the 6 “at-risk” students, approximately 33% of students receiving intervention support without IEPs have shown growth on target from making one year's growth in the area of ELA/Reading, based on teacher collected data. Our .5 Social Worker meets weekly with small groups of students focusing on specific social/emotional needs. These groups are formed informally (students self-select) and formally (through the SST process). Students may also receive support from our community partners, such as Chinatown Child Development Center or Jewish Coalition for Literacy along with our many volunteer partnerships named the College and Career Readiness section of this document.

Early identification of students needing support based on data collected from various sources (IAB, SBAC, F&P, antidotal information, classroom performance as well as social interactions) is necessary. The IRF, attendance clerk, interventionist, RSP, Social Worker and principal will work in conjunction with the classroom teacher to identify and provide appropriate supports. SAP Team will meet weekly to ensure appropriate and consist support is provided and on target. Teachers will continue to develop lessons that meet the needs of individual students. They will use the above-mentioned data to inform instruction and identify students needing additional support to meet grade level expectations. Social Worker will increase the number of community partnerships to serve a greater number of students (and families) needing social/emotional support in 1:1 and small group settings. Social groups will begin in early September 2016 and will run in 6-8 week cycles focusing on the development of Second Step skills. All teachers will be trained and implement the Second Step program.

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>
</table>
I. LATINO FOCAL GROUP: 20% of our L students met or exceeded standards compared to 42% school wide on the 2015-2016 SBAC-ELA assessments. 75% of our L (3rd-5th) population scored met or exceeded standard on the 2014/15 Window 2, IAB-ELA compared to 69.5%. 28.1% of our L (3rd-5th) population scored at or above proficient on 2014/15 SRI assessments compared to 34.9% school wide. 46.4% of our L (K-5th) population met or exceeded benchmark on F&P compared to 51.9% school wide. II. ENGLISH LEARNER (EL) 20% of our EL students met or exceeded standards compared to 42% school wide on the 2015-2016 SBAC-ELA assessments. 54.9% of our EL (3rd-5th) population scored met or exceeded standard on the 2014/15 Window 2, IAB-ELA compared to 69.5%. 10.2% of our EL (3rd-5th) population scored at or above proficient on 2014/15 SRI assessments compared to 34.9% school wide. 36.1% of our EL (K-5th) population met or exceeded benchmark on F&P compared to 51.9% school wide.

### 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 succeed in the core academic program?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Based on the 2014-2015 SBAC-MATH assessments of 3rd-5th students: 31% scored meeting or exceeding standard. II. Based on Window 2, IAB-MATH Assessment data: 46.2% meeting or exceeding standard. III. Based on Window 2, IAB-MATH Math Task data: 43.4% scored meeting or exceeding standard.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use the SFUSD Math Core Curriculum built on the CCSS. Math Content Special, Math Teacher Leaders &amp; IRF will provide math PD throughout the year to assist teachers in help students develop strong foundational Math skills while focusing on sense-making, understanding and reasoning. Math PD will focus on shifting toward helping students express the thinking, learn from mistakes and experiment effectively. Milestone Tasks be used to assess student learning, guide instruction and provide additional support as needed.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC data indicates only 18% of 4th and 24% of 5th graders are proficient. Window 2, IAB-MATH assessment data indicates negative growth in both 4th &amp; 5th grades: 4th Grade: -17.6% growth (56.1% to 38.5%) from Window 1 to Window 2 Grade: -35.5% growth (73.3% to 37.8%) from Window 1 to Window 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math data indicates the need to focus on 4/5th students very strategically. I. GOAL: 28% of 4th grade/34% of 5th grade students score meeting or exceeding standard on 2016/17 SBAC-MATH (10% increase). II. GOAL: 4/5th grades students will show continued growth from Window 1 through the end of the year. 51.7% 4th graders (13.2% growth from 15/16-Window II) and 5th graders (13.9% growth from 15/16-Window II) meeting or exceeding standard 2016/17 IAB-MATH by end of school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRF will work directly and intentionally with 4/5th teachers during GLT to plan Math lessons based on SFUSD Math Core Curriculum. IRF will push-in to increase 4/5th teacher’s ability to target and differentiate for specific groups of students. 4/5th students will have priority placement in ACE afterschool program to provide homework (practice) support with teachers (through Equity Access Grant funds).</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC data indicates only 18% of 4th and 24% of 5th graders are proficient. Window 2, IAB-MATH assessment data indicates negative growth in both 4th &amp; 5th grades: 4th Grade: -17.6% growth (56.1% to 38.5%) from Window 1 to Window 2 Grade: -35.5% growth (73.3% to 37.8%) from Window 1 to Window 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math data indicates the need to focus on 4/5th students very strategically. I. GOAL: 28% of 4th grade/34% of 5th grade students score meeting or exceeding standard on 2016/17 SBAC-MATH (10% increase). II. GOAL: 4/5th grades students will show continued growth from Window 1 through the end of the year. 51.7% 4th graders (13.2% growth from 15/16-Window II) and 5th graders (13.9% growth from 15/16-Window II) meeting or exceeding standard 2016/17 IAB-MATH by end of school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRF will work directly and intentionally with 4/5th teachers during GLT to plan Math lessons based on SFUSD Math Core Curriculum. IRF will push-in to increase 4/5th teacher’s ability to target and differentiate for specific groups of students. 4/5th students will have priority placement in ACE afterschool program to provide homework (practice) support with teachers (through Equity Access Grant funds).</td>
</tr>
</tbody>
</table>
I. LATINO FOCAL GROUP: 15% of our L students met or exceeded standards compared to 31% school wide on the 2014-2015 SBAC-MATH assessments. 42.9% of our L (3rd-5th) population scored met or exceeded standard on the 2014/15 Window 2, IAB-MATH assessment compared to 46.2% school wide. II. ENGLISH LEARNER (EL) 30% of our EL students met or exceeded standards compared to 31% school wide on the 2014-2015 SBAC-MATH assessments. 29.3% of our EL (3rd-5th) population scored met or exceeded standard on the 2014/15 Window 2, IAB-MATH assessments compared to 46.2% school wide.

I. LATINO FOCAL GROUP GOAL: 38% of 3rd-5th L & EL students score meeting or exceeding standard on 2016/17 SBAC-MATH (14% increase). II. GOAL: 51.7% of 3rd-5th L & EL students meeting or exceeding standard 2016/17 IAB-MATH by end of school year (8.8% increase).

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)

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

Our 131 (41.9%) EL students are classified as follows by the 2015-2016 CELDT assessment: 11.5% Beginning 22.9% Early Intermediate 29.8% Intermediate 26% Early Advanced 9.9% Advanced 34% Met CELDT Criteria 2015 data shows a 56% Reclassification Rate compared to SFUSD’s rate of 15%. Annual Growth on CELDT: 67% of our EL students met AMAO 1 Attaining English Proficiency on CELDT. 34.5% of our EL students with less than 5 years met AMAO 2 33.3% of our EL students with more than 5 years met AMAO 2. Based on 2014-2015 SBSC Assessment Data: 22% of our EL students met or exceeded standards compared to 42% school wide on the 2014-2015 SBAC-ELA assessments. 19% of our EL students met or exceeded standards compared to 31% school wide on the 2014-2015 SBAC-MATH assessments.

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

Our data indicates the need to focus on moving students toward reclassification more quickly. 35.9% of our EL students at Early Advanced/Advanced levels which indicates the need to bolster our ELD program to focus more on LTEL students. Our goal is to reclassify 50% or more of our LTEL students in the 16/17 school year while providing more intensive support at the newcomer/beginning levels. 36% of 3rd-5th EL students meeting or exceeding standard 2014/15 SBAC-ELA (20% increase). 70% of 3rd-5th EL students meeting or exceeding standard 2016/17 IAB-ELA by the end of the school year (10.1% increase). 60% of K-5th EL students meeting or exceeding benchmark 2016/17 F&P by the end of the school year (13.6% increase). 30% of 3rd-5th EL students meeting or exceeding standard 2016/17 SRI by the end of the school year (19.8% increase). 38% of 3rd-5th EL students meeting or exceeding standard 2016/17 SBAC-MATH (14% increase). 51.7% of 3rd-5th EL students meeting or exceeding standard 2016/17 IAB-MATH by end of school year (8.8% increase).

What interventions are required to ensure all students reach mastery?

We will engage in integrated ELD practice of specially designed instruction that supports the building of content knowledge and academic language. We will carefully sequence tasks to build understanding and effective use of language. Specifically, we will adopt the SMART program integrating ELD and Science school wide to build language within context. ESL consultant to work 1:1 and in small groups with newcomers and early level EL students. Teachers will use the CA ELD Standards in tandem with SFUSD’s Core Curriculum to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework.) Effective Integrated ELD instruction requires the use of intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access and master core, grade-level academic content. Teachers use the following five best practices to support the development of academic language and disciplinary literacy for English Learners. Instructional practices value and build on students’ home languages, cultures, prior experiences and knowledge. • Clarify new language and concepts using a variety of strategies and modalities • Strategically plan and integrate focused academic language study • Strategically plan and integrate focused academic language study • Foster heterogeneity and collaboration • Use formative assessment to inform instruction Regular PD and GLT time for teachers will be scheduled to collaborate on curriculum to ensure the integration of ELD standards. Continue and expand the use of Imagine Learning in the computer lab (at lunch and afterschool) to support EL student learning.
### Analysis of Results - All Students

For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.  
**WASC Ch.2**

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

**WASC Ch.2**

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

**WASC Ch.5**

### College and Career Readiness

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

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

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

### Elementary Schools

What is your plan for promoting college and career readiness?

Solid foundational skills in literacy, math, science, technology and the arts are strong indicators for college and career readiness. Continued use of SBAC, IAB, SRI, CELDT, F&P data along with on-going formative classroom assessments and other SQII data used to guide classroom instruction as well staff professional development is an essential part of preparing our students for future success in college and career. Grade Level Teams (GLT) are scheduled to meet once a week for at least 60 minutes to work collaboratively to keep our student on the college and career track. In addition to the above-mentioned data, we have developed long-term relationships with Cathedral Hill Middle School, Stuart Hall High School and Academy of Arts College in which students are mentored and tutored by middle, high and college age students. Academy of Arts College Women's Basketball Team, our community relationships with Burr Pilger Mayer Accounting & Consulting Firm and Triage Consulting Group, Inc. engage our students with the world around them through their mentoring support. In addition, BPM provides an audience for students’ writing through quarterly writing contests and a pen pal program. As educators, we are constantly promoting college and career readiness through engaging, differentiated lessons, field trips and assemblies introducing students to a wide variety of experiences ranging from hands-on Mission Science and Exploratorium workshops to the outdoor experiences of Audubon Canyon and Angel Island fieldtrips to student workshops with the DeYoung, MoAD, SF Ballet and others to promote a love for the Arts.

### 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?**

Site based professional development will continue to be based on a theory of action at the beginning of each year from which a professional development plan is then mapped using ILT meetings, grade level meetings, and staff professional development meetings to do this learning. We will partner with C&I as appropriate in order to do this learning.

**School-Wide Action Step(s)**

**How will you resource this?** (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
COLLABORATION: Expand time for GLT to meet weekly for collaborative learning and reflective practice through strategic use of specials (such as Library, Art, Computer) PROFESSIONAL DEVELOPMENT: Plan and facilitate a year-long PD sequence focusing on the following key components: I. SFUSD’s Comprehensive Approach to Literacy focusing intensely on the Writers Workshop model. [17/18] PD focusing Readers Workshop model will be phased in and differentiated based on staff needs. II. SFUSD Math Core Curriculum built on the CCSS. III. STEAM – Science and ELD integration IV. Inclusive Practices, RTI and RtI-B INSTRUCTIONAL LEADERSHIP TEAM: Plan and facilitate an ILT retreat to engage in school wide decision-making around curriculum (based on data) and to draft a PD plan for the 16/17 school year. As well a to plan and facilitate a staff retreat for the first two days of service in August 2016. TECHNOLOGY: Build staff capacity to utilize Google Docs in the writing process, supported with on-site, after-school training on Google Docs, Drive and Google Calendar.

To support our school-wide action steps, we will utilize the following resources: • Administrator: Create a Master Schedule that includes blocks of time on a weekly bases for teachers to collaborate as at team and with intervention teachers, RSP and other support staff. Create a vital ILT that will work in conjunction with administrator, IRF, support staff and social worker to provide a solid foundation for all students. Work directly with IRF and ILT to provide on-going staff PD in ELA, Math, Science (STEAM program) and ELD. Monitor and analyze progress of the implementation of school-wide and SFUSD initiatives along with ILT members. Work directly with Social Worker to provide continued staff PD in Restorative Practices, RTI and inclusive practices as well as the implementation of Second Step to promote positive social/emotional growth. Promote using of Google Calendar by incorporating it into the Weekly Messages to staff. • Instructional Reform Facilitator (IRF): Facilitate GLT meetings in support of the collect and analyze of student data to guide instruction. Work with SFUSD Math Content Specialist and Math Teacher Leaders to provide on-going Math PD. Provide focused and intensive support to 4/5th grade teachers and students in Math throughout the school year. Work with STEAM coach to plan, facilitate and monitor the program’s success. • Social Worker: Work closely with families in transition to ensure students attend school regularly to grow both academically and socially. Organize social groups to support students who are experiencing social/emotional difficulties. Plan and facilitate weekly SAP Team meetings to ensure students are receiving the appropriate support to be successful in school and beyond. Facilitate staff workshops to reduce stress and promote better health. • Secretary/Attendance Monitor: Maintain school attendance records to ensure students with poor attendance are referred to the SAP Team on a regular basis to ensure their academic and social development. Computer Lab Teacher: Work in conjunction with IRF and teachers to plan and implement Writers Workshop model using available technology. Teach and implement the use of Imagine Learning program to support EL student learning. Assist SFUSD IT in training staff on the Google Docs, Google Drive and Google Calendar.

**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>Our SPED students comprise 7.8% of our school population. I. Based on the 2014-2015 SBAC-ELA &amp; Math assessments of 3rd-5th SPED students: 0% scored meeting or exceeding standard. II. Based on 2014/15 Window 2, IAB-ELA assessment data: 44.4% of 3rd-5th SPED students near, at or above standard compared to 69.5% school-wide. III. Based on 2014/15 Window 2, IAB-Math assessment data: 22.2% of 3rd-5th SPED students near, at or above standard compared to 46.2% school-wide. IV. Based on 2014/15 Cycle 2, F&amp;P assessment data: 11% of K-5th SPED students near, at or above standard compared to 51.9% school-wide. V. Based on 2014/15 SRI assessments of 3rd-5th grade SPED students, 0% are meeting or exceeding standards compared to 34.9% school-wide.</td>
<td>I. GOAL: 10% of 3rd-5th meeting or exceeding standard 2016/17 SBAC-ELA (10% increase). 55.5% of 3rd-5th meeting or exceeded standard 2016/17 IAB-ELA by the end of the school year (10% increase). 33.3% of 3rd-5th meeting or exceeding standard 2016/17 IAB-ELA Writing Task by the end of the school year (10% increase). 22% of K-5th meeting or exceeding benchmark 2016/17 F&amp;P by the end of the school year (10% increase). 10% of 3rd-5th meeting or exceeding standard 2016/17 SRI by the end of the school year (10% increase). II. GOAL: increase early Tier I &amp; II interventions to help target and support individual needs (in lieu of or prior to referral) III. GOAL: Increase LRE opportunities for students with mid/moderate disabilities to decrease pull-outs and increase push-in model.</td>
</tr>
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</table>

**Student Engagement/ Attendance**
School Climate

We have very few disciplinary problems and are approached using Restorative Practice methods (in the classroom, office and after-school programs). We have a 0% suspension rate in 2014-15. At Redding, we do not believe suspension is the best approach to changing behavior. Promote positive behavior modeling and use of ‘replicative’ consequences for most misbehavior. We have implemented and communicated school-wide behavioral expectations, which are displayed in all classrooms and throughout the school and area specific (i.e. yard, cafeteria, hallway, etc.) The overall climate at Redding is calm and welcoming. Staff, students and families express their satisfaction with positive and favorable survey results. According to Family Culture/Climate Overall Ratings, Redding families out measured district results in all categories including Climate of Support for Academic Learning (92%), Sense of Belonging (92%), Knowledge and Fairness of Discipline, Rules, and Norms (93%). Students responded to the survey stating: I have friends at my school (100%), My teachers help me see the importance of what I am learning at school (95.3%), I am learning good study skills and habits at school (88.1%) and My teachers (and principal) treat me and all other students with respect 85.7%, 88.1%). Staff survey reveals that: Teachers at my school work together to improve their instructional practice (100%); School staff values and builds on our students’ language, cultures, and lived experiences (100%). Expectations are clear for students, school staff, and families (100%) and Families are informed, includ, and involved as partners and decision makers in the education of our children (94.1%).

I. GOAL: Collect and analyze behavioral referral data in order to better understand students’ needs and provide the appropriate support. Teachers and staff will use an internal office referral form to keep track of referrals. II. GOAL: Continue to build strong relationships with families early on in the school year to ensure an open dialogue throughout the school year.

I. GOAL: 98-100% daily attendance school-wide II. GOAL: Reduce chronic absenteeism of our Latino and EL students by 50%

Increase attendance oversight at weekly SAP Team meetings. Systematic and timely communication with families regarding tardies/absence by secretary, elementary advisor and office noon monitors. Communication with families regarding SFUSD and school site attendance guidelines including clear cut guidelines for independent Study absences.

Parent-School Communities Ties

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

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

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

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

Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…)</td>
<td></td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td></td>
<td></td>
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</tbody>
</table>
Redding’s Parent-Teacher Club (PTC) has doubled its attendance over the past year. Parents are beginning to take on a bigger role in fundraising with education and safety as a goal. The PTC helps fund additional noon monitors and office support at lunchtime as well as fieldtrips across all grade levels. We are building a stronger volunteer base through our weekly Food Bank program. We have limited, but growing, involvement in our stakeholder groups, such as ELAC and SSC.

We would like to double the involvement of parents next year. Our goal is to have half of the candidates nominated and running for seats on the ELAC & SSC to be new. We would like to have relationships with community organizations that directly impact the SEL of our students and meaningful involvement of our parents.

Build more, and stronger, connections with families using the following approaches:
- Quarterly Redding Dragon newsletter
- Autodialer system to inform families of important community meetings and other school wide events
- Build a data base of parent/family emails to begin to create a more modern system of communication
- Family/Community Bulletin Board with updated calendar of events posted in main lobby with PTC, ELAC and SSC meeting dates/times scheduled for the entire year
- Parent workshops on how to better support your child’s academic and social/emotional learning
- Continue to partner with BPM, Triage, Lower Polk Neighborhood Association, Academy of Arts College, Lick-Wilmerding HS, Stuart Hall HS, Cathedral Hill MS, The Towers, and the Jewish Coalition for Literacy to encourage a greater sense of belonging in the community we live, work and study.
## 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 = 950

$950.00 This money will first and foremost used to purchase required assessment tools for identification purposes. Any left over funds will be used to purchase supplies for our students with special needs, including technology to aid in communication, manipulatives, and other resources to support students with IEPs.

**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)

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

Allocation = 46,982

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

Supplemental Concentration Grant-English Learner (SCG_EL) 07091 Allocation = $46,982.00 Literacy Intervention Teacher -.1350 FTE - $12,815: Provides intensive, targeted instruction in a small group setting for students performing below grade level. ESL Consultant - 5 days/week 7hrs./day - $32,400.00: To provide intensive 1:1 and small group ESL support to our newcomers and students in beginning to intermediate CELDT levels. Instructional Supplies & Supplies - $1,766.78 - instructional materials to support instruction for EL students

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

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**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)

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**LCFF Concentration Grant (SCG-C) 07092**

Allocation = 35,000

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?

LCFF Concentration Grant (SCG-C) 07092 Allocation = $35,000.00 Computer Teacher: .3500 FTE - $33,225 – Imagine Learning Program & Writers Workshop support. Provides technology-learning experiences for students K-5th with weekly lessons Writers Workshop and research. Supplies: $1,775.36

**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)

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**Targeted Instruction Improvement Grant (TIIBG) 07940**

Allocation = 65,250

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?

Targeted Instruction Improvement Grant (TIIBG) Allocation = $65,250.00 07940 Computer Teacher: .6500 FTE - $61,703 – Imagine Learning Program & Writers Workshop support. Provides technology-learning experiences for students K-5th with weekly lessons Writers Workshop and research. Instructional Supplies: $3,547.10 - instructional materials to support instruction for students from socio-economically disadvantaged families

**Select the Bryk Essential that most aligns to the use of these funds:**
- **Instructional Guidance** (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- **Professional Capacity** (LCAP Priorities: Basic)
- **Student-Centered Learning Climate** (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- **Parent-School-Community Ties** (LCAP Priorities: Parental Involvement)
In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

**Title I** = 60,206

How do you plan to use these funds?

$60,206.00 on 31,500

How do you plan to use these funds?

- **Literacy Intervention Teacher**: 0.6000 FTE - $56,957 – Provides intensive, targeted instruction in a small group setting for students performing below grade level.
- **Instructional Supplies**: $1,748.75 - instructional materials to support instruction for students from socio-economically disadvantaged families
- **Supplies**: $5,423.73
- **Fieldtrips**: $1,200.00

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**: 602

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**.

$602.06 These fund will be used to fund parent involvement activities for low income students and their families - this includes funding instructional materials to provide a family workshops focused on engaging our socio-economically disadvantaged families

**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)
Other (PTA, external sources, School Quality Pairing/CoP work) = 12,000

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

PTC has chosen to support school safety by helping to fund additional noon monitors. They have also chosen educational fieldtrip funding for all grade levels. In addition, funding is used to celebrate staff and community events.

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>1.0 FTE</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Social Worker: Our 1.0 FTE Social Worker will work with our teachers and support staff to build out our Behavioral RTI Tier 1, 2 and 3 approaches. Additionally, this position supports in creating a student-centered learning environment by running our school wide mentorship program, coordinating school wide positive events, collaborating with teachers to create tier 2/3 behavioral plans and supporting teacher/staff wellness. Additionally, our Social Worker will work in conjunction with our Student Advisor to support our families ‘in transition’ and SED families as well as our EL learner families in connecting families with community services necessary to survive in our ever changing city.

IRF: We have one centrally assigned IRF, who will work directly with classroom teachers in developing and reflecting on classroom practices that support our diverse school community. This position will support teachers in expanding their knowledge of the CCSS and SFUSD curriculum mapping. In the 2016/17 school year, our IRF will focus specifically in the areas of Writers Workshop, Math and Science/ELD integration. The IRF will work closely with SFUSD supports to provide a strong foundation for our PD structure.
**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>
<thead>
<tr>
<th>Assurances</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
<tr>
<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>☑️ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
</tr>
<tr>
<td>☑️ English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td>☑️ Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td>☑️ Other (list)</td>
</tr>
<tr>
<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>☑️ 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>☑️ The school held two (2) community meetings prior to the completion of the school site plan.</td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
</tr>
<tr>
<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:</td>
</tr>
<tr>
<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>☑️ Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.</td>
</tr>
<tr>
<td>☑️ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
</tr>
<tr>
<td>☑️ This school plan was adopted by the SSC on:</td>
</tr>
</tbody>
</table>
School Site Council Roster and BSC/SPSA 2016-2017 Attestation

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>
</tr>
</thead>
<tbody>
<tr>
<td>JEANNE DOWD</td>
<td>PRINCIPAL</td>
<td></td>
</tr>
<tr>
<td>JACQUELINE CHEUNG</td>
<td>TEACHER</td>
<td></td>
</tr>
<tr>
<td>LORI BARAK</td>
<td>TEACHER</td>
<td></td>
</tr>
<tr>
<td>JEREMIAH JEFFRIES</td>
<td>TEACHER</td>
<td></td>
</tr>
<tr>
<td>EVELYN MOY</td>
<td>LITERACY TEACHER/OTHER STAFF</td>
<td></td>
</tr>
<tr>
<td>ANNIE YEUNG (ALTERNATE)</td>
<td>PARAPROFESSIONAL/OTHER STAFF</td>
<td></td>
</tr>
<tr>
<td>KHAREY RILEY (ALTERNATE)</td>
<td>STUDENT ADVISOR/OTHER STAFF</td>
<td></td>
</tr>
<tr>
<td>NINA FABUNMI</td>
<td>PARENT</td>
<td></td>
</tr>
<tr>
<td>NICHOLAS BOWERS</td>
<td>PARENT</td>
<td></td>
</tr>
<tr>
<td>AUSTINA HAMAKER</td>
<td>PARENT</td>
<td></td>
</tr>
<tr>
<td>TINA HEPTON</td>
<td>PARENT/COMMUNITY MEMEBER</td>
<td></td>
</tr>
<tr>
<td>SHIELA MONTEMAYOR</td>
<td>PARENT</td>
<td></td>
</tr>
</tbody>
</table>