## School Vision & Context

Vision (our destination): Our overall objective is to guide the development of a well-rounded human being who has the ability, skills and attitude to become a contributing asset to self, family, community and society. We strive to have our students cherish and preserve their ethnic and cultural identity, serve and determine the future of our community and have a passion for peace, justice and the dignity of all people. Mission (the plan specific to OUR context of how we’ll get there): Our mission at Paul Revere School is to achieve academic excellence while celebrating diversity and building a strong family - school - community connection. We provide a distinctive and high-quality education with our dedicated staff, small class sizes, commitment to bilingualism and a safe, nurturing learning environment, so that students may lead full and productive lives. At Paul Revere students will develop the grade level appropriate skills, independence and perseverance necessary to independently access multiple sources of information, break down tasks and apply those tools appropriately in order to apply their learning to novel situations. Classroom experiences will support students to engage in building academic endurance and risk-taking.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness
2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate
3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

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

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

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- 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-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.

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

- SSC Bylaws

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

### 3. Budget

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

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

### 4. Title I Parent Involvement Policy

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

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

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

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

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

### Contents

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

### English Learner Report 2016-17

(AMAO Trends and performance school-wide and pathway)

### Contents

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

### CORE SQLI Reports for 15-16

(SQLI Performance, definitions and thresholds)

### Contents

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

### Strategies in Action

- Instructional Core: ELA, ELD and Math
- Student-Centered Learning Climate
- College and Career Readiness

### 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><strong>WASC Ch.2</strong></td>
<td>Summative - Increase the number of students who are exceeding/ proficient as measured by the SBAC scores in both ELA and Math in grades 3rd-8th by 4% and decreasing the number of students in the Not Yet Met band by 4%. Formative - Increase # of students who are Exceeding/Meeting expectations in F&amp;P and RI by 4% - Decrease number of students who are not yet meeting expectations in F&amp;P and RI by 4%. - Administer Spanish Language Arts IDA exam twice a year and results will be aligned with district average.</td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>

Our 3rd graders showed improvement in their Smarter Balanced Assessment Consortium scores in English Language Arts. In the 2014-15 school year 20.8% of students in 3rd grade scored proficient while 24.5% of 3rd graders scored proficient in the 2015/2016 school year. This is an increase of 3.69% in the number of 3rd graders showing proficiency. Our 4th graders showed a decline in achievement in English Language Arts as measured by the Smarter Balanced Assessment Consortium. In the 2014-15 school year 20.7% students in 4th grade scored proficient whereas in 2015/16 only 19.9% of students scored proficient. This is a difference of 0.82%. 5th grade There was a decline in the scores of 5th grade students as measured on the Smarter Balances Assessment Consortium. 28.7% of 5th Grade students in English Language Arts scored proficient on the SBAC in the 2014-15 school year whereas only 19.6 students scored proficient in the following school year. 6th grade – 8th grade There was an increase in the number of students scoring proficient in ELA in 6th- 8th grade. While in 2014/15 33.3% of students scored proficient, in 2015/16 37.2% of students scored proficient. This represents an increase of 3.88%

**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-</th>
<th>Based on the analysis of the results, what are</th>
<th>What interventions are required to ensure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td>your targets/performance goals?</td>
<td>all students reach mastery?</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Teachers have chosen focal students based on SBAC, CELDT, RI and F and P data to pull in their classrooms. Our RTI Team uses RI, F and P data and teacher recommendation to pull students out of the classroom for small group instruction. The RTI team reviews this data every 6-8 weeks and regroups students based on their progress.</td>
<td>Our target goals include closing the achievement gap by 4-10% for each of our demographic subgroups. -90% of EL students will move at least one level in the Writing domain on the CELDT exam. -Increase the number of long term EL’s (Students who have a score CELDT score of 3 for 3 or more years) that are eligible for reclassification.</td>
<td>Paul Revere School implements many Tier 2 strategies to assist in improving student literacy skills. Weekly SAP meetings, SST meetings, and individual Learning Plans for focal students are ongoing. The classroom teachers use the Reading and Writing Workshop models for literacy instruction targeting those students who are below grade level by using the small group intervention. The literacy coach and RTI teachers provide needed support to teachers and students. We will continue to use our reading intervention teacher to target those students who continue to be below grade level. We will also have training for third, fourth and fifth grade teachers so they can do guided reading groups for students who are not at grade level. There is a need to focus on improving student independent reading performances for our demographic subgroups in the third fourth and fifth grades, with continued RTI interventions using LLI (Levelled Literacy Intervention) for these students and early support in K and 1. Our RTI also includes supports for our MS students with push in support and a 6th period study skills elective.</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, in both formative assessment measures and SQII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Students 3rd-5th Grade</td>
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</tr>
<tr>
<td>African American students in 3rd-5th grade showed a decrease in the number of students achieving proficient. While in 2014-15 7.7% of African American students scored proficient, this number reduced even further to 4.5% proficient in the 2015-16 school year. This represents a decline of 3.15%. 6th Grade-8th Grade There was no change in the number of students scoring proficient in 6th-8th grades in the years from 2014-15-2015/16. Both years 25% of students scored proficient. English Learner Students 3rd - 5th Grade English Language Learners in 3rd-5th grade showed a slight increase in the number of students scoring proficient from 5.7% to 8.2%. This is an increase of 2.5 %. 6th Grade -8th grade English Learners showed a decrease in achievement. In 2014/15 9.1% of EL students scored proficient whereas in 2015/16 no EL students scored proficient.</td>
<td>Our target goals include closing the achievement gap by 4-10% for our AA and identified EL students. -80% of EL students will move at least one level in the Writing domain on the CELDT exam. -Increase the number of long term EL’s (Students who have a score CELDT score of 3 for 3 or more years) that are eligible for reclassification.</td>
<td></td>
</tr>
</tbody>
</table>
When we create our reading intervention schedule, our AA and EL students will have priority. Using our focal students to plan and check our progress is integral to supporting and monitoring growth for our students. In order to help our students be more interested in reading, it was important for us to add books to our library and classroom library that had characters and experiences that reflect the students in our classrooms. Our AA and EL students will be a priority for RTI intervention. We will continue to use our reading intervention teacher to target those students who continue to be below grade level. We will also have training for third, fourth and fifth grade teachers so they can do guided reading groups for students who are not at grade level. There is a need to focus on improving student independent reading performances for our demographic subgroups in the third fourth and fifth grades, with continued RTI interventions using LLI (Leveled Literacy Intervention) for these students and early support in K and 1. Our RTI also includes supports for our MS students with push in support and a 6th period study skills elective. Paul Revere School implements many Tier 2 strategies to assist in improving student literacy skills. Weekly SAP meetings, SST meetings, and individual Learning Plans for focal students are ongoing. The classroom teachers use the Reading and Writing Workshop models for literacy instruction targeting those students who are below grade level by using the small group intervention. The literacy coach and RTI teachers provide needed support to teachers and students. We will continue to use our reading intervention teacher to target those students who continue to be below grade level. We will also have training for third, fourth and fifth grade teachers so they can do guided reading groups for students who are not at grade level. There is a need to focus on improving student independent reading performances for our demographic subgroups in the third fourth and fifth grades, with continued RTI interventions using LLI (Leveled Literacy Intervention) for these students and early support in K and 1. Our RTI also includes supports for our MS students with push in support and a 6th period study skills elective.

### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <em>(WASC Ch.2)</em></td>
<td>Increase the number of students who are exceeding/ proficient as measured by the SBAC scores in both ELA and Math in grades 3rd-8th by 4% and decreasing the number of students in the Not Yet Met band by 4%. 70% of students will perform proficient on the “End of Unit Open Response Milestone Tasks” as determined by each milestone task rubric.</td>
<td><em>(WASC Ch.5)</em></td>
</tr>
</tbody>
</table>
3rd grade Third grade showed an increase in the number of students scoring proficient. While in 2014/15 29.2% of students scored proficient, in the 2015/16 year, 51.9% of students scored proficient. This was an increase of 22.69% of students scoring proficient in 3rd grade. 4th grade There was a decrease in the performance of 4th graders in math. In 2014/15 13.8% of students scored proficient 10.6% scored proficient the following year. This was a decrease of 3.15%. 5th grade This grade showed the biggest decline from 2015/16-2015/16. In 2014/15 20% of students scored proficient 10.7% scored proficient the following year. This was a decrease of 9.29%. 6th – 8th grade Overall, in the middle school there was a slight increase in the percentage of students scoring proficient in mathematics. While in In 2014/15 14% of students scored proficient, 14.7% scored proficient the following year. This was an increase of .73%.

Math leaders lead implementation of SFUSD Common Core aligned curriculum. Build teacher capacity through grade level coaching and PD. Ongoing grade level planning meetings and professional development using the following: SFUSD Math Common Core Professional Development SFUSD Math Curriculum Units Math Practices and Principles Strategies from the SFUSD math departments toolkit math talks 3 read protocols math notebooks partner work math review centers multi-sensory activities showing thinking in multiple ways culturally responsive and relevant pedagogy teaching using supplemental materials, in addition to the SFUSD provided materials access to online math applications parent involvement through parent teacher conferences and math night. Math: Language practice with specific math terminology • Use and explicitly name Rule of 4 • Explicitly teacher Math Norms and Standards for Mathematical Practice

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently, intervention in math is part of integrated differentiation that should occur in the classroom delivery of math content.</td>
<td>Our target goals include closing the achievement gap by 4-10% for each of our demographic subgroups. There is a need to focus on improving student performance for our demographic subgroups. 70% of students will perform proficient on the “End of Unit Open Response Milestone Tasks” as determined by each milestone task rubric.</td>
<td>Implementing a Math Rti protocol with an expanded Rti team and using an evidence based program to systematically monitor student progress. Math: • Language practice with specific math terminology • Use and explicitly name Rule of 4 • Explicitly teacher Math Norms and Standards for Mathematical Practice</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>
<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>African American 3-5 There was a slight increase in achievement for African American students in Math grades 3-5. While in In 2014/15 3.8% of students scored proficient, 4.5% scored proficient the following year. This was an increase of .70%. 6-8 There was a decrease in achievement for African American Middle school student in Math. While in In 2014/15 16.7% of students scored proficient, 0.0% scored proficient the following year. This was an increase of 16.67%. English Language Learners 3-5 There was a slight increase in achievement for English Language learners in Math grades 3-5. While in In 2014/15 12.9% of students scored proficient, 17.3% scored proficient the following year. This was an increase of 4.48%. 6-8 0% of English learners scored proficient according to the SBAC in both 2014/15 and 2015/16.</td>
<td>Our target goals include closing the achievement gap by 4-10% for each of our demographic subgroups. There is a need to focus on improving student performance for our demographic subgroups. We believe that the data showing that no students are proficient in math is not an accurate reflection of our students’ abilities and more likely represents an error in administration of the assessment. Nevertheless, this will continue to be a focus area for improvement.</td>
<td>Implementing the a Math Rti protocol with an expanded Rti team and using an evidence based program to systematically monitor student progress. Focal student work analysis with continued focus in all academic areas To ensure that all students meet mastery, we will implement the following interventions: Math Common Core instruction in class everyday Focus on Academic Language, Group Work, and Math Talks Teachers Leaders lead our staff in Common Core math Professional Development Use small group instruction on a more frequent basis including beginning to use math centers where instruction can be differentiated</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient (RFEP)**?
<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td>ELD Goal: We will reclassify 30% of all long term English Language Learners. Of those eligible for possible reclassification, we will reclassify 80%.</td>
<td>Designated site ELD instruction leaders meet with grade level teachers to plan daily ELD instruction to benefit all EL students and promote an increase in English language proficiency. EL students are grouped according to proficiency levels K, 1st-2nd, and 3rd-5th and these groups are provided 30 minutes of designated ELD instruction daily. Create a library that holds ELL access English books that they can read independently in classrooms. After school tutoring is provided to new comers that speak Spanish. A Spanish Immersion teacher provides them English instruction. Teachers will conference with parents of students that are qualified to be reclassified during the first and second trimester Parent/ Teacher Conferences. Continued schedule that holds 30 designated daily ELD.</td>
</tr>
</tbody>
</table>

**Other Subject Areas (Secondary Schools, optional for Elementary)**

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**College and Career Readiness**

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Paul Revere we believe that college is a right of all students. To that end, we engage in the many activities to support a college-bound school climate. We invite the staff at K2C to attend major school-wide events in order to discuss the importance of saving for college. Our middle school students attend events and San Francisco State University and UC Berkeley and have opportunities to engage with current college students. WASC Ch.2</td>
<td>Students will increase growth in critical thinking skills, phonological awareness, self-regulation, pro-social interactions, and problem-solving real classroom experiences.</td>
<td>Graduate Profile Vision 2025 - The knowledge, skills and experience to navigate the “real world” and solve problems that arise in everyday life and in the workplace. Looking at the Graduate Profile, Career and Life Skills is a logical place for Paul Revere to start. We have one to tone technology and teachers to support students. Our goal linked with technology to provide students with projects and group experiences where they are dependent on each other and reach out to the community to support their learning. Having students engage in college tours, school sponsored trips and participate in Washington D.C. trip.</td>
</tr>
</tbody>
</table>

**Elementary Schools**

**What is your plan for promoting college and career readiness?**

- K-Readiness workshops for parents
- K-Readiness visits to K classrooms for PreK
- Curriculum spirals to include “careers” of community workers
- Field trips to college/university campuses
- Partnership with college/university volunteers
- Parent to Parent welcome and orientation for Kinder families

**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?

Paul Revere's staff members willingly participate in professional developments that help to support their teaching, in order to ensure student social, emotional, behavioral, and academic success. Every other Thursday is one hour of administration driven PD followed by one hour of teacher collaboration time. Every other Tuesday are the staff meetings which are focused on topics related to BRTI. The topics below will make up the content of the PD's Balanced Literacy: SFUSD Humanities Department: Teacher Leader PD, Reader's and Writer's Workshop, Level Literacy Intervention Training Literacy Coach PD SFUSD Math Department: Teacher Leader PD, Principal PLC ELI Standard PD in addition to the supports made possible through the Innovation Award Next Generation Science Standards PD California Association of Bilingual Education Conference MPD: Professional Development for Spanish Immersion Teachers School Climate(ongoing PD) Culturally and Linguistically Responsive Pedagogy and Practices RTI Behavioral and Academic Restorative Practices Social Emotional Workshops PD for Physical Education PD for Playworks PD for Self Care and SEL curriculum (Second Step) Early Education PD for Pre-k teachers (SFUSD Funded)

### 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)

At Paul Revere we have been working on aligning the systems that support teachers to implement balanced literacy and a consistent approach to classroom management. Our work this past school year has truly helped to focus the work of all our leadership teams administrative, systems, ILT, BRTI, Community School and grade level. We have worked to apply ROCJ to our teams and their work with Professional Development. As the systems team shares the instructional focus and checks that focus through classroom visits, the information from that visit gives trends are then shared with the ILT. ILT examines data and goals to help set professional development work school-wide. From professional development, grade level teams are to take and turn PD best practices into their classrooms.

Work on tightening this cycle for our teachers and the GLCs. Some of the implications for future GLC work is listed below:

- Grade Level Teams:
  - Collaboratively score focal student writing assessments
  - Clarification and calibration of grade level expectations for writing
  - Examine student work to inform planning and instruction
  - Math Milestones:
    - Backwards plan from task
    - Prioritize task dates and data collection to support school-wide decisions
    - Synthesize data based on SMP/ rule of 4 / math norms to inform instruction
  - Gather information through Checking for Understanding tools Professional Development
  - Focused and differentiated PD on workshop model
  - Teachers observe workshop in other classrooms

### 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 internaly) 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>4% proficient on SBAC in Math and ELA</td>
<td>The goal is to increase the number of SPED students achieving proficient by 4%</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>4.4% suspension rate 16.2% / 7.8% chronic absenteeism for Elementary/Middle School</td>
<td>We endeavor to decrease our chronic absentee rates by 5% for both elementary and middle</td>
</tr>
</tbody>
</table>

**School Climate**

- **K-5 From Safety questions on the SQI survey:** 61% of students responded favorably to the questions, "I feel safe in my school" 16% of students responded favorably to the question, "Do other kids hit or push you at school when they are not just playing around?" 23% of students responded favorably to the question, "Do other kids at school spread mean rumors or lies about you?" 35% of students responded favorably to the question, "Do other kids at school ever tease you about what your body looks like?" 46% of students responded favorably to the question, "Do students at this school treat other students with respect?" 71% of students responded favorably to the question, "Teachers go out of their way to help students." 6-8 55% of students responded favorably to the question "I feel safe in my school" 27% of students responded favorably to the question "Students at this school treat other students with respect." 33% of students responded favorably to the question "I like this school and would recommend it to other students." 69% of students responded favorably to the question "My teachers and school staff prepare me well for college and a career." 63% of students responded favorably to the question "Teachers go out of their way to help students." 6-8 The targets are to change student responses in the following way I feel safe in my school (55%--60%) From Supplement ?s Students at this school treat other students with respect. (27%--35%) I like this school and would recommend it to other students. (33%--53%) My teachers and school staff prepare me well for college and a career. (69%--75%) From Climate of Support for Academic Learning Questions Teachers go out of their way to help students. (63%--65%) **K-5 From the Safety Questions on the SQI survey the targets are to improve the percentage of students responding favorably as listed below: "I feel safe in my school" (61%--70%) Do other kids hit or push you at school when they are not just playing around?" (16%--28%) Do other kids at school spread mean rumors or lies about you? (23%--31%) Do other kids at this school ever tease you about what your body looks like?" (35%--47%) From Supplement Questions Do students at this school treat other students with respect?" (46%--54%) "From Climate of Support for Academic Learning Questions Teachers go out of their way to help students." (71%--73%) 6-8 Toolbox (our SEL curriculum), Behavior Response To Intervention, school wide PBIS practices (Revere tickets, shout outs, 16 proactive strategies), consistent school wide classroom managements systems, consistent discipline procedures |

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**Parent-School Communities Ties**

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

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
<th>What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
<td>Increase parent participation in completing end of year SQII survey from 59% to 70% or better and keep it representative of our school wide demographics. Increase favorable response rate for parents’ Sense of Belonging from 86% to 90% for parents of African American students and from 88% to 90% for parents of children identified as two or more races. On question, My child is safe on school grounds, increase favorable response overall from 86% to 90%. Under Supplemental Questions: Child Behaviors, increase favorable responses overall for African American parents to from 48% to 55%, and overall favorable responses from 55% to 57%.</td>
<td>Parents as Partners week, parent leadership organizations, parent liaison, built in time to support teachers to outreach to parents, norms that include how we treat parents, Parent Principal Chats, vision and mission that explicitly names work with families, parent workshops, newsletter/calendar.</td>
<td>Next Steps: Prioritize subgroups when analyzing parent survey data. Create opportunities for parent groups to integrate and communicate with each other while preserving spaces for communities to advocate for their specific interests.</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>
<td></td>
</tr>
</tbody>
</table>

While the responses on the parent portion of our Culture and Climate survey were on par or above the district average for other k-8 schools, this continues to be an area of needed focus and attention.
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 = $3,500

The entirety of these funds will be used by Special Education teachers to provide students with IEPs with the necessary equipment to access the core curriculum and address individualized IEP goals.

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 = $85,151

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

We fund our Kindergarten N10S Spanish support paraprofessional with these funds to ensure our newest learners have a lower ratio and teachers are afforded extra language support. We also fund .375 of 1/3 of our RtI support staff. Our target student group based on school-wide initial assessments and progress monitoring assessments include our English learners who are at risk of becoming Long-Term English Language Learners (LTELs) or who have already been classified as such. Based on previous recommendation from the ELAC we also seek to support classroom teachers with a viable English Language Development supports to aide the structured and embedded ELD classroom time. This resource is also used to fund the work of Mission Graduates which supports our ELAC which is our parent group that monitors the progress of our English Language Learners and makes recommendations to the SSC. One of their recommendations included continuing the work of Mission Graduates at PR.

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 = N/A

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

N/A

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?

We fund .25 of 1/3 of our RtI support staff. Based on school-wide initial assessments and progress monitoring assessments, our target student groups include our English learners who are at risk of becoming long-term English learners (LTELs) or who have already been classified as such as well as our African American students. Based on the recommendation from the ELAC we increased the FTE of our 3rd RtI support staff from .35 to 1.0 FTE, still keeping in mind the target student populations. These funds support .1875 of the Elementary advisor who supports students and families needs around attendance and school/home connection. These funds also fund .6 of the Community School Coordinator who's main goal is to align the extended day programming with school wide goals and to align partnerships with community based organizations to directly serve and support our academic and SEL goals for our target student populations. Lastly, these funds will also be used to pay teachers to work planning for focal students and analyzing data related to their progress.

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 = $489,312

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?
TiIG funds are critical to our success as a Community School. We fund five positions, including a bilingual office clerk, 1 bilingual classroom teacher, a Technology Integration Specialist and our Community School Coordinator. Based on the recommendation from the ELAC we will continue to fund .26 of 1/3 of our RTI support staff. Based on school-wide initial assessments and progress monitoring assessments, our target student groups include our English learners who are at risk of becoming long-term English learners (LTEIs) or who have already been classified as such as well as our African American students. We have also ensured continued partnerships with community based organizations that support classrooms and teachers such as OMEGA boys, Education Outside, Beats, Alliant (mental health services) etc.

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 | $112,817 | (31500) |

How do you plan to use these funds?

In accordance with the recommendations of ELAC, these funds will be used to extend the hours of the family liaison from part time to full time. This also funds 265 of the RTI intervention teacher who serves our target populations. Lastly, portion of these funds will be allocated towards professional development opportunities to allow teachers to collaborate and lead their grade-level teams in self-directed learning through data driven cycles of inquiry that specifically target focal students. Due to the extra $10,000 of Title I funding, the SSC recommends that the funding be spent on leveled books that reflect diversity, purchase technology (ie. subscriptions, doc cams, projectors, laptops, iPads, etc.), and school supplies.

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

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

1% Title I Parent Set Aside = $1,027

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.

Our school has three large cultural events each school year. In planning for those events, we have site committee meetings that include parents, staff, and community organizations. These funds would be used to provide supplies, babysitting, and printing for these events and other parent events held throughout the school year. Supporting the involvement at PR requires a host of materials including, photocopying, childcare, food, and other materials. On a monthly basis we hold our English Learner Advisory Committee (ELAC), AAPAG, PTA meetings and support those meetings with the above-mentioned materials and services.

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

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

Impact & Innovation Awards = $31,300

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

The Impact Award funds will be used to create the role of English Language Development Facilitator through our RTI Team to oversee development of a sustainable, data-driven system designed to raise English Learner students in grades K-8 to English proficiency. This plan is based on our experience with successfully implementing Response to Intervention (RTI) over the past six years, within a school setting that includes both English Plus and Spanish Dual Immersion strands. The plan recognizes the unique challenges of EL students as defined by California ELD standards and emphasizes the use of academic language in the Common Core State Standards. And it opens opportunities for meaningful family engagement through our English Learner Advisory Committee, or ELAC. With a large and growing English Learner (EL) population -- now comprising more than 45 percent of students -- English Language Development, or ELD, represents a crucial component for student success. We would provide extended hours to a member or members of our RTI team to take on the role of ELD Facilitator. Working alongside instructional leaders and RTI colleagues, and with support from the district Multilingual Pathways and other SFUSD departments, the facilitator would guide the creation of a comprehensive ELD program based on our students needs. The facilitator would purchase or develop school-wide ELD curriculum and help to create and lead ongoing professional development for its implementation, including dedicated planning and data review time for all teachers in ELD. This would include release time for teachers to participate in peer observation and trainings.

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 = $100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

PIF is divided into three categories: 1. Create engaging educational experiences for students that empower them to be lifelong learners by supporting the 8th Grade trip to Washington DC and other field trips and by purchasing instructional supplies for immersion classrooms as well as math and science (STEM) classes. 2. Support for teachers to collaborate and lead their grade-level teams in self-directed learning through data driven cycles of inquiry. Provide extended learning opportunities for teacher professional development and collaboration. 3. Consultants to build leadership capacity to model ROCI and support teachers to do the same.

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
**Equity Grant** = 
(As applicable 16-17)

Identify Sub-group & specific actions

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.75</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>librarian</td>
<td>2 security guards</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Our RTI Team oversees development of a sustainable, data-driven system designed to raise English Learner students in grades K-8 to English proficiency. The MTSS's provided by the district allows PR to employ consistent school-wide PBIS systems and SEL supports.
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) AAPAG
- 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: 3/15/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 3/20/2017
### 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>Glamis Rory</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Karen Dickinson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Maria Ramos</td>
<td>Parent (ELAC)</td>
<td></td>
</tr>
<tr>
<td>Karen McCoy</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Roberto Garcia</td>
<td>Parent (Chair)</td>
<td></td>
</tr>
<tr>
<td>Starlette Jones</td>
<td>Elementary Advisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ana Rosa Maldonado</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lee Bryan</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent (alternate)</td>
<td></td>
</tr>
</tbody>
</table>