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

<table>
<thead>
<tr>
<th>School</th>
<th>Redding Elementary School</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Jeanne M Dowd</td>
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**SCHOOL VISION & CONTEXT**

Redding is a diverse elementary school located in the Lower Nob Hill/Tenderloin neighborhoods. We proudly serve 275 TK-5th grade students that bring diversity in thought, culture and experience to our school. The three major ethnic groups are Latino, Arab and Asian. 71% 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. Redding is currently part of a grant serving free breakfast, lunch and after-school snacks to ALL students regardless of their family’s economic status. Along 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 middle school, high school, college/career and life. 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 – its diversity – also poses a challenge in meeting the needs of a varied student population. This gap appears most distinctly in our EL, Latino and growing African-American populations in both ELA and Math.

Family Involvement: While staff, families and students feel a strong sense of community; we don’t draw as strong a family involvement as we’d like. One reason for this might be language (Redding serving more than 24 different home languages), but socio-economic conditions vary greatly which may also create barriers to family involvement. It is important to us to explore ways to remove these barriers and create a variety of venues (different times of days and days of the week) for families to engage in school wide events and decision-making.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
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<tbody>
<tr>
<td><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>
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Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:

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

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

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

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

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

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

- SSC Bylaws

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

3. Budget

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

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

4. Title I Parent Involvement Policy

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

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

Follow this [link](https://district.sfusd.edu/dpt/roa/aa/pr/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Reports_for_15-16”

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

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

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

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

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

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>I. GOAL: 54.4% of 3rd-5th meeting or exceeding standard 2016/17 SBAC-ELA (10% increase). II. GOAL: 48.3% of 3rd-5th meeting or exceeding standard 2017/18 ELA-Writing Task by the end of the school year (10% increase). III. GOAL: 70.7% of K-5th meeting or exceeding benchmarks 2017/18 F&amp;P by the end of the school year (10% increase). IV. GOAL: 51.3% of 3rd-5th meeting or exceeding standard 2017/18 RI by the end of the school year (10% increase).</td>
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<tr>
<td>I. Based on the 2015-16 SBAC-ELA assessments of 3rd-5th students: 45.5% scored meeting or exceeding standard. II. Based on 2016/17 Window 2, ELA-Writing Task data: 38.3% met or exceeded standard. III. Based on the 2016/17 F&amp;P-Cycle I results 69.7% (252 students, K-5th) met or exceeded benchmark in reading. IV. Based on 2016/17 RI assessments of 3rd-5th grade students, 41.3% at or above proficient in reading.</td>
<td>WASC Ch.2</td>
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<td>WASC Ch.5</td>
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</table>
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). In addition, PD will focus on Readers Workshop begin beginning with classroom environments and building classroom libraries that provide a range of levels as well as reflect the diverse backgrounds of our students 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 2017/18 school year to continue to develop our knowledge and skills in teaching using the Writers and Readers 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 Calendar, Docs and G4A will be provided throughout the 2017/18 school year(s) to improve communication vertically/horizontally across grade levels and with students/families.

**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>
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<tr>
<td>Tier 2 Intervention Goals: All students working with literacy intervention teacher will gain at least one years 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 2017/18 school year. 9/25/17: Due to a decrease in SWF funding, our K-3 intervention teacher will extend services to include 4-5th students 2 or more years behind in reading according to F&amp;P assessment. Students with IEPs will continue to make accelerated growth based on specific IEP goals (targeting appropriate grade level).</td>
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</table>
Tier 2 intervention supports: Teachers, parents and other staff members using IAB, F&P, SBAC, and antedotal 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 1st-3rd literacy intervention teacher works with 25+ students in 3-20 week cycles to improve reading skills. First grade students made an average of 5 F&P levels of growth. In addition, second grade students working with interventionist moved up 4 levels and third graders moved up one level per month. Three students were identified with special needs and were transitioned into the SpEd program. Our 4-5th literacy intervention teacher works with 27+ students in 3-20 week cycles to improve reading skills. 15 students moved up three levels 60%; 9 students went up two levels 36%; 1 student made no progress (referred to Sped). 4% There are currently 12 students with Speech/Language IEPs and 2 students considered “at risk” for Speech/Language. The 2016/17 school year has seen one student exited from Special Education/Speech-Language Services, based on comprehensive assessments indicating the student had met his IEP goals and was performing at grade-level expectation. In addition, two formerly “at risk” students met their SST speech/language goals and are no longer considered “at risk”. For the current students with IEPs, approximately 80% met their annual spech-language IEP goals; the remaining made substantial progress toward their IEP goals and the goals were revised/upated at their annual IEP meeting. Of the “at risk” students, one student has now been referred for an initial Special Education evaluation. 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 1.0 FTE Social Worker meets weekly with 5 to 7 small groups/lunch groups and 4 to 6 individual students focusing on specific social/emotional needs. These groups are formed informally (students self-select) and formally (through the SST process). Our social worker also meets with parents to support them in a variety of ways. She connected parents with the Triple P program and had a therapist work with our families on site to teach families how to use this approach with their children. Our SSW works with families to support them during this housing crisis and referring families for the Hamilton Families program among others. Students may also receive support from our community partners, such as Chinatown Child Development Center or Jewish Coalition for Literacy, in addition to USF through the FYIT program, along with our many volunteer partnerships named the College and Career Readiness section of this document. Our SSW also coordinates the Mentoring for Success program, which currently supports 4 students and we would like to expand the program next year to serve more students.

Early identification of students needing support based on data collected from various sources (IAB, SBAC, F&P, antedotal information, classroom performance as well as social interactions) is necessary. SART team, 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 2018 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 SSI?

#### Analysis of results for Language Arts-Focal Group
I. LATINO FOCAL GROUP: 23.5% of our L students met or exceeded standards compared to 45.6% school wide on the 2015-2016 SBAC-ELA assessments. 35.7% of our L (3rd-5th) population scored at or above proficient on 2016/17 RI-W2 assessments compared to 41.3% school wide. 51.5% of our L (K-5th) population met or exceeded benchmark on 2016/17 F&P-W2 compared to 60.7% school wide. II. ENGLISH LEARNER (EL) FOCAL GROUP: 26.3% of our EL students met or exceeded standards compared to 45.6% school wide on the 2015-2016 SBAC-ELA assessments. 27.5% of our EL (3rd-5th) population scored at or above proficient on 2016/17 RI-W2 assessments compared to 41.3% school wide. 54% of our EL (K-5th) population met or exceeded benchmark on 2016/17 F&P-W2 compared to 60.7% school wide.

#### Based on the analysis of the results, what are your targets/performance goals?
I. LATINO FOCAL GROUP GOALS: GOAL: 40% of 3rd-5th meeting or exceeding standard 2016/17 SBAC-ELA (20% increase). GOAL: 45.7% of 3rd-5th meeting or exceeding standard 2017/18 RI-W2 (10% increase). GOAL: 61.5% of K-5th meeting or exceeding benchmark 2017/18 F&P-W2 (10% increase). II. ENGLISH LEARNER (EL) GOALS: GOAL: 36.3% of 3rd-5th meeting or exceeding standard 2017/18 SBAC-ELA (10% increase). GOAL: 37.5% of 3rd-5th meeting or exceeding standard 2017/18 RI-W2 (10% increase). GOAL: 64% of K-5th meeting or exceeding benchmark 2017/18 F&P-W2 (10% increase).

#### What interventions are required to ensure all students reach mastery?
I. Teachers will select L & EL focal students to follow closely in planning and implementing ELA CORE Curriculum, Writers Workshop and begin to implement Readers Workshop. II. Intervention Teacher, IRF and classroom teachers will closely monitor L & EL student growth on RI and F&P. Students with little or no growth will be referred to the SAP Team for further review and intervention. III. Teachers will collaborate with the IRF at grade level meeting to make use of and analyze continuous formative assessments of L & EL students to guide instruction and identify needed differentiation. IV. EL students of all levels will receive appropriate ELD and language support ranging from pullout support with our ESL consultant to use of integrated ELD Common Core Standards in the classroom and Imagine Learning in the computer lab.

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### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
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<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></td>
<td>WASC Ch.5</td>
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</tbody>
</table>

**I. Based on the 2015-2016 SBAC-MATH assessments of 3rd-5th students: 32.4% scored meeting or exceeding standard. II. Based on 2016-2017 IAB-MATH BENCHMARK-W2 assessment data: 42.5% students are meeting or exceeding standard. III. Based on IAB-MATH-W2 MATH TASK data: 59.1% scored meeting or exceeding standard.**

**I. GOAL: 42.4% of 3rd-5th students score meeting or exceeding standard on 2016/17 SBAC-MATH (10% increase). II. GOAL: 52.5% of 3rd-5th meeting or exceeding standard 2016/17 IAB-MATH BENCHMARK-W2 (10% increase). III. GOAL: 69.1% of 3rd-5th meeting or exceeding standard 2016/17 IAB-MATH-MATH TASK-W2 (10% increase).**

**Teachers will continue to collaborate at weekly GTL meetings to plan instruction, analyze student work and adjust lessons accordingly. Milestone Tasks and Benchmark assessments, among other anecdotal assessments, will be used to analyze student learning, guide instruction and provide additional support as needed. Teachers will use the SFUSD Math Core Curriculum built on the CCSS. Math Content Specialist and Math Teacher Leaders will provide math PD throughout the year to assist teachers in helping students develop strong foundational math skills while focusing on sense-making, understanding and reasoning. Math PD will focus on shifting students toward expressing math thinking, learning from mistakes and experimenting effectively.**

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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</table>

SBAC data indicates only 18.8% of 5th graders are proficient. Window 2, IAB-MATH assessment data indicates negative growth in both 4th & 5th grades: 4th Grade: -10.6% growth (67.4% to 56.8% from Window 1 to Window 2 Grade: -8.7% growth (57.5% to 48.8%) from Window 1 to Window 2.
Math data indicates the need to focus on 4th & 5th students very strategically. I. GOAL: 44% of 4th grade and 35.8% of 5th grade students score meeting or exceeding standard on 2017/18 SBAC-MATH (10% increase). II. GOAL: 4th/5th grades students will show continued growth from W1 to W2 and through the end of 2018. 70% 4th graders (13.2% growth from 16/17-W2 TO 17/18-W2) meeting or exceeding standard MATH TASK by end of school year. 60% 5th graders (11.2% growth from 16/17-W2 TO 17/18-W2) meeting or exceeding standard MATH TASK by end of school year.

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). MATH TEACHER LEADERS will work directly with MATH CONTENT SPECIALIST to provide math professional development that will support all K-5th grade teachers. MATH CONTENT SPECIALIST will be enlisted to meet with 4th and 5th grade teachers to create a scope and sequence that supports student learning and is based on the progression of the SFUSD Math Core.

**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>I. LATINO FOCAL GROUP: 23.5% of our L students met or exceeded standard compared to 32.4% school wide on the 2015-2016 SBAC-MATH assessments. 25.9% of our L (3rd-8th) population scored met or exceeded standard on the 2016/17 W2, IAB-MATH assessment compared to 42.2% school wide. 56.9% of our L (3rd-5th) population scored met or exceeded standard on the 2016/17 W2, MATH TASK assessment compared to 59.1% school wide. II. ENGLISH LEARNER (EL): 12.1% of our EL students met or exceeded standard compared to 32.4% school wide on the 2015-2016 SBAC-MATH assessments. 32.1% of our EL (3rd-8th) population scored met or exceeded standard on the 2016/17 W2, IAB-MATH assessment compared to 42.2% school wide. 61.2% of our EL (3rd-5th) population scored met or exceeded standard on the 2016/17 W2, MATH TASK assessment compared to 59.1% school wide.</td>
<td>I. LATINO FOCAL GROUP: GOAL: 30% of 3rd-8th L students’ score meeting or exceeding standard on 2016/17 SBAC-MATH (17.9% increase). II. GOAL: 33.5% of 3rd-8th L students meeting or exceeding standard 2016/17 IAB-MATH by end of school year (10% increase). III. GOAL: 40% of 3rd-5th L students meeting or exceeding standard 2017/18 IAB-MATH by end of school year (3.1% increase). II. ENGLISH LEARNER (EL): I. GOAL: 24.1% of 3rd-8th EL students’ score meeting or exceeding standard on 2016/17 IAB-MATH (10% increase). II. GOAL: 42.1% of 3rd-8th EL students meeting or exceeding standard 2016/17 IAB-MATH by end of school year (10% increase).</td>
<td>I. Teachers will select L &amp; EL focal students to follow closely in planning and implementing Math CORE Curriculum in bi-monthly GLT meetings. II. Intervention Teachers, ESL teacher and classroom teacher will closely monitor L &amp; EL student growth on IAB. Students will little or no growth with be referred to the SAP Team for further review and intervention. III. Teachers will work at grade level meeting to make use of and analyze continuous formative assessments of L &amp; EL students’ progress. IV. EL students of all levels will receive appropriate ELD and language support ranging from pullout support with our ELD consultant to use of integrated ELD Common Core Standards. V. L &amp; EL students will have priority placement in ACE afterschool program to provide homework (practice) support with teachers (through Equity Access Grant funds). NOTEWORTHY CHANGES IN REDDING’S DEMOGRAPHIC INDICATE ADDITIONAL SUB-GROUP GROWTH IN BOTH OUR AFRICAN-AMERICAN AND SES (INCLUDING FAMILIES IN TRANSITION) SUB-GROUPS. THIS GROWTH INDICATES THE NEED FOR US CAREFULLY MONITOR THE PROGRESS OF THESE STUDENTS EVEN THOUGH THEY DO NOT REPRESENT ‘SIGNIFICANT’ NUMBERS AT THIS TIME, AS WE ARE NOTICING TRENDS SIMILAR TO THAT OF THE DISTRICT. THESE DEMOGRAPHIC SHIFTS REQUIRE ADDITIONAL SUPPORTS, SUCH AS THE NEED FOR A FU... TIME SOCIAL WORKER AND IRF TO BETTER SUPPORT STUDENTS, FAMILIES AND STAFF. WITHOUT THIS SUPPORT IT WILL BE EXTREMELY DIFFICULT TO MEET THE NEEDS OF OUR STUDENTS (PARTICULARLY OUR AA AND SES STUDENTS)</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 data site, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

<table>
<thead>
<tr>
<th>Analysis of results (Including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Analysis of results:</td>
<td>II. Based on the analysis of the results, what are your targets/performance goals?</td>
<td>WASC Ch.5</td>
</tr>
<tr>
<td>I. Teachers will select L &amp; EL focal students to follow closely in planning and implementing Math CORE Curriculum in bi-monthly GLT meetings. II. Intervention Teachers, ESL teacher and classroom teacher will closely monitor L &amp; EL student growth on IAB. Students will little or no growth with be referred to the SAP Team for further review and intervention. III. Teachers will work at grade level meeting to make use of and analyze continuous formative assessments of L &amp; EL students’ progress. IV. EL students of all levels will receive appropriate ELD and language support ranging from pullout support with our ELD consultant to use of integrated ELD Common Core Standards. V. L &amp; EL students will have priority placement in ACE afterschool program to provide homework (practice) support with teachers (through Equity Access Grant funds). NOTEWORTHY CHANGES IN REDDING’S DEMOGRAPHIC INDICATE ADDITIONAL SUB-GROUP GROWTH IN BOTH OUR AFRICAN-AMERICAN AND SES (INCLUDING FAMILIES IN TRANSITION) SUB-GROUPS. THIS GROWTH INDICATES THE NEED FOR US CAREFULLY MONITOR THE PROGRESS OF THESE STUDENTS EVEN THOUGH THEY DO NOT REPRESENT ‘SIGNIFICANT’ NUMBERS AT THIS TIME, AS WE ARE NOTICING TRENDS SIMILAR TO THAT OF THE DISTRICT. THESE DEMOGRAPHIC SHIFTS REQUIRE ADDITIONAL SUPPORTS, SUCH AS THE NEED FOR A FU... TIME SOCIAL WORKER AND IRF TO BETTER SUPPORT STUDENTS, FAMILIES AND STAFF. WITHOUT THIS SUPPORT IT WILL BE EXTREMELY DIFFICULT TO MEET THE NEEDS OF OUR STUDENTS (PARTICULARLY OUR AA AND SES STUDENTS)</td>
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</tbody>
</table>
Our 137 (53.31%) EL students are classified as follows by the 2016-2017 CELDT assessment: 13 students: Beginning 20 students: Early Intermediate 34 students: Intermediate 40 students: Early Advanced 31 students: Advanced 2015/16 data shows a 49% Reclassification Rate which indicates an average rate of reclassification. Annual Growth on CELDT: 67.9% 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 2015-2016 SBSCE Assessment Data: 24.1% of our EL students met or exceeded standards compared to 32.4% school wide on the 2015-2016 SBAC-MATH assessments. 32.1% of our EL (3rd-5th) population scored met or exceeded standard on the 2016/17 W2, MATH TASK assessment compared to 42.2% school wide. 61.2% of our EL (3rd-5th) population scored met or exceeded standard on the 2016/17 W2, MATH TASK assessment compared to 59.1% school wide.

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 our students. Our goal is to reclassify 50% or more of our EL students in the 17/18 school year while providing more intensive support at the newcomer/beginning levels. 36.3% of 3rd-5th EL students meeting or exceeding standard 2017/18 SBAC-ELA (10% increase). 64% of K-5th EL students meeting or exceeding benchmark 2017/18 F&P by the end of the school year (10% increase). 27.5% of 3rd-5th EL students meeting or exceeding standard 2017/18 RI by the end of the school year (10% increase). 24.1% of 3rd-5th EL students’ score meeting or exceeding standard on 2017/18 SBAC-MATH (10% increase). 42.1% of 3rd-5th EL students meeting or exceeding standard 2016/17 IAB-MATH by end of school year (10% increase).

We will engage in PD to integrate 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. We will continue to develop our ELD program to better target students’ language needs. ELD will continue to be taught by CELDT levels within each grade level. ESL consultant to work 1:1 and in small groups with newcomers and early level EL students. We will continue to fund the ESL consultant as a full-time position. Teachers will use the CA ELD Standards in tandem with SFUSD’s Core Curriculum to support the linguistic and academic progress of English Learners. 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.

Other Subject Areas (Secondary Schools, optional for Elementary)

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?

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2

What are your targets/goals?

What shifts will be required to achieve these goals? WASC Ch.5

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, RI, CELDT, F&P data along with on-going formative classroom assessments and other SQL 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, Lick Wilmerding High School, Jewish Coalition for Literacy and The Towers (senior home), in which students are mentored and tutored by middle, high and age students as well as senior citizens. Our community relationships with Burr Pilger Mayer Accounting & Consulting Firm and Triage Consulting Group, Inc. engage our students with the world around the through field trips such as UC Berkeley, The Exploratorium as well their offices while introducing them to the business world 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 field trips 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)

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

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff/Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. PD focusing Readers Workshop model will be phased in and differentiated based on staff needs. II. Intensive PD in SFUSD Math Core Curriculum built on the CCSS. Special focused support will be sought for 4th/5th teachers to better support student learning and growth in math. III. Inclusive Practices, RTI and RTI-B. Our focus will be on working with students (and families) in trauma. 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 17/18 school year. As well a to plan and facilitate a staff retreat for the first two days of service in August 2017. 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.</td>
<td>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, support staff and social worker to provide a solid foundation for all students. Work directly with ILT to provide on-going staff PD in ELA, Math 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 use of Google Calendar by incorporating it into the Weekly Messages to staff. • Instructional Reform Facilitator (IRF): The IRF will provide school-wide support by facilitating GLT meetings in the collection and analysis of student data to guide instruction. The IRF will work with SFUSD Math Content Specialist and Math Teacher Leaders to provide on-going Math PD. Provide focused and intensive support to 4th/5th grade teachers and students in Math throughout the school year. • Social Worker: Again, due to a change in SFUSD levels of support, Redding will not have a full-time social worker. This severely limits the support we are able to provide to students and families in need. Our social worker will 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. • Student Support Team: Secretary, Elementary Advisor, Social Worker and Principal will work together with teachers and other staff to maintain school attendance records to ensure students with poor attendance is referred to the SAP Team on a regular basis to ensure their academic and social development. The team meets regularly to review student attendance and provide support to families around attendance in general. This team will need the regular/consistent support of our Cohort CWAL. 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. Continue to build on our 4/5th grade Coding program started this year.</td>
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### Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<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 6.23% of our school population. I. Based on the 2015-2016 SBAC-ELA &amp; Math assessments of 3rd-5th SPED students: 0% scored meeting or exceeding standard. II. Based on 2016/17 Window 2, Writing Task assessment data: 40% of 3rd-5th SPED students near, at or above standard compared to 33.8% school-wide. III. Based on 2016/17 Window 2, IAB-Math assessment data: 28.6% of 3rd-5th SPED students near, at or above standard compared to 42.5% school-wide. IV. Based on 2016/17 Cycle 2, F&amp;P assessment data: 25% of K-5th SPED students near, at or above standard compared to 60.7% school-wide. V. Based on 2016/17 RI assessments of 3rd-5th grade SPED students, 16.7 are meeting or exceeding standards compared to 43.1% school-wide.</td>
<td>I. GOAL: 10% of 3rd-5th meeting or exceeding standard 2017/18 SBAC-ELA (10% increase). 35% of K-5th meeting or exceeding benchmark 2017/18 F&amp;P by the end of the school year (10% increase). 26.7% of 3rd-5th meeting or exceeding standard 2016/17 RI 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>
<td>Systematic and consistent monitoring of SPED student performance matched with IEP goals, SBAC, IAB, F&amp;P, CELDT and other formative assessments by the SPED Team to determine if support matches students’ needs. RTI - Tier I, II &amp; II PD for all staff to ensure student support at all levels. Built-in collaboration time for classroom teachers, RSP, SPED paraprofessionals and other support staff to align students’ needs with IEP goals. SPED team will meet on a monthly basis to review student progress and adjust support accordingly.</td>
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<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>Attendance Rates: Satisfactory (&gt;95%): 55.9% At Risk (&gt;90-95%): 25.2% Chronic (&gt;80-90%): 12.2% Severe (&lt;=80%): 6.69% Sub Group Attendance (absentee) Rates: EL: 10.14% SES: 19.68% SPED: 12.5% AA: 45.83% L: 23.08%</td>
<td>Attendance Rates: Satisfactory (&gt;95%): 55.9% At Risk (&gt;90-95%): 25.2% Chronic (&gt;80-90%): 12.2% Severe (&lt;=80%): 6.69% Sub Group Attendance Rates: EL: 10.14% SES: 19.68% SPED: 12.5% AA: 45.83% L: 23.08% I. GOAL: 98-100% daily attendance school-wide II. GOAL: Reduce chronic absenteeism of our EL, SES, SPED, AA &amp; L students by 50%</td>
<td>Increase attendance oversight at weekly SAP Team meetings. Conduct monthly SART meetings focusing on sub group attendance. Systematic and timely communication with families regarding tardiness/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</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>I. GOAL: Collect and analyze behavioral referral data in order to better understand students’ needs and provide the appropriate support. II. GOAL: Continue to build strong relationships with families early on in the school year to ensure an open dialogue throughout the school year.</td>
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</table>
We have very few disciplinary problems. Those we do have 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 reparative 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.

FAMILY CULTURE CLIMATE: 97%
STAFF CULTURE CLIMATE: 94%
STUDENT CULTURE CLIMATE: 77%

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 Faireness 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, included, and involved as partners and decision makers in the education of our children (94.1%).

Staff will continue to build strong relationships with our students, families and each other in order to provide a nurturing and excepting learning environment. Teachers and staff will use an internal office referral form to keep track of referrals. Administration will collect and analyze referral data to review with SAP, IIT and staff Implement Second Step at all grade levels to strengthen students' social/emotional development and build problem solving skills. 4th/5th grade Conflict Managers meet regularly with our Elementary Advisor and Social Worker to develop leadership and problem-solving skills. Social Worker will 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 social/emotionally. Provide parent workshops to inform, support and involve parents in our children's education. Facilitate staff workshops to reduce stress and promote better health. Inclusive Practices, RTI and Rti-B PD will be provided throughout the school year to develop a greater sense of how to support all students academically and social/emotionally.

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
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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. Redding ELAC, SSC and PTC will broaden our outreach to include more families from our Arab and Latino communities in decision-making bodies. 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, particularly our Arab and Latino communities using the following approaches:

- Translation services will be provided whenever and wherever possible for our Arab and Latino families
- Weekly newsletter and WEDNESDAY FOLDER
- Provide translation into Arab and Spanish in written and oral communications. Provide translation into small language groups whenever provided/possible.
- Auto-dialer system to inform families of important community meetings and other school wide events
- Replace with “Build overlapping and more modern systems of communicating with families, including an email list, “Remind” text messaging systems, using the auto dialer and flyers – all in English and translated into Spanish and Arabic as much as possible
- 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, 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.
- Expand partnerships to include other district and community groups who provide culturally relevant services to our school’s communities.
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 = $650

$650.00 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)

Supplemental Concentration Grant-English Learner (SCG-EL) 07091
Allocation = $48,381

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 = $48,381 ESL Consultant - 5 days/week 7hrs./day - $33,480.00: To provide teacher support for EL students as well as intensive 1:1 and small group ESL support to our newcomers and students in beginning to intermediate CELDT levels. Provides push-in support in TK-2nd ELD classes at the beginning level Instructional Supplies & Supplies - $14,901.25 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)

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?

LCFF Concentration Grant (SCG-C) 07092 Allocation = $45,000.00 Computer Teacher: $43,730 – Imagine Learning Program & Writers Workshop support. Provides technology-learning experiences for students K-5th with weekly lessons Writers Workshop and research. Substitutes: $969 - Assess and analyze students and plan instruction using F&P assessments Supplies: $34.00

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)

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation = $42,192

If your school site receives a TIIBG 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 = $42,192.00 07940 Computer Teacher: $41,786 – Imagine Learning Program & Writers Workshop support. Provides technology-learning experiences for students K-5th with weekly lessons Writers Workshop and research. Substitutes: $220 Instructional Supplies: $126

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

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

**Title I** = $67,551 (31500)

*How do you plan to use these funds?*

$67,551 31500 Literacy Intervention Teacher: .6000 FTE - $58,306.25 - Provides intensive, targeted instruction in a small group setting for students performing below grade level. Supplies: $_______ Substitutes: $_______

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 = $676

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.

$676.00 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 =**

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

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

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

*How do you plan to use these funds?*

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

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

*Identify Sub-group & specific actions*

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

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

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

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 (CAP 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 RtI Facilitator:</th>
<th>Hard To Staff:</th>
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<td>1.0</td>
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<table>
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</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Social Worker: Our .5 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:

| ☑ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| ☑ The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ☑ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| ☑ English Learner Advisory Committee (ELAC) |
| ☑ Community Advisory Committee for Special Education Programs |
| ☐ Other (list) |
| ☑ The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ☑ This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ☑ The school held two (2) community meetings prior to the completion of the school site plan. |
| 1. One meeting to gather input from the school community including all advisory committees. |
| 2. One meeting to present plan upon its completion before March 24, 2017. |
| ☐ The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: |
| ☐ For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ☐ Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ☐ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ☐ This school plan was adopted by the SSC on:
School Site Council Roster and BSC/SPSA 2017-2018 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>KATHY TRAN</td>
<td>PARENT</td>
<td></td>
</tr>
<tr>
<td>KRISTAL GRAYSON MORALES</td>
<td>PARENT</td>
<td></td>
</tr>
<tr>
<td>NICOLAS BOWERS</td>
<td>PARENT</td>
<td></td>
</tr>
<tr>
<td>SHEILA MONTEMAYOR</td>
<td>PARENT</td>
<td></td>
</tr>
<tr>
<td>TINA HEPTON</td>
<td>COMMUNITY MEMBER</td>
<td></td>
</tr>
<tr>
<td>BRIDGET SLEVIN</td>
<td>TEACHER</td>
<td></td>
</tr>
<tr>
<td>EVELYN MOY</td>
<td>TEACHER</td>
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<tr>
<td>JEREMIAH JEFFRIES</td>
<td>TEACHER</td>
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</tr>
<tr>
<td>LORI BARAK</td>
<td>TEACHER</td>
<td></td>
</tr>
<tr>
<td>JEANNE DOWD</td>
<td>PRINCIPAL</td>
<td></td>
</tr>
</tbody>
</table>