<table>
<thead>
<tr>
<th>School</th>
<th>Rooftop (K-8) School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Nancy Bui</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

Rooftop strives to be much more than a school. Students, staff and parents work together to create a caring community of learners focused on developing the unique strengths of each child. Talented teachers provide enriched, rigorous standards based instruction which supports the achievement of all students. Rooftop’s achievement profile reflects the success of this academic program for its diverse student population. Students discover their gifts and develop their talents through participation in a rich and varied arts program preschool through eighth grade Rooftop’s educational philosophy centers on the belief that when the arts are thoughtfully integrated into a challenging academic program, students’ opportunity to think critically and problem solve creatively significantly increases. Rooftop is working diligently to close the achievement gap that still exists between African American/Latino students and their White peers. Our focus on equity has led to the creation of an African American Parent Advisory Council (AAPAC) and a Latino Parent Group.
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- 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><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

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

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

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

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/ro/aao/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_SQLL_Reports_for_15-16”

### Mid-Year Summary
(School-wide and sub-group performance in comparison to the district)

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

<table>
<thead>
<tr>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td>• Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

### English Learner Report 2016-17
(AMAO Trends and performance school-wide and pathway)

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

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

### CORE SQLL Reports for 15-16
(SQLL Performance, definitions and thresholds)

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Overall and sub-group SQLL domain and metric data, and change in index level from previous year.</td>
</tr>
<tr>
<td>• Metric definitions,</td>
</tr>
<tr>
<td>• CORE thresholds for each metric</td>
</tr>
<tr>
<td>• Powerpoint related to the new “growth” measure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td>• Student-Centered Learning Climate</td>
</tr>
<tr>
<td>• College and Career Readiness</td>
</tr>
</tbody>
</table>

### NOTES:

• All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
• Refer to Illuminate 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)

<table>
<thead>
<tr>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Results Language Arts-All Students</strong></td>
</tr>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
</tr>
<tr>
<td><strong>Based on the analysis of the results, what are your targets/performance goals?</strong></td>
</tr>
<tr>
<td><strong>What instructional shifts will be required to achieve these goals?</strong></td>
</tr>
<tr>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>

Pre-K: Based on the PALS data, Pre-K scores for Phonological Awareness are above the District average and approaching benchmark, but not yet meeting the benchmark (5.8 compared to 6-10). Elementary/Middle: Based on an analysis of SGII data, 52.8% of our elementary students and 58.5% of middle grades students are exceeding the standard in ELA. On nearly all measures, Rooftop students are exceeding the district performance averages. F&P data for grades 1 and 2 indicate there are fewer students who have "not yet met benchmark" and more students who are meeting or exceeding benchmark. The data for K is incomplete at this time. There are far more African American and Latino students who are not yet meeting benchmark compared to their White counterparts. This trend is consistent in K, 1, and 2. In the elementary grades, our lowest performing subgroup in ELA are Hispanic/Latinos in elementary (20%) and the middle grades (23.1%).

Pre-K: All of Rooftop’s Pre-K students will meet the Spring developmental range for Rhyme Awareness (6-10). In ELA, our goal is to remain in the Level 10 Index Area on the SGII, with a Performance Threshold of 75% or higher in both the elementary and middle grades. Elementary/Middle: It is also our goal to score higher than the district mean on the SBAC in the category of meeting/exceeding the standard for all students. In the IWA for elementary, it is our goal to perform of above the district mean of 17.8, where our current level is 6.9. On the IAB assessment, it is our goal exceed the district average in both elementary and middle grades by 10 points in the area of meeting/exceeding the standard. It is our goal to increase our acceleration rate by 5 points in both the elementary and middle grades.
Pre-K: Core Curriculum Teachers explicitly state and use nursery rhymes or rhyming words to highlight phonological awareness. Teachers make connections to home language and use visual aids. Teachers use language modeling and books to “act out a story” selecting students to take lead parts.

Elementary / Middle: Teachers will use the SFUSD ELA PK-12 Core Curriculum’s Scope and Sequence with embedded Common Core State Standards (CCSS) (spirals) to guide instruction. Curriculum maps, unit plans and lesson plans will be produced and revised for each spiral at each grade level; for English Language Learners and students with IEPs, teachers will amplify and differentiate instruction within the core that supports literacy and/or English language development by attending to the CA ELD Standards and the Universal Design for Learning (UDL) model. Instruction Teachers will embed CCSS shifts in alignment with the intended instructional purpose into the collaboratively generated curriculum maps, unit plans, and lesson plans:

- Identify, gather, analyze and evaluate evidence through thorough reading of complex text(s)
- Close reading of complex texts to build knowledge through literary texts and content-rich nonfiction
- Engage in high level academic discussion and conversations about evidence from text
- Present elaborative and evaluative techniques in writing using evidence from text (Narrative, Informative/Explanatory, Opinion)

Teachers will implement SFUSD’s Comprehensive Approach to Literacy.

- Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conference
- Interactive Writing, Shared Writing, Independent Writing, Writing Conference, Guided Writing, Word Study Assessments

Teachers will use Fountas & Pinnell Benchmark Assessment System as the universal screening assessment for K-2. At sites where Fountas & Pinnell Benchmark Assessments are not in use SRI is the reading assessment for grades 3-10. Teachers will make continuous use of formative assessments to inform instruction and identify needed differentiation. Teachers will participate in grade level meetings with a focus on examining student work that demonstrates evidence of the CCSS shifts.

Assessment / Self-Assessment Teachers will use the Scholastic Reading Inventory (SRI) as the universal screening assessment for grades 3-10. Teachers will make continuous use of formative assessments to inform instruction and identify needed differentiation. 6th grade students will participate in the district-wide Integrated Writing Assessment (IWA). Tech-related ELA Strategy

- Beginning in Grade 2, 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, as part of district, grade-level spirals.

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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 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>
</table>
### Intervention

<table>
<thead>
<tr>
<th>Intervention</th>
<th>your targets/performance goals?</th>
<th>all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K: Based on the PALS data, scores for Rooftop’s Pre-K are higher than the District average in all areas except Name Writing. Rooftop Pre-K exceeds the District average in Upper Case Alphabet (64%), Lower Case Alphabet (100%), Letter Sounds (78%), Beginning Sound Awareness (57%), Print and Word Awareness (71%), Rhyme Awareness (71%), and Nursery Rhyme Awareness (57%). Elementary/Middle: In analyzing multiple data points, it is evident that our African American, Latino, and Students with Special Needs score significantly lower than their White counterparts.</td>
<td>Pre-K: 90% or more of Rooftop’s Pre-K students will meet the Spring developmental range for Rhyme Awareness. 90% or more of Rooftop’s Pre-K students will meet the Spring developmental range for Print and Word Awareness. 75% or more of Rooftop’s Pre-K students will meet the Spring developmental range for Beginning Sound Awareness. Increase awareness of rhyming words and letter sound awareness. Build on prior knowledge by making connections between own names and letter sounds. Elementary/Middle: All students identified to receive literacy intervention support will demonstrate at least one year of reading level growth. At least 70% of the students identified to receive early literacy intervention support will be at proficient or above.</td>
<td>Pre-K: Teachers will provide small group instruction to highlight words from books that rhyme and use words from the classroom environment to make connections. Teachers provide opportunities for students to lead shared reading activities and recite letter sounds using music and movements. Early literacy intervention support will be provided to identified (Academic Tier 2) first and second grade students. Teachers explicitly state and use nursery rhymes or rhyming words to highlight phonological awareness. Teachers make connections to home language and use visual aids. Teachers use language modeling and books to “act out a story” selecting students to take lead parts. Elementary: Students will be provided leveled literacy instruction during guided reading time. Small group instruction focused on students’ identified skills gaps will be provided. Afterschool tutoring opportunities will be available to 3rd to 8th grade students needing extra support. Fountas and Pinnell assessments will be administered to all K - 3 students. Data drawn will be used to provide leveled literacy instruction through small group instruction and guided reading groups. Students will access leveled reading texts during guided reading time. Teachers will be provided collaboration time (thirty minutes every staff meeting) to work on spiral and unit plans, share resources and best practices. Student work will also be reviewed to identify strengths and key areas that need to be retaught. Tutoring classes will be available for 3rd to 8th grade students after-school. Small group instruction Targeted small group intervention (Levelled Literacy Intervention System) Before/after school tutoring Intervention Programs.</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 SQT?

<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>Pre-K: Students need more time and exposure to print-rich environments and language models. Students need more frequency, duration, and intentionality with exposure to increase phonological awareness. Elementary/Middle: In analyzing multiple data points, it is evident that our African American, Latino, and Students with Special Needs score significantly lower than their White counterparts. For the purposes of this section, we will identify African American and Hispanic/Latino students as our particular focal groups.</td>
<td>Pre-K: Increase awareness of rhyming words and letter sound awareness. Build on prior knowledge by making connections between own names and letter sounds. Elementary/Middle: Our African American students and Hispanic/Latino students should be performing at least as well as their White counterparts. On the SBAC assessment, 89% of Rooftop’s White students are meeting or exceeding the standard. Our target/performance goal in ELA is for our African American students to move from 34% to 89% meeting or exceeding the standard. It is important to keep in mind that W-103 students and AA-36, Hispanic/Latino students should move from 21% proficiency to 89% meeting or exceeding the standard.</td>
<td>Pre-K: Teachers use props and realia to retell stories and sequencing of events. Teachers use “call and response” strategies for interactive reading. Teachers will pair students together for extended learning opportunities and language modeling. Teachers will provide small group instruction to highlight words from books that rhyme and use words from the class environment to make connections. Teachers provide opportunities for students to lead shared reading activities and recite letter sounds using music and movements. Elementary/Middle: African American students who are not currently meeting or exceeding the standard will be identified prior to the start of the school year and the list will be shared with classroom teachers. Teachers will be expected to develop and intervention plan prior to the start of the school year at the staff retreat. This plan will include specific benchmarks identified by grading period/semester. Teachers will be provided with monthly grade level collaboration/release time to plan their interventions and to discuss the progress of their African American students. After school tutoring will be made available to our African American students by a credentialed teacher. Late bus transportation will be provided for students who are not within Rooftop’s walk zone.</td>
</tr>
</tbody>
</table>
## Mathematics Core Curriculum

### Academic Tier One

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td><strong>WASC Ch.2</strong></td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>

**Pre-K:** Students have a good understanding of number sense and are able to use manipulatives to demonstrate their understanding of math concepts. Elementary/Middle: Based on an analysis of SQII data, 50.5% of our elementary students and 60.5% of middle grades students are exceeding the standard in Math. On nearly all measures, rooftop students are exceeding the district performance averages. Further analysis indicates, however, that there are far more African American and Latino students who are not yet meeting benchmark compared to their White counterparts. In the elementary grades and middle grades our lowest performing subgroup in Math are Hispanic/Latinos and Hispanic/Latinos. This trend was consistent in ELA as well.

**Pre-K:** Students who meet or exceed expectations on the DRDP Cognition subtest that includes Math will increase from 80% to 90%. Elementary/Middle: At least 80% of our third to eighth graders will score at or above benchmark in the IAB.
Pre-K: Teachers address Mathematical Practice: Use appropriate tools strategically. Teachers will use Montessori materials and the SFUSD PreK-12 Common Core Curriculum. Teachers will utilize the SFUSD math lessons, which are aligned to CCSS-M and include 21st Century skills: Communication, collaboration, critical thinking, and creativity.

Elementary / Middle: Core Curriculum Teachers will use the SFUSD Math Core Curriculum that is built upon the Common Core State Standards. Each grade within the Core Curriculum maintains a storyline that is described in the grade-level specific curriculum. Instruction A powerful mathematics classroom involves shared sense making within a community of learners. This is reflected in the Common Core State Standard for Mathematical Practice:

1. Make sense of problems and persevere in solving them. Making our thinking public allows us to negotiate meaning with each other. This is reflected in the Standard for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others. This standard states that “students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.”

The SFUSD Math Core Curriculum promotes discourse in the teaching and learning of mathematics. Each unit of study within the Core Curriculum has four rich math tasks as well as lesson series that are premised on group work and meaningful student-to-student interactions.

Our role as a teacher is described, in broad terms, as a facilitator who is listening carefully to students, framing appropriate questions, and mediating competing perspectives. However, this is not to be interpreted as “teachers stay out of the way and students will learn.” In fact, a teacher’s role is proactive and includes: − Designing lessons that promote student learning through discourse; − Beginning the lesson with a carefully presented launch; − Guiding the lesson with facilitated group work and class discussion; − Summarizing the lesson to bring out students’ insights while mitigating possible misconceptions.

− The SFUSD Math Teaching Toolkit continues to include the key strategies that are an integral part of the Math Core Curriculum. These are the three Signature Strategies of Math Talks, Three Read Protocol, and Participation Quiz or Groupwork Feedback. In addition, there are additional instructional elements, such as math notebooks, math technology tools, questioning strategies, and re-engagement strategies. Assessment Math Milestone Tasks are rich tasks embedded within the SFUSD Math Core Curriculum. These tasks offer all students opportunities to engage in meaningful and rigorous mathematics that allow for the development of the Standards for Mathematical Practice. They give information about how students are learning the core concepts and skills of the predetermined unit. They will be administered in grades K-11. Tech-related Math Strategy: Beginning in Grade 1, students will use digital tools (iPad apps, Google Slides, iMovie, Explain Everything, Nearpod, etc.) to improve mathematical discourse. The effectiveness of this strategy will be measured through score increases on a rubric developed with feedback from the SFUSD Math Department.

### Academic Tier Two

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

| Analysis of Results for Mathematics-intervention | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? |
Pre-K: Some students need additional opportunities to re-engage in learning math from a different perspective to make connections. Elementary/Middle: In analyzing multiple data points, it is evident that our African American, Latino, and students with Special Needs score significantly lower than their White counterparts.

Pre-K: Students who meet or exceed expectations on the DRDP Cognition subtest that includes Math will increase from 80% to 90%. Elementary/Middle: At least 50% of focal students will score benchmark or above in the Math IAB.

Pre-K: Teachers create ROI targeted instructional groups by developmental levels, plan differentiated learning opportunities, and use scaffolding strategies. Elementary/Middle: Small group instruction targeted small group intervention before/after school tutoring Intervention programs.

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

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<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>Pre-K: A few students need additional instructional time and exposure to using numbers to represent quantities. Elementary/Middle: In analyzing multiple data points, it is evident that our African American, Latino, and students with Special Needs score significantly lower than their White counterparts.</td>
<td>Pre-K: Students will begin their understanding of number relationships and operations in their everyday environment. (PLF: 1.0 Math-Number Sense) Elementary/Middle: Our African American students should be performing at least as well as their White counterparts. On the SBAC assessment, 78% of Rooftop's White students are meeting or exceeding the standard. Our target/performance goal in Math is for our African American students to move from 21% to 78% meeting or exceeding the standard. It is important to keep in mind that W=103 students and AA=36.</td>
<td>Pre-K: Teachers utilize anchor texts, visual aids, games, and project-based learning to support fluency and instructional routines. Elementary/Middle: African American students who are not currently meeting or exceeding the standard will be identified prior to the start of the school year and the list will be shared with classroom teachers. Teachers will be expected to develop and intervention plan prior to the start of the school year at the staff retreat. This plan will include specific benchmarks identified by grading period/semester. Teachers will be provided with monthly grade level collaboration/release time to plan their interventions and to discuss the progress of their African American students. After school tutoring will be made available to our African American students by a credentialed teacher. Late bus transportation will be provided for students who are not within Rooftop's walk zone.</td>
</tr>
</tbody>
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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>Pre-K: Some students need additional opportunities to re-engage in learning math from a different perspective to make connections. Elementary/Middle: There has been a downward trend of our students not meeting their targets as measured by growth on the CELDT (gained at least one proficiency level) in the years between 13/14, 14/15, and 15/16. A downward trend can also been seen the levels of students attaining English proficiency on the CELDT (less than 5 years) in the same period of time. On a positive note, we have seen an increase in students attaining proficiency (5 years or more) between 14/15 and 15/16.</td>
<td>Pre-K: Increase progress from 35% to 60% of students meeting or exceeding expectations for Understanding and Response to English Literacy Activities. Elementary/Middle: Students will achieve an annual growth target of at least 62% on the CELDT. Students with less than 5 years will attain an English Proficiency Level of at least 25% on the CELDT. Students with 5 years or more will attain an English Proficiency Level of at least 50% on CELDT. As a school, we will have at least 50% of our students meeting CELDT criteria overall.</td>
<td>Pre-K: Teachers use anchoring language and props for read alouds; turn and talk for language development, provide opportunities for shared/interactive writing, and ask open-ended questions to encourage students to make predictions and connections. ELEMENTARY, MIDDLE All content is taught by teachers with the appropriate EL certification based on state requirements. Teachers provide Designated English Language Development (ELD), Integrated ELD during content classes, and supplemental materials to provide ELs full access to the core curriculum. In all pathways, teachers will use the tools and resources of SFUSD’s Core Curriculum that reflect CCSS shifts to create grade-level (collaborative) curriculum maps, units, and lesson plans that provide English Learners access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports. Regular PD time for teachers will be scheduled to collaborate on curriculum maps to ensure the curriculum is translated into EL specific content.</td>
</tr>
</tbody>
</table>
integration of English Language Development. 
- Administrators will ensure that all English Learner students at every site receive ELD instruction until reclassified as a fluent English proficient student. Special Education EL students must receive ELD, either through the site’s ELD structure, or provided by the Special Education teacher in addition to SPED services. Strategies in Action: Classrooms 
- Teachers with English Learners use the CA ELD Standards in tandem with SFUSD’s Core Curriculum to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework.) Effective Integrated ELD instruction requires the use of intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access and master core, grade-level academic content. 
- Teachers use the following five best practices to support the development of academic language and disciplinary literacy for English Learners. Instructional practices value and build on students’ home languages, cultures, prior experiences and knowledge: 1. CLARIFY NEW LANGUAGE AND CONCEPTS USING A VARIETY OF STRATEGIES AND MODALITIES 
  - Visual: Teachers & students co-construct visual representations of information. 
  - Kinesthetic: Teachers and students demonstrate content knowledge through physical representations and gestures. 
  - Verbal: Teachers convey meaning through precise language. 
  - Organizational: Co-construct ideas through organizational representations. 
- Metacognitive: Teach students to develop self-awareness of their learning. 2. STRATEGICALLY PLAN AND INTEGRATE FOCUSED ACADEMIC LANGUAGE STUDY 
- Provide linguistic support to facilitate students’ transition from informal to academic language. 
- Provide varied opportunities for students to articulate learning using discipline-specific and general academic language. 
- Articulate clear learning objectives for students that include a content and language objective that are connected. 3. TEACH STUDENTS TO ANALYZE, WRITE, AND CREATE COMPLEX TEXT 
- Use mentor texts with complex language to build discipline-specific vocabulary and rhetorical knowledge. 
- Establish a purpose for reading and discussing complex text. 
- Preview text structure and key vocabulary. 
- Conduct wide and close readings of multiple texts, highlighting varied text structures, syntax, and vocabulary. 
- Provide opportunities for students to write and create complex text using discipline-specific vocabulary and rhetorical style. 4. FOSTER HETEROGENEITY AND COLLABORATION 
- Group students heterogeneously as to English proficiency level, academic background, native language and collaborative spirit. 
- Structure learning experiences to provide multiple access points to meaningfully engage all students. 
- Ensure there are meaningful group roles requiring equitable participation and accountability for all students. 
- Teach empathy and interpersonal communication skills to encourage effective collaboration. 5. USE FORMATIVE ASSESSMENT TO INFORM INSTRUCTION 
- Observe and monitor student learning during paired, small group and whole group work. 
- Provide frequent checks for understanding using a variety of techniques to gather evidence of learning. 
- Provide explicit feedback to students about learning or misconceptions. 
- Use peer and self-assessments to expand.
Use peer and self-assessments to support student metacognitive development. ● Use the information gained from formative assessment to plan for next instructional steps. All English Learners will: ● receive instruction in English Language Development for at least a 30-minute block at the elementary level and a class period at the secondary level following SFUSD’s EL Placement Guidelines for Designated ELD placement; and ● be provided support for academic language development in core content courses (Integrated ELD).

<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>
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<tbody>
<tr>
<td>Implementation of the new Next Generation Science Standards is an important priority for Rooflop. While our elementary students scored higher than the district on the CST Science assessment (61.9 compared to 58.3), and our middle grade students scored higher than the district on the same assessment (77.6 compared to 56.8), we know that the implementation of these new, rigorous standards will require us to shift our instructional practices.</td>
<td>Ensure that all students have access to hands-on science learning at least twice a week. Students writing in notebooks, reports, posters, and media presentations explain and argue. Provide students with regular opportunities to engage in science investigations that provide them the opportunity to make claims and argue from evidence.</td>
<td>Instructional Shifts: ● Science investigations provide a context for the reading, writing and speaking students do during the day. ● Students conduct investigations, solve problems, and engage in discussions with teachers’ guidance. ● Facts and terminology are learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning. Resources: ● Teachers can use the Interdisciplinary Curriculum Maps and Unit Plans to assist in planning their science in ways that it can meet literacy goals. ● SFUSD’s Science Talk Handbook for K-5 ● SFUSD’s Science Notebook Handbook for K-2 ● SFUSD’s Science Notebook Handbook for 3-5</td>
</tr>
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</table>

| Middle Grades Science | A major focus for Middle Grades Science will be the implementation of the new Next Generation Science Standards. Both formative and summative assessments will be given to assess student performance. | 1. Questions guide inquiry- Students ask meaningful questions relevant to the science topic or lesson. 2. Learning occurs through investigations - Students use materials, tools, and texts to explore, gather data, and answer questions. 3. Explanations are evidence-based - Students use evidence to interpret observations, support ideas, and construct explanations. 4. Science is a community endeavor that evolves with new evidence - Students collaborate to build understanding and revise their thinking when presented with new evidence. 5. Application is essential for building understanding - Students apply science knowledge and practices to respond to open-ended and novel problems. 6. Academic success depends on academic language- Students use discipline-specific academic language, models, and mathematics to communicate understanding orally and in writing. 7. ELs develop language through content - English learners produce language that communicates ideas and reasoning, even when that language is imperfect. 8. Equitable participation - All students are engaged in learning and choose appropriate scaffolds for learning. |

**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>Pre-K: Students show progress in developmental areas such as social-emotional, cognition, language, and literacy. Students discover that lifelong learning is ongoing. Children and adults are eternal learners. Students are exposed to the names of colleges and various community workers and careers. Elementary/Middle: n analyzing our data, we find that many of our students lack organizational skills, to include: prioritization and time management. Many of our students also lack note-taking and study skills. Pre-K: Students will be K-Ready as defined by DRDP/PALS and/or F&amp;P reading levels. Students will increase growth in critical thinking skills, phonological awareness, self-regulation, pro-social interactions, and problem-solving real classroom experiences. Elementary/Middle: To extend and embed study skills school wide in all classrooms (ex. Critical reading strategies, Cornell note-taking, etc.) Pre-K: We will integrate technology and incorporate 21st Century learning: Communication, collaboration, critical thinking, and creativity. Elementary/Middle: Reexamine professional development selections so that they reflect the appropriate commitment to teaching study and organizational skills.</td>
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</table>

Elementary Schools

What is your plan for promoting college and career readiness?

Pre-K: K-Readiness workshops for parents. K-Readiness visits to K classrooms for PreKTK students. K-Readiness teacher exchange between PreKTK teachers at nearby schools. Curriculum spirals to include “careers” of community workers. Career Day for community workers to serve as guest speakers. Field trips to college/university campuses. Partnership with college/university volunteers Elementary/Middle: For the 17-18 school year, and in conjunction with our Guidance Counselor from the middle school campus, we will be kicking off a program, where each classroom will be assigned a university at the beginning of the year in addition to ubiquitous branding representative of universities throughout campus. When involved in competitions, campaigns or other activities, students will identify with their university. Classrooms will also integrate post-secondary and university identity, concepts & terminology into content area and activities as appropriate (geography, language arts, mathematics). In upper elementary grades, for example, social science units will be adapted to include terms associated with college and university coursework.

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?

Our ELA CCSS Leadership will continue to participate in district-provided PD on CCSS implementation. Teachers will participate in district-provided PD on the Comprehensive Approach to Literacy. ELA CCSS Leadership Team will plan and conduct ongoing PD on the following: (1) CCSS implementation (2) components of Comprehensive Approach to Literacy, specifically on guided reading, (3) Differentiated Instruction. Teachers will be provided 30 minutes of the two staff meetings each month for grade level collaboration. The time will be used to revisit and improve spiral plans created the past school year, share resources and learn best practices from each other. Extended hours will be provided/effected to teachers to continue work/ discussions on the above. Principal, Assistant Principal and CCSS leadership Team will provide release time for identified teachers to observe and support teachers. CCSS leadership Team members will provide grade levels support in spiral planning and delivery of recommended instructional strategies. Math teacher leaders will participate in district-provided PD on CCSS. Middle School Math teachers will participate in the Complex Instruction in Mathematics PD. Middle School Math teachers will participate in the iPad (STEM) initiative PD. Math teacher leaders will lead/ provide CCSS PD during staff meetings every other month. After school PD/ Collaboration time will also be made available to grade level teams. Teachers will have 30 minutes of Collaboration time focused on Math instructional planning each month. Grade level teams will be provided opportunities for extended collaboration time after school. Principal, Assistant Principal and CCSS Math leadership Team will provide release time for identified teachers to observe and support teachers. CCSS Math leadership Team members will provide grade levels support in spiral planning and delivery of recommended instructional strategies.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Site budget • Specific categorical funds • Prop A • Site funded sub release</td>
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</table>

Title I
• Expand time for grade level/departments to meet for collaborative learning and reflective practice • Build capacity of a team of teachers to effectively facilitate reflective practices during grade level/dept. meetings by attending week-long summer PD • Plan and facilitate a year-long PD sequence • Plan and facilitate an ILT retreat in August to draft a PD plan for the year • Plan and facilitate a staff retreat for the first two days of service • Engage the ILT to plan and implement a peer observation system in which teachers are released from their classrooms to observe and give feedback to each other around our school’s PD focus • Engage staff in PD on inclusive practices and PBIS • Build staff capacity to utilize Google Docs in the writing process, supported with on-site, after-school training on Google Docs and Drive, using a district-provided module that will be delivered jointly by Technology Lead teacher and our ELA teacher-leader in September of 2016. Additional support will be provided by the Technology Lead, as needed.

Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI²) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflected 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>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Our students with disabilities have a chronic absenteeism rate that is in line with the overall rate with the school. It is also less than the rate of our other identified sub-groups (African American and Hispanic/Latino).</td>
<td>•Decrease the # of AA students referred to Special Education •Decrease the # of EL students referred to Special Education •Decrease the # of suspensions of AA/SpEd and EL/SpED students •Increase the attendance of AA/SpEd and EL/SpED students •Increase LRE opportunities of students with mod/severe disabilities •Decrease the # of overdue IEPs and Triennials •Decrease the # of unsigned IEPs</td>
<td></td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>Students in our elementary grades have a lower rate of chronic absenteeism than the district rate. However, our students in the middle grades have a rate that is higher than the district. Our students with disabilities have a chronic absenteeism rate that is in line with the overall rate with the school. It is also less than the rate of our other identified sub-groups (African American and Hispanic/Latino).</td>
<td>• 98-100% daily attendance of our underrepresented populations. • In one year, we would like to reduce chronic absenteeism of two focal group students by 50% (focusing on the middle grades).</td>
<td>• We will explore attendance incentives at the individual and classroom level. • We will seek out support from our community partners in setting up attendance rewards and incentive programs</td>
</tr>
<tr>
<td>School Climate</td>
<td>We have a low suspension rate at rooftop. We credit this to our focus on Restorative Practices, and Positive Behavior Incentives and Systems (PBIS). rooftop staff has also received training in trauma informed practices, and the development of positive classroom communities. This will be enhanced by a two-year partnership with UCSF Hearts program. Wellness Centers have been opened on both of our school sites. We have a full time social worker at our elementary site and a full time social worker at our middle grades site.</td>
<td>• Our target is to reduce our suspension rate to zero. • Our target is to reduce disciplinary referrals and teacher suspensions by 80%</td>
<td>Tech-related Strategy Student-Centered Learning Strategy. • In order to improve engagement and increase student-centered learning, students will use digital tools to collaborate during core content learning (ELA, math, science, social studies), at least twice per month. Effectiveness will be measured by comparing the number of behavior-related office referrals when technology is being used in a classroom v. when it is not. • We will send teachers to PBIS training</td>
</tr>
</tbody>
</table>

### 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

| Narrative describing Parent-School-Community culture | Targets | Strategies & Impact |
| Who you are teaching/missing (And how you know…) Impact of the strategy on instructional, cultural/latent, and social emotional goals (And how you know…) | What is the strategy & how will you know you were successful? |
| Great effort has been made to diversify the make-up of our the Rooftop PTA Board. There has been some success in this area. African American and Latino parent groups have been established at Rooftop. Both groups meet on a monthly basis and hold school wide events. Efforts have been made to increase parent communication and include: weekly electronic newsletters, Parent Square, voice calls, personal outreach. School wide events like the Rooftop Run and fundraisers like the Rooftop Auction garner much support. Efforts will continue to make these events accessible and welcoming to all school communities with particular attention being paid to our African American and Latino families. | Develop and maintain the diversity of the PTA Board. We would like to double the involvement of African America and Latino parents next year. Our goal is to have at least half of the candidates nominated and running for seats on the PTA & SSC to be from our African American, Latino and other underrepresented communities. We would like to have relationships with community organizations that directly impact the SEL of our students and meaningful involvement of our parent community. | Working to continue to engage families, disseminate information, deepening a community schools approach. Prioritize the involvement of our African American and Latino parent groups. Support these groups through hosting monthly meetings and planning school wide events. Connect the school based groups to district level groups and resources. |
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 = $4,250
This money is used to purchase supplies for our students with special needs, including technology to aid in communication, audiobooks to support students with visual process challenges, manipulatives, and other resources to support students with IEPs. This money will also be used to provide teachers with sub days to complete progress reports and transition 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 = $21,282
How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?

We are using the funds to partly fund the following position that would provide direct service to our English Language Learners: Literacy Intervention Teacher. The above listed position will provide both academic support to English Language Learners as identified by available data. Our Literacy Intervention teacher is also one of the two designated EL coordinators on site at Rooftop. Allocation for Literacy Intervention Teacher: $21,282. The Literacy Intervention teacher will monitor the progress of K – 4 English Language Learners who are not meeting English literacy proficiency targets (as measured by the Fountas and Pinnell assessments). Targeted small group (pullout) instruction will be provided to address identified needs (including language support) of students. The Literacy Intervention teacher will collaborate with the teachers, participate in meetings (SST, parent teacher conferences) to best meet the needs of identified English Language Learners.

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 = $0
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 = $0
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?

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 = $0
If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

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** = $0 (31500)

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)

1% Title I Parent Set Aside = $0

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.

**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** = $0

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

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

**Principal’s Innovation Fund** = $100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

This money will be used to fund the UCSF Hearts Program ($100,000 of the $121,000 cost of program).

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** = $0 (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?

From Pre-K budget: Subs - Teachers - Team Meetings (30 hours per staff) Subs - Parachute - Team Meetings (30 hours per staff) Subs - Teachers - DRDP/ROC/IASQ (4 days per staff) Subs - Parachute - DRDP/ROC (3 days per staff) Subs - Teachers - Instructional Coach (10 hours/teacher) Subs - Teachers - Attending IEPs (3.5 hours per SPED student) Extra Hours - Teachers (not originally allocated) Extra Hours - Parachute (not originally allocated) Instructional Materials ($500/classroom) Field Trips ($250/classroom) Refreshments ($100/classroom) This money is used to provide release time and substitute coverage for teachers and paraprofessionals to review assessment data, develop curriculum, plan lessons, observe classrooms, collect evidence of student learning, and attend IEP meetings for student with disabilities. These funds are also used to purchase developmentally-appropriate instructional materials for the classrooms, to pay for tickets/transportation for field trips, and to provide refreshments for class events.
Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
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>1.0</td>
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</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal=.5</td>
<td>EED Coaching=.20</td>
<td>VAPA=.8</td>
<td>PE=.6</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Additional: Librarian, .60 Social Worker: We have one centrally-assigned Social Worker, who works with our counseling/wellness/support staff team to build out our Behavioral RTI tier 1, 2 and 3 approach. 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.
**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: 9/28/2017

- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.

- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.

- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

- This school plan was adopted by the SSC on: 9/28/2017
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>Oscar Pena</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Mary Cain</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ken Archer</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Brooke Kerelman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Christina Feliciana-Chan</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jenny Kennedy</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Patty Ryan</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Therese Hickey</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Tiffany Obayashi</td>
<td>Other/Staff</td>
<td></td>
</tr>
<tr>
<td>Nancy Bui</td>
<td>Principal</td>
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</tbody>
</table>