CENTRAL SERVICES & SUPPORTS GUIDE

FOR SCHOOL SITE

BALANCED SCORECARD DEVELOPMENT

A Multi-Tiered System of Support v. 6.0

Spring 2018

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INTRODUCTION

Beginning in Fall 2012, SFUSD introduced a comprehensive system-wide strategy to address equity throughout the district: the Multi-Tiered System of Supports (MTSS). Through a diagnostic cluster analysis of our schools, we created tiers based upon student and teacher characteristics, and enlisted departments across the district to meaningfully differentiate site support.

In the same way that schools use student-level data to tier their interventions, MTSS is how the central office differentiates additional supports within our portfolio of schools. These additional supports are categorized per the research-based *Essential School Supports* (Bryk) as outlined in our *Strategic Plan: Strategies-in-Action*. Examples of this are listed here below.*

For the remainder of this document, the following school codes are used:

- ❏ *PK-8: This code is inclusive of all schools serving PK-8, K-8, PK-5 and K-5 students*
- ❏ *PK-5: This code represents only schools serving PK-5 or K-5*
- ❏ *Comprehensive Middle School: All middle schools serving 6th, 7th and 8th grades*
- ❏ *High Schools*

Leadership Supports

- Coaching and direct support from LEAD Assistant Superintendents, Executive Directors and Directors
- Facilitating Instructional Leadership Team and Instructional Coach networks to build alignment and instructional improvement capacity

Instructional Supports

- Funding, deploying, networking, and supporting site-based Literacy Coaches, IRFs and RtI Facilitators (Artifs)
- Leveraging grant funding to provide materials and supports for digital literacy
- Funding BCLAD teachers to staff and support biliteracy expansion at identified sites

Professional Capacity Supports

- Organizing and supporting Instructional Rounds among school leaders to share best practice
- "High Potential" school designations to enhance teacher recruitment and retention at up to 25 schools

Student-Centered Learning Climate Supports

- Support services and programs for student communities with specific needs:
  - Foster Youth Services (FYS) offer supports to FYS Liaisons and school staff serving youth in Foster Care
  - Refugee Immigrant Supports in Education (RISE), supports undocumented youth, refugee and newcomer students
  - Support services for LGBTQ youth
  - Families & Youth in Transition Program - Supporting Transition (homeless) students
- Mentoring For Success program provides school based mentoring program at matches K-12 students with highly qualified mentors through One-to-One and Group Mentoring.
- Nurse of the Day/central nursing staff call in support for health-related consultation, including responding to student medical need, health-related policies and procedures, screenings and assessments, and staff training.
- Crisis and Emergency Response - provide training, intervention, coordination and direct crisis response service.
- Behavioral Attendance Triage Teams (BAT) to support PBIS and provide Restorative Practices, Safety Care, and Tier 2 Behavior trainings
- Wellness Policy BeWell Committees addresses district-wide Wellness Policy

Parent-School-Community Supports

- The Community Schools and Family Partnerships Department provides support with adopting a community schools approach including ExCEL After-school programs, ExCEL/Beacon programs and schools with fee-based after-school programs.
- The Office of Family Partnerships and Empowerment provides professional development opportunities to support site-based Family Liaisons and sites without these roles.
- DELAC (District English Learner Advisory Committee) coordination and collaboration with site based ELACs
- AAPAC (African Amercian Parent Advisory Committee)
- EED (Early Education Department)

High Potential Schools

Per UESF Bargaining Agreement, the Superintendent may designate up to 25 schools as High Potential Schools. These schools have access to early hiring and receive a $2,000 stipend for certificated staff members towards recruitment and retention efforts. They are identified pursuant to the following indicators:

- Historical vacancy data, turnover rates and prior identification as a hard-to-staff school

- MTSS data
- Identification as a historically underserved school in the Superintendent's 90 day plan

Financial Supports
- LCFF Concentration Grant
- Weighted Student Formula for English Learners, Students with Disabilities and from Low-Income Families, Foster Youth

We have heard from many of you that these differentiated services and supports have been critical in accelerating student success. During your mid-year conferences and collaborative conversations you shared specific ideas for ongoing and new support with your LEAD Assistant Superintendent, Executive Director, or Director. This feedback, as well as data from the MTSS Measures & Calculations Table has informed design changes in MTSS for the 2018-2019 school year.

The specific design goals we hold, and will ask you to hold us accountable for, are that we:

1. Align performance tiers, and central office services and supports, with the MTSS Measures & Calculations Table and the *Strategies in Action: Schools* indicators outlined in the strategic plan
2. Provide base-level of support for all schools, including articulated Tier 1 academic and behavioral supports (e.g core curriculum, access to Safe & Supportive Schools training)
3. Ensure that all schools receive some level of strategic intervention around focal areas from identified central office departments
4. Customize our interventions even further for Tier 3 schools
5. Work to mitigate adverse impact for schools changing Tiers

In the coming weeks and months, LEAD will meet with other department leaders to discuss how we as a system will respond to the collective requests we receive from sites. Just as your ELAC and SSC meetings are foundational for your planning, cross-departmental collaboration is critical for central office. As site Balanced Score Cards are reviewed, central office departments will identify common areas of focus across schools in order to inform and design central office supports to schools.

We are both hopeful and confident that this fine tuning of MTSS, and the more customized support that all schools will receive and feel in the coming year, will help schools accelerate positive impact on student outcomes. In addition, we commit to continuously improving both the substance and the process of MTSS, with much more robust input from site leaders, in the year ahead, with our eye toward a substantial redesign for the 2019-2020 school year

Please continue to count on our support as you lead your school communities towards ensuring success for all students. Do not hesitate to let us know how we can continue to support you in this challenge. As you read through this Guide, please understand that the LEAD team in

collaboration with other central departments did a careful analysis and attempted to equitably distribute supplemental supports to school sites; please contact your LEAD Team if you have any further questions. In addition, we have created a survey for more systemic suggestions related to MTSS for future consideration.

In the spirit of continuous improvement and an equity-centered approach,

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LEAD Assistant Superintendents

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SECTION I:
CENTRALLY-FUNDED, SITE-BASED STAFFING SUPPORT

For those of you whose interventions include site-based services and supports, guidance follows here for each resource. Please ensure this is reflected as you revise your school's Balanced Scorecard (Section IV – Centrally Managed Services and Supports).

Guidance for Site-Based Interventions and Supports

One component of SFUSD's Multi-Tiered Systems of Support (MTSS) comes via site-based interventions and supports. In some cases, this looks like contracting services with organizations that may have a particular impact on Social Emotional Learning, School Culture and Climate or building Professional Capacity Systems. In others, it looks like deploying staff members directly to school sites. The guidance below details the rationale for how SFUSD's current menu of site-based interventions is allocated and describes the support's explicit purpose and focus as well as articulates our *Strategies in Action: Schools*. It is important to pay close attention to the purpose of each of the interventions and supports. In cases where an intervention and support is intended to reduce a staff to student ratio, as is the case with Counselors, it is important not to take away an existing site investment in this role. If you have specific questions, please share them with your Assistant Superintendent.

As a complement to specific site allocations for the 2018-19 school year, we wanted to outline the logic model for making these decisions as a way to build greater transparency and understanding of the difficult but strategic choices made to utilize the limited resources we have to drive change across all SFUSD schools. Articulated below is the criteria and logic for each of these supplemental positions.

Academic Supports and Interventions

Essential School Supports:

- *Leadership, Instructional Guidance and Professional Capacity Systems Interventions and Supports*
- *Academic – Performance, Growth; Culture & Climate – English Learner Reclassification, Special Education Identification*

As a supplemental school support, Assistant Principals, Instructional Reform Facilitators,

Literacy Coaches, and Academic Response to Intervention Facilitators are centrally allocated to identified Tier 3, and selected Tier 2 and Tier 1 schools. Sites that fund these specific positions directly through their site budgets should use them for the purposes outlined below and participate in and leverage existing networks.

Assistant Principal

Role description:

The role of the Assistant Principal is to assist the Principal in leading transformational work to implement the strategies outlined in SFUSD's Strategic Plan *Transform Learning. Transform Lives.* The Assistant Principal has knowledge and experience in supporting a school community in:

- Principles of child, early adolescent, and education psychology
- California Core Curriculum and Content Standards and 21st century curriculum
- Equity-centered professional learning communities
- Culturally and linguistically responsive pedagogy
- Assets/Strength-based models of education through behavioral and academic Response to Instruction and Intervention (RTI2) approaches
- Restorative justice/practices models to ensure and enhance student and staff well-being and safety

Criteria for Allocation:

PK-8 Schools:

- Sites with 550+ students *may* be allocated an Assistant Principal.
- A school with 500+ students with three strands including two language pathways and a full K-5 SDC program. (Note that English is not considered a language pathway)
- In special circumstances, Assistant Superintendents in collaboration with school sites may differentiate support for schools for strategically selected focal schools.

Comprehensive Middle Schools:

- Tier 3 Middle Schools will receive a 1.0 FTE Assistant Principal allocation

Comprehensive High Schools:

- Base" staffing levels are required as adequate administrative capacity at the secondary level. It is expected* that sites should cover this staffing expectation with their budgets:
    - 1 AP if enrollment less than or equal to 1,000
    - 2 APs for enrollment between and including 1,001 and 1,500
    - 3 APs for enrollment equal to or greater than 1,501

- 4 APs for enrollment equal to or greater than 2201

High schools must utilize site based allocations to ensure these staffing ratios are observed

- *Select* Tier 2 and Tier 3 High Schools that demonstrate need for increasing administrative capacity to provide instructional guidance, broader management oversight of systems & structures aimed at continuous improvement (e.g., professional development, coaching and collaboration, student & family engagement, and alignment of community resources towards school BSC goals) even if they do not meet the enrollment threshold may be allocated Assistant Principals.
- Continuation and Independent Study High Schools serving highest-risk populations will receive an Assistant Principal

Instructional Reform Facilitator

Role description:

The role of Instructional Reform Facilitator is to build the capacity of grade level teams and teachers to optimize the effect of cycles of continuous improvement, using data and student work in their decision-making processes. IRFs are a member of a school's Instructional Leadership Team. They support their school community to strengthen its professional capacity system through data informed mindsets and processes in the following areas:

- School-Wide Systematic Data-Use to Inform Instruction
- Teacher Collaboration
- Instructional Coaching
- Professional Development

Research shows that the above areas are essential components to accelerate academic outcomes for students and move all students to proficiency. Schools vary in their capacity to implement and support these components, largely based on inputs (attendance, Free & Reduced Lunch, teacher experience and turnover, etc.). As such, SFUSD has allocated IRFs to sites as outlined below.

Criteria for Allocation:

PK-8 Schools:

- All Tier 3 PK-8 schools are assigned a 1.0 FTE IRF allocation
- Selected Tier 2 PK-8 schools are assigned 0.5 FTE IRF allocations as determined by each LEAD cohort
- PK-8 Asst Supts also have centrally-managed IRFs to assign/support a greater number of Tier 1 & 2 schools in collaboration with IRF Network Director to provide technical support and agreed upon professional learning; Cohorts 1,2, & 5 each have a 1.0 FTE to

support Tier 1 sites and Cohorts 2, 4, & 5 each have a 1.0 FTE to additionally support Tier 2 sites.

Comprehensive Middle Schools:

- Targeted Tier 3 comprehensive middle schools are assigned a 1.0 FTE IRF allocation.
- There will be no assigned allocations of IRF positions to Tier 2 and Tier 1 comprehensive middle schools.
- PK-8 Assistant Superintendents have centrally managed IRFs to assign/support a greater number of Tier 1 & 2 schools in collaboration with the IRF Network Director to provide technical support and agreed upon professional learning; Cohorts 1,2, & 5 each have a 1.0 FTE to support Tier 1 sites and Cohorts 2, 4, & 5 each have a 1.0 FTE to additionally support Tier 2 sites.

High Schools:

- High school IRFs are an extension of the HS LEAD team and are assigned by this team

Literacy Coach

Role description:

The Literacy Coach's primary charge is to build the capacity of teachers in our schools to implement the SFUSD E/LA PK-12 Core Curriculum and a Comprehensive Approach to Literacy. In addition, they collaborate with site leaders on the infrastructure and resources required to create the conditions for full implementation. They support their school community to strengthen its professional capacity system through direct support of teachers' understanding of literacy and teaching literacy. This is facilitated, primarily, through the following:

- Facilitation of Teacher Collaboration (i.e., grade level teams)
- Instructional Coaching (one-to-one, grade level, around content and pedagogy, etc.)
- Professional Development (Comprehensive Approach to Literacy)

Criteria for Allocation:

PK-8 Schools:

- All Tier 3 PK-8 schools are allocated a 1.0 FTE Literacy Coach
- Selected Tier 2 PK-8 schools are assigned 0.5 FTE allocations based on need as determined by each LEAD cohort
- PK-8 Asst Supts also have centrally-managed Literacy Coaches to assign/support a greater number of Tier 1 & 2 schools in collaboration with Humanities to provide technical support and agreed upon professional learning; Cohort 1, 2, & 5 each have 1.0

FTE to support Tier 1 sites and Cohorts 2, 4, & 5 each a 1.0 FTE to additionally support Tier 2 sites.

Comprehensive Middle Schools:

- Only Tier 3 Middle Schools are allocated a 1.0 FTE Literacy Coach

Academic RtI Facilitator

Role description:

As PK-8 sites continue to move toward organizing around the Response to Instruction & Intervention Framework (RtI[2]), Academic RtI Facilitators primarily work directly with students based on diagnosis through use of Tier 2 (small group) and/or Tier 3 (one-to-one) interventions. The purpose of the role is to provide short-term, intensive, systematic instruction to students who score below the benchmark on universal screening. The role is not to serve as a substitute for Tier 1 high quality instruction in the core. These additional academic intervention supports should occur either outside of core instruction at another time in the day, or in a co-teaching model. An example includes: two teachers simultaneously taking guided reading groups during the literacy block providing additional small group instruction for students not yet reading at grade level. As such, the RtI Facilitator provides direct service to students via:

- Small group instruction (Tier 2)

PK-8 Schools:

- All Tier 3 PK-8 schools are allocated a 1.0 FTE ARTiF

Behavioral & Student-Centered Supports

Essential School Supports:
- *Student-Centered Learning Climate*
- *Academic – Graduation Rate; Social Emotional – Chronic Absenteeism, Suspension/Expulsion; Culture & Climate – Student-Staff-Parent Climate Survey*

Elementary and Middle Schools - School District Nurse and/or School Social Worker

The most impact-based approach is to have a complement of health and wellness services. Wherever possible, funding for both School Social Worker and School District Nurse is prioritized so that students benefit from the unique skill set held by each professional.

- School Social Workers (SSW) are masters-level mental health professionals who address barriers to student success, by assessing school and student needs and implementing

tiered supports. Supports provided by School Social Workers include: coordination of multi-disciplinary student support teams (e.g. SAP, SST), consultation with teachers re: classroom climate and behavior support, individual and group counseling supports, coordination of school-based CBO providers, case management and referral to CBO supports, and individual and school-wide crisis support.

- School District Nurses (SDN) are registered nurses who can provide prevention, early detection, and management of health and behavioral concerns for optimal health, improved attendance, and academic outcomes.

Both SSW and SDNs are participants in school site teams that support student wellness and are liaisons between the school, the family and the community.

Funding is prioritized to cover Tier 3 schools in underserved communities first.

PK-8 Schools:

- All PK-8 schools receive a minimum of a 0.5 FTE School Social Worker OR School District Nurse.
- PK-8 split campuses receive a minimum of a 1.0 FTE total combined allocation of School Social Worker and/or School District Nurse.
- PK-5 schools with more than 500 students and no assistant principal receive a minimum of a 1.0 FTE School Social Worker.

Comprehensive Middle Schools:

- All Comprehensive Middle Schools receive a minimum of a 0.5 FTE School Social Worker AND a 0.5 FTE School District Nurse.

High Schools - Wellness Centers

High schools are offered a suite of complementary resources to ensure the full, quality implementation of Wellness Centers. These are based on high school size.

School Social Workers (aka Wellness Coordinator)

School Social Workers at H.S. (aka Wellness Coordinators) coordinate comprehensive Wellness Programs at SFUSD high schools. They also serve as case managers for groups of students, and may provide group or individual therapy.

- Seventeen high schools receive a 1.0 FTE allocation School Social Worker/Wellness Coordinator.
    - Exception: Woodside, Log Cabin Ranch and Balboa High School which are served by county clinics
    - Exception: Civic Center which receives classroom-based mental health services equivalent to a 1.0 FTE School Social Worker

School District Nurses

School District Nurses (SDN) are registered nurses who can provide prevention, early detection, and management of health and behavioral concerns for optimal health, improved attendance, and academic outcomes.

- All high schools receive a minimum of a 0.5 FTE School District Nurse.
- Comprehensive high schools receive a 1.0 FTE School District Nurse except Balboa High School, which has a DPH clinic on site with a different staffing model.

Community Health Outreach Workers (CHOW)

CHOWS are responsible for outreach to both the school and the community-at-large to promote the Wellness Program and its services. Outreach includes promotion of the Wellness Program to students, school staff, parents and community-based organizations (CBOs).

- All 15 comprehensive and continuation high schools have a 1.0 FTE CHOW allocation. Some alternative programs (Civic Center, Independence, Woodside, Log Cabin Ranch, and Hilltop) do not receive a CHOW allocation.

Counselor

A centrally-funded counselor allocation is intended to SUPPLEMENT the counselors that sites are currently staffing in their site budget, not to supplant site funds. The ratio articulated is to ensure counselors can provide the highest level of services to students as they navigate high school course selection and college and career preparation and placement which includes a-g graduation requirements, on-track/off-track support, credit recovery, FAFSA completion, college applications, internships, supports for Newcomer students, etc.

Sites should use the following ratios as guidance for staffing counselors: 350 students to 1 counselor. The way that sites utilize staff (e.g., split grades, for specific student groups) is at the discretion of the site.

PK-8 Schools:

- All Tier 3 PK-8 schools will receive a 0.5 FTE Counselor.

Comprehensive Middle Schools:

- All Tier 3 middle schools will receive a 1.0 FTE Counselor

High Schools:

- All **high schools** receive a full-time centrally funded counselor to help reduce the student to counselor ratio.

Elementary Advisor/Attendance Liaison

Elementary Advisors and Attendance Liaisons are not currently part of the base. Elementary Advisors (R40 classifications) were initially allocated to school sites as part of the STAR reform efforts. These staff have played a variety of roles at our most intensive need elementary schools.

Because Elementary Advisors or Attendance Liaisons are allocated to the sites with the most acute needs for additional attention to attendance and other behavioral RtI-related work, their work should focus explicitly on culture and climate work. Site leaders should use the BSC data analysis to identify priority areas for this staff resource and align their duties and time to meet the school needs.

Family Liaison

Family Liaisons are not part of base funding. All centrally-funded allocations of Family Liaisons are part of the MTSS strategy to support you and your school teams. School communities will be prioritized for this supplemental position based on the MTSS determinations of additional interventions for schools. All centrally funded and school site funded Family Liaison positions are provided professional development opportunities offered by the Student, Family, Community Support Division. The position acts as a liaison to provide school staff with training and resources to create positive family, school and SFUSD relationships and communication.

Family Liaisons also work directly with families, provide training and opportunities around district-wide initiatives linked to student learning and grade-level focuses. School site administrators are expected to work with the Family Liaison to develop a plan to support the school site's Balanced Scorecard goals around Parent-Community Ties. The action plan will be based on school data and assessments. Central Office funding for Family Liaisons does not cover reimbursement for travel costs, other reimbursements, or extended hours for *school site meetings, consultations, field trips, or other activities which extend beyond their normal work day. The school site budget must cover these expenses.*

Tool Kit on Family Leadership, School Governance and Site Planning: http://www.sfusd.edu/en/family-and-community-support/family-partnerships-toolkit/tools-for-family-leadership-school-governance-and-site-planning.html

Family Partnership Action Plan:

http://www.sfusd.edu/en/assets/sfusd-staff/Family%20Partnership%20Action%20Plan%20Template%20091416.pdf

SECTION II:

CULTIVATING A CULTURE OF COACHING & COLLABORATION

*This section is required reading for all sites who receive an allocation of an Instructional Reform Facilitator, Literacy Coach or ARTiF.

Since the inception of the Superintendent's Zone, instructional coaches have been strategic change agents in pursuit of our goals for teacher practice and student success. During the 2013-14 school year, SFUSD expanded the coaching networks – both via Instructional Reform Facilitators and Literacy Coaches to reach more school sites, specifically those with the highest demonstrated need.

Instructional Reform Facilitators (IRF) and Literacy Coaches are strategic partners to SFUSD Site Leaders and key members of instructional leadership teams. Centrally assigned to schools with high concentrations of students who have been historically underserved, coaches in concert with site administration push the instructional agenda to which we have committed, specifically as it relates to the implementation of the SFUSD Core Curricula in Language Arts, Mathematics and Science. Content knowledge and expertise is critical for coaches to carry credibility to the teachers they work with and is a key selection criteria.

SFUSD centrally deploys coaches for a variety of reasons, but one main reason is that the role of the instructional coach must remain consistent, regardless of what school a coach is assigned to in a given year. Developing shared strategies, shared language, shared organizational and collaborative norms, and a shared approach to the work only deepens the coherence we are aiming to build as we realize our goals for student success. The central office is best postured to develop our instructional coaches with the ongoing professional learning and networking opportunities.

It is critical that coaches continue to deepen their pedagogy, content knowledge and to develop their skills and competencies aimed at effectively serving and supporting educators. The central office will take responsibility for collaborating with the Division of Curriculum & Instruction, LEAD, RPA, other departments, as well as external reform partners, and to provide a syllabus for the school year that will develop these job-alike roles.

It will be a requirement and expectation that these centrally-resourced personnel are released from site-duties to participate in these calendared sessions. There will also be a commitment required of site administrators to periodically join these network meetings. It is clear that when school leaders (administrators, coaches, IRFs, etc.) work in collaboration, that student achievement outcomes have the greatest opportunity to be accelerated and the instructional capacity-building of the professionals is better supported. In addition to the content piece, we invest heavily in the ability of coaches to lead adults and hold the following expectations for their work.

What Coaches Do

- Hold a vision of effective teaching and learning so they are are able to accurately assess effective classroom practice and guide teacher development
- Articulate their knowledge of effective practice in alignment with the Strategic Plan (both content and pedagogy) and build a shared knowledge base across the school site
- Help teachers balance immediate concerns with long-term professional development
- Approach teaching as inquiry and encourage reflective practice
- Provide specific supports to develop new teachers' instructional practice, and collaborate with site leadership to create a plan to develop and retain new teachers through ongoing coaching and mentorship
- Use a variety of coaching methods including co-teaching, modeling, etc.
- Coach 2-3 new teachers through induction, intern and emergency credential teacher support as part of their work schedule
- Build collaborative partnerships
- Establish collective norms
- Create a more cohesive organizational structure as part of a larger professional development and coaching plan with specific outcomes for improving instructional practices and student outcomes.
- Site Administrators are critical as part of the ecosystem and culture-building around coaching, transfer their own training and development to school site practices, systems and structures

As we move forward with a more robust coaching network, it is important that Site Administrators who receive the central allocation of coaches agree to the following:

1. Participate in identified professional development and networks to align expectations of the coaching role and to define the role that the coach and the site administrator uniquely play in accelerating student outcomes.
2. Dedicate a reserved and regular time to meet with coach(es) at their school sites to co-create a coaching plan and share/identify priority/focus areas.

3. Release the coach at least monthly for networking and ongoing learning related both to content and to building skill as coaches. This time may be more significant at the start of a coach's career as they are first developing their skill-set as coaches.
4. Establish a coaching cycle calendar that reaches every teacher and proactively builds a coaching culture at the site around instructional priority areas aligned to the Strategic Plan.
5. Ensure that the professional development plan includes grade level meeting schedules.
6. Ensure that the coach has protected time to meet with the new teachers that they mentor through the BTSA or i3 induction teams.

SECTION III:

INDICATORS OF EFFECTIVE IMPLEMENTATION

The strategic plan **Transform Learning. Transform Lives** articulates what achieving success looks like at the Classroom, School and Central Office levels. In addition to this, you will find below the indicators of effective implementation across the set of initiatives in the Balanced Scorecard. This section is ordered in alignment with the BSC's School Plan section and includes Language Arts, Mathematics, English Language Development, College & Career Readiness, Student Centered Learning Climate, Parent-School-Community Ties, as well as additional indicators for the implementation of SBAC. We hope that this clarity will support the goals and measure of success you outline in the BSC.

In addition to what is laid out here, there are additional rubrics and implementation guides on the Balanced Scorecard site.

PRIORITY WORK AREA

ENGLISH LANGUAGE ARTS PK-12 CORE CURRICULUM

ALIGNMENT TO THE STRATEGIC PLAN: Transform Learning. Transform Lives

The Instructional Core & The Dimensions of Teaching & Learning: Our students should have a rich and rigorous school experience and be able to demonstrate and describe their learning. The three dimensions of high quality instruction include:

- Agency, Authority and Identity
- Access to Content
- Use of Assessments

KEY INDICATORS OF SUCCESSFUL IMPLEMENTATION

Strategies In Action - Schools:

- 100% of administrators will be knowledgeable about the ELA PK-12 Core Curriculum and its components (e.g., scope & sequence) and tools (e.g., curriculum maps, unit, and lesson plans)
- 100% of ELA teachers will use the SFUSD ELA PK-12 Core Curriculum Scope and Sequence with identified Student Learning Outcomes & embedded CCSS shifts to create grade level (collaborative) curriculum maps, units, and lesson plans

As Evidenced By:

- Administrators are knowledgeable about the SFUSD ELA PK-12 Core Curriculum and its components (e.g., scope & sequence) and tools (e.g., curriculum maps, unit, and lesson plans)*
- Administrators will ensure regular PD time for teachers to collaborate on curriculum maps (creating and revising) and examination of student work (minimum 2 hours monthly)
- Administrators will be knowledgeable about SFUSD's Comprehensive Approach to Literacy*.
- Sites will participate in the district-wide Integrated Writing Assessment (IWA) for grades 3, 6, 9.
- Sites will use Fountas & Pinnell (F&P) Foundational Skills & Benchmark Assessment System and Reading Inventory (RI) as the universal screening assessments.
- At the elementary level, in addition to Tier 1 instruction, i.e., Reading Workshop & CAL components, students who score below the benchmark on universal screening assessments will be provided by site-designated staff with accelerated short-term, intensive, systematic instruction in small groups within the classroom such as;
  - On-going monitoring of student progress
  - Targeted small group instruction based on student needs 2-3 x a week
  - Use of Leveled Literacy Intervention (LLI) materials
- Students who do not show growth in Tier 2 will be provided by site-designated staff with accelerated short-term, intensive instruction that promotes the development of various components of reading proficiency 30 minutes a day, 5 days a week.
- For further guidance, please review the SFUSD's Tiered RTI Model for English/Language Arts Elementary and SFUSD's Tiered RTI Model for English/Language Arts Secondary

* Please note: Teachers are to use the SFUSD ELA-PK-12 Core Curriculum's Scope & Sequence as a guide and may place any of the instructional materials the district has adopted as well as any units of study prepared by outside organizations as resources in their instructional planning (curriculum maps, unit and lesson plans).

Strategies In Action - Classrooms:

- 100% of ELA teachers will use the SFUSD ELA PK-12 Core Curriculum Scope and Sequence to guide classroom instruction
- 100% of ELA teachers will embed the CCSS shifts into grade level (collaborative) curriculum maps, unit and lesson plans

As Evidenced By:

- Teachers will regularly and collaboratively design, implement, and revise curriculum maps for all spirals in all grade levels using the SFUSD ELA PK-12 Core Curriculum with embedded CCSS*.
- Teachers in Biliteracy and Dual Language Immersion Pathways will use the SFUSD ELA PK-12 Core Curriculum's Scope and Sequence with amplification of target language.
- Teachers will design and implement unit and lesson plans for each spiral based on curriculum maps that address the instructional shifts called for by the CCSS: Writing to/from Sources, Close Reading, Academic Conversations, and Opinion/Argument Writing*.
- 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 for all student needs, including English Language Learners and students with IEPs.
- Teachers will implement SFUSD's Comprehensive Approach to Literacy*.
- Teachers will frequently and collaboratively analyze student work that shows evidence of the instructional shifts called for by the CCSS, such as Writing to and from Sources, and use this student work as formative assessment data to determine next instructional steps.

* Please note: Teachers are to use the SFUSD ELA PK-12 Core Curriculum's Scope & Sequence as a guide and may place any of the instructional materials the district has adopted as well as any units of study prepared by outside organizations as resources in their instructional planning (curriculum maps, unit and lesson plans).

Strategies in Action - Students:

- 100% of students will receive instruction in English Language Arts following the ELA PK-12 Core Curriculum's Scope & Sequence with identified Student Learning Outcomes & embedded CCSS shifts
- 100% of 3rd, 6th, and 9th grade students will participate in the district-wide IWA
- Students will receive instruction in Language Arts following the SFUSD ELA PK-12 Core Curriculum's Scope & Sequence with identified Student Learning Outcomes & embedded CCSS shifts

Student agency, authority, and identity

Students:

- Ask questions and make comments that reveal deep engagement, challenge their and others' thinking and apply various lenses to texts and content
- Choose texts of interest and in pursuit of knowledge with increasing independence
- Are productively engaged at all times, show ability to analyze, evaluate, synthesize content and find applications and connections to their own lives and experiences
- Hold one another accountable for justifying their answers by citing evidence and elaborating on their thought processes
- Build on the contributions of others, assume responsibility for the success of academic conversations, initiate topics and make unsolicited contributions

Student access to content

Students:

- Students explore a variety of genres within reading and writing
- Demonstrate what they are learning through ability to explain, interpret, apply, shift perspective, empathize and self-assess their thought processes
- Are able to apply listening, speaking, reading and writing skills in appropriate settings and for different purposes

Student use of assessment:

Students:

- Use a variety of tools (rubrics, exemplars, progression charts) to self-assess and identify goals
- Make use of teacher and peer feedback in their learning, taking opportunities for revising and refining their work
- Demonstrate learning and understanding in a variety of ways
- Participate in ongoing formative and summative assessments (Integrated Writing Assessments)

PRIORITY WORK AREA

MATHEMATICS PK-12 CORE CURRICULUM

ALIGNMENT TO THE STRATEGIC PLAN: Transform Learning. Transform Lives.

The Instructional Core & The Dimensions of Teaching and Learning: Our students should have a rich and rigorous school experience and be able to demonstrate and describe their learning. The three dimensions of high quality instruction include:

- Agency, Authority and Identity: The extent to which students have opportunities to conjecture, explain, make arguments and build on one another's ideas in ways that

contribute to their development of agency (the capacity and willingness to engage academically) and authority (having command of the content), resulting in positive identities as sense-makers, problem solvers and creators of ideas.

- Access to Content: The extent to which classroom activity structures, scaffolds (when appropriate), and opportunities for extension provide equitable access to and invite and support all students to develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging. Scaffolding, when provided, does not lower the cognitive demand or the grade level expectations, allowing all students to experience the complexity of the task. The rigor involved in the learning experience promotes depth of knowledge and attention to accuracy and detail.
- Use of Assessment: The extent to which the teacher solicits student thinking and subsequent instruction responds to those ideas, by building on productive beginnings or addressing emerging misunderstandings. High quality instruction "meets students where they are" and gives them opportunities to move forward.

KEY INDICATORS OF SUCCESSFUL IMPLEMENTATION

Strategies In Action - Schools:

In order for school change to be meaningful, it must be owned by the practitioners closest to the students themselves. Therefore, the teacher leader model is designed to hold the sustained and ongoing work of building teacher communities that engage deeply with the content and practice standards. Those teacher leaders, in teams, will build their own content knowledge and their own capacity as leaders, while supporting the learning of their peers. In addition, there are multiple opportunities for teachers to collaborate across school communities and across grades.

The professional development and other support that Teacher Leaders and sites receive from the C&I Mathematics Department are based on these three goals, that hold true for both central and site-based professional development.

Goal 1: Plan using the new SFUSD Math Core Curriculum.

- Meet as a course or grade-level team at the start of each new unit to discuss the Big Idea, Unit Objectives, Unit Description, Content Standards, and Progression.
- Develop lesson plans based on the SFUSD Scope and Sequence, Core Curriculum units, and Mathematics Teaching Toolkit.
- Do the math tasks together as a means to better understand the mathematics, as well as to anticipate student strengths and misconceptions.

Goal 2: Promote student discourse and reasoning.

- Provide opportunities for all students to collaborate on the math tasks in the Core

Curriculum units.

- Allow students to struggle with problems productively and construct mathematical ideas with their peers.
- Use strategies described in the Core Curriculum units and Mathematics Teaching Toolkit that promote the Standards for Mathematical Practice.

Goal 3: Collaborate regularly with peers to build a professional learning community.

- Meet regularly with grade-level colleagues to work toward understanding of the CCSS-M content and practice standards and to plan collaboratively.
- Meet as a site throughout the year to analyze student work, identify common mathematical understanding and misconceptions, and reflect upon strategies to address them.
- Promote collaborative discussion around formative assessment using student work from the Core Curriculum math tasks and Interim District Assessments (IDAs). Formative assessment focuses on re-engagement versus reteaching.

Strategies In Action - Classrooms:

- 100% of Math teachers will use the SFUSD PK-12 Math Core Curriculum Scope and Sequence to guide classroom instruction. The SFUSD PK - 12 Math Core is designed to address the shifts inherent to the Common Core, with a balanced approach to mathematics that includes conceptual understanding, problem-solving, and procedural fluency, that offers every student opportunities to engage in meaningful, rigorous mathematics.
- 100% of Math teachers will use the architecture of the SFUSD PK-12 Math Core Curriculum, which is built upon rich math tasks. A rich math task takes time to solve and lends itself to collaboration and multiple perspectives. Robust use of these tasks creates the context in which students build multiple representations and communicate their reasoning.

Strategies In Action - Students:

Students demonstrate their mathematical reasoning as described in the CCSS Standards for Mathematical Practice and the SFUSD Dimensions of Teaching and Learning. While these are both much longer documents, here are some of the salient points relative to implementation of the SFUSD Math Core Curriculum.

Student agency, authority, and identity

Students:

- Routinely ask questions and make comments that reveal deep engagement with the learning objectives

- Are productively engaged at all times, show ability to analyze, evaluate and synthesize content
- Hold one another accountable for justifying their answers by citing evidence and/or elaborating on their thought processes, when needed
- Build on the contributions of others, assume considerable responsibility for the success of academic conversations, initiate topics and make unsolicited contributions

Student access to content

Students:

- Have opportunities to make their own sense of content-specific ideas
- Demonstrate what they are learning through ability to explain, interpret, apply, shift perspective, empathize and self-assess their thought processes
- Contribute to explaining concepts to their peers
- Persevere to accomplish long-term or higher order goals in the face of challenges and setbacks by engaging their academic mindsets, effortful control, strategies and tactics

Student use of assessment:

Students:

- Express their thinking, justify their findings, and apply new concepts they have learned so far
- Apply concepts from the new learning in a real-world or creative context
- See errors as a chance for new learning
- Make use of teacher feedback in their learning, taking opportunities for revising and refining understandings
- Demonstrate learning and understanding in a variety of ways
- Participate in the Interim District Assessments

PRIORITY WORK AREA

ENGLISH LANGUAGE DEVELOPMENT (ELD), BILITERACY and DUAL LANGUAGE IMMERSION

ALIGNMENT TO THE STRATEGIC PLAN: Transform Learning. Transform Lives.

English Learner (EL) classification, parent choice, and assessment data determine a student's EL pathway. SFUSD offers four (4) pathways to support ELs: Biliteracy, Dual Language Immersion, English Plus, and Newcomer. All content is taught by teachers with the appropriate certification based on the state's requirements. To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction,

based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

KEY INDICATORS OF SUCCESSFUL IMPLEMENTATION

- Administrators will be knowledgeable about SFUSD's Core Curriculum and the instructional shifts reflected within the California 2012 ELA/ELD Framework in order to ensure English Learners' access to the core curriculum within the English Plus Pathway or a Biliteracy/Dual Language Immersion Pathway (Cantonese, Korean, Mandarin, or Spanish).
- Administrators understand how the CA ELD Standards are organized, the importance of using complex text and address how English works during Designated and Integrated ELD.

Strategies In Action for Designated and Integrated ELD

- Until reclassified, all English Learner students at every site receive Designated ELD instruction. English Learners with IEPs must receive ELD, either through the site's ELD structure, or provided by the Special Education teacher in addition to special education services.

Strategies In Action for Language Pathways (Biliteracy and Dual Language Immersion)

- In all pathways, teachers will use the tools and resources of SFUSD's Core Curriculum that reflect CCSS shifts that provide ELs access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports.
- Administrators will ensure consistent professional development time for teachers to collaborate in order to ensure the integration of English Language Development and the examination of student work in the pathway's target language.
- Administrators will be able to articulate the District's pathway model, specific to their site.

Strategies in Action - Classrooms:

Teachers 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 collaborative conversations as the key drivers to access and master core, grade-level

academic content.

Essential Features of Designated and Integrated ELD Instruction
From the California ELA/ELD Framework

- **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.
- **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
- **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communication in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
- **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
- **Focus on Forms:** Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic and text type. This includes attention to the discourse practices, text organizational, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.
- **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
- **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
- **Clear Lesson and Language Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content and ELD standards.
- **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Over correction or arbitrary corrective feedback is avoided.
- **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they

analyze student writing, work samples, and oral language production to prioritize student instructional needs

Strategies in Action - Students:

- 100% of English Learners receive instruction in English Language Development for a minimum 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.
- 100% of English Learners are provided support for academic language development in core content courses (Integrated ELD).
- 100% of students receive specialized instructional support to ensure that they develop academic language within the SFUSD's language pathway, as well as have full access to the SFUSD Core Curriculum across all content areas.
- Students interact in meaningful ways using the modes of communication while learning about how English works using the Designated ELD Framework

PRIORITY WORK AREA

COLLEGE AND CAREER READINESS

ALIGNMENT TO THE SIX STRATEGIES FOR SUCCESS

The Graduate Profile: Developing Students to Compete and Thrive in the 21st Century World. We must build a vision, culture and conditions for college and career readiness at all school levels.

KEY INDICATORS OF SUCCESSFUL IMPLEMENTATION

Strategies in Action - School:

- Strategies, supports and conditions to improve 4-year graduation cohort
- Analyze student data
    - On/Off track status -- disaggregated by target sub-groups
    - SBAC, IWA, F&P, RI, ACT, PSAT, SAT, Clearinghouse data
- Development of communication and targeted intervention strategies to communicate with families and students to ensure students are aware of credit recovery options
    - School site
    - Central
- Differentiated credit recovery options for students:
    - Different times
    - Locations
    - Innovative models
    - Course offerings

- Strategies, supports and conditions for increase of graduates with UC/CSU required courses with a C or better
  - Analyze student data
  - Implementation of SFUSD Core Curriculum
  - Maintain valid a-g list of course offerings
  - Development of new a-g (specifically integrated course offerings)
  - Capstones
- Broad-reaching services and individualized support for targeted students to be college and career ready
  - Academic support
  - Mentoring/advising
  - College preparation workshops
  - Presentations
  - Field trips
  - Family counseling and workshops
- College Level Coursework
  - AP course offerings
    (a) Number of AP courses offered
    (b) Access and equity for targeted populations
  - Strategies to increase targeted student populations in AP courses
  - Strategies and supports to increase passage rate for targeted populations
  - Dual Enrollment/Early College
    (a) Increase participation through continued targeted intervention models
    (b) Provide a commitment to Dual Enrollment/Early College courses through increased program support, registration and communication of programs that provide career training, academic enrichment, exposure and/or achievement
    (c) Development of Education plans utilizing Dual Enrollment
- AVID/AVID EXCEL
  - Number of AVID/AVID EXCEL classes
  - Committed funds to support and expand AVID/AVID EXCEL
- Career Opportunities
  - Number of opportunities for career focused and related programs
  - Multi year plan for the development and implementation of a system of high quality, industry-themed pathways as a fabric of the school experience
  - Conditions that support the essential elements of high quality of pathways
    (a) Personalized student support
    (b) Dedicated program of study
    (c) Pathway leadership and partnerships
    (d) Site staffing

(e) Adult time organized to support deeper learning through collaboration, capacity building and professional development

****Strategic recruitment of non-traditional populations and embedded systems of support for Special Education, English Learners and students of color

Strategies in Action - Classroom:

- Implementation of SFUSD CORE curricula with fidelity and supported by C&I document Dimensions of Teaching and Learning
- Student outcomes-driven practices aligned to Common Core Standards embedded with:
  - Writing to learn;
  - Inquiry based learning;
  - Collaboration; and
  - Critical reading all aligned to the 10 Big Shifts as outlined in Vision 2025.
- Student centered learning opportunities and systems of support
  - Visioning and collaboration by teachers
  - Development and implementation of rigorous interdisciplinary pedagogical practices embedded in classroom curriculum
  - Team teaching
  - Work-based learning opportunities
  - Real work tasks/project based learning
  - Student outcomes driven practices

Strategies in Action - Students

- Application of:
  - Graduation requirements (a-g)
  - Recovery options
  - Career/Personalized Pathways
  - Dual Enrollment/Early College
  - AVID/AVID EXCEL (EL Learners)
  - AP Course offerings/ AP Exam
  - a language other than English
- Completion of:
  - FAFSA
  - Post-Secondary applications
  - Internships
  - Industry sector certificate
  - Capstones
  - College credit

- ○ AP Course/ AP Exam
- ● Mastery of:
  - ○ CCSS
  - ○ Skills to manage real world experiences and problem solve
  - ○ Strong interpersonal skill with a empathetic lens
  - ○ Their creative process
  - ○ Student's sense of purpose and efficacy

PRIORITY WORK AREA

PHYSICAL EDUCATION AND ACTIVITY

ALIGNMENT TO THE STRATEGIC PLAN: Transform Learning. Transform Lives

The Graduate Profile: Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their curiosity and unique identities. We provide opportunities for our students to be creative and at the center of solutions.

The SFUSD Physical Education Master Plan provides specifies goals and provides strategies on how to achieve them in the areas of Administrative Leadership, Professional Development, Resources and Staffing, Curriculum and Instruction, Partnerships and Collaborations, and Assessment.

The Children and Families First Initiative is a measure approved by San Francisco voters that ensures a sustained investment in our students and guarantees funding for the Public Education Enrichment Fund (PEEF).

KEY INDICATORS OF SUCCESSFUL IMPLEMENTATION

Strategies in Action – Schools:

- ● Each school will designate an PE Site Coordinator, preferably a PE teacher or classroom teacher, who serves as the primary liaison to the PE Department and to provide leadership and direction at the school in partnership with the Principal, teachers, parents, staff, and PE Supervisors.
- ● Administrators will facilitate collaboration between classroom teachers, PE teachers, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with PE Supervisors.
- ● All Elementary and K - 8 Schools will be allocated PEEF funded Elementary School Physical Education Specialist (TSA): FTE allocations are based on number of CRTs and/or number of students; 500 = .60-.80, 400 - 500 = .40 - .60, 399 - 179 = .20 - .40 and 179 or less = .10 - .20 allocation. * (FTE allocations may change due to funding)
- ● Under the Every Student Succeeds Act (ESSA), Physical Education will be included in the

list of Core Academic Subjects.

- Each school will design master schedules that reflect students receive required physical education instructional minutes; K - 5 = 100 minutes per week and grades 6 - 12 = 400 mins every 10 school days. Master schedules will be designed to ensure age-appropriate, developmentally appropriate, and sequential physical education courses are provided for all students.
- Physical Education Provides three (3) guiding documents; 1) Physical Education Handbook for Principals, teachers, and parents, 2) Core Subject Implementation, 3) Curriculum for grades PreK - 12. Additional resources for schools, teachers, parents and students can be found at PESFUSD.weebly.com.
- Each school site will make every effort to participate in multiple activities that encourage and increase the amount of time a student is learning lifelong fitness skills; i.e, Special Olympics, Inclusive Schools Week Physical Education and Activities, Intramural programming, recess activities that encourage PA, after school programming that ensures students are physically active daily for a minimum of 30 minutes.

Strategies in Action – Classrooms:

- An age-appropriate, developmental appropriate and sequential physical education program is vital for overall success of students physical, and mental development.
- Classroom teachers will not deny students access to physical education classes or (k-5) recess for disciplinary reasons or remedial pull out programs.
- Teachers will use the California Physical Education Model Standards for Kindergarten through Grade Twelve.
- Teachers and administration will ensure all students receive mandated physical education minutes; K - 5 100 minutes per week, Grade 6 - 12 receive 400 minutes every 10 school days.
- Teachers and administrators will ensure all students receive instruction from a credentialed physical education teacher
- Teachers will make every effort to provide opportunities for students to participate in SFUSD Special Olympics events. These events will include special education and general education students.

Strategies in Action – Students:

- 100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to physical education classes.
- 100% of Elementary students will receive instruction in physical education from their classroom teacher and/or ES PE Specialist (TSA).
- Students will work towards mastering the CA Physical Education Standards.

- Students will have multiple opportunities to participate in inclusive physical activities; Special Olympics, intramural programming, physical activities during recess and athletic teams, if offered at the school site.

PRIORITY WORK AREA

VISUAL AND PERFORMING ARTS

ALIGNMENT TO THE STRATEGIC PLAN: Transform Learning. Transform Lives

The Graduate Profile: Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their curiosity and unique identities. We provide opportunities for our students to be creative and at the center of solutions.

The SFUSD Arts Education Master Plan (AEMP) specifies goals and provides strategies on how to achieve them in the areas of Administrative Leadership, Professional Development, Resources and Staffing, Curriculum and Instruction, Partnerships and Collaborations, and Assessment.

The Children and Families First Initiative is a measure approved by San Francisco voters that ensures a sustained investment in our students and guarantees funding for the Public Education Enrichment Fund (PEEF). Additional arts funding is received through the Children and Youth Fund (DCYF) through 2041.

KEY INDICATORS OF SUCCESSFUL IMPLEMENTATION

Strategies in Action – Schools:

- Each school will designate an Arts Coordinator, preferably a teacher, who serves as the primary liaison to the VAPA Department and to provide leadership and direction at the school in partnership with the Principal, teachers, parents, staff, and VAPA Supervisors.
- Administrators will facilitate collaboration between classroom teachers, VAPA teachers, and artists in residence, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with VAPA Supervisors.
- All Elementary and PK-8 Schools will be allocated PEEF funded VAPA Arts Generalist Credentialed teachers two days per week. Schools with a K-5 enrollment of over 550 will be allocated three days per week. Principals and Arts Coordinators will create the daily schedules in partnership with VAPA Supervisors, VAPA teachers, and classroom teachers. All Elementary and K-8 Schools will also receive a VAPA 4th and 5th grade Instrumental Music teacher one or two days per week. Comprehensive Middle and High Schools will create their own master schedules and create their own VAPA teacher positions in partnership with the VAPA department.

- Under the <u>Every Student Succeeds Act</u> (ESSA), Arts and Music will be included in the list of Core Academic Subjects.
- VAPA Provides three (3) guiding documents; 1) VAPA Handbook for Principals, 2) Generalist Program Description, 3) Instrumental Music Program Description. Additional resources for schools, teachers, parents and students can be found at SFUSDArts.weebly.com.

Strategies in Action – Classrooms:

- A balanced, comprehensive arts program is one in which the arts are studied as discrete disciplines related to each other and, when appropriate, to other subject areas in the Core Curriculum.
- Classroom teachers will not deny students access to VAPA classes for disciplinary reasons or remedial pull out programs. Arts and music are included in the definition of a "well-rounded education".
- VAPA teachers will use the <u>California Visual and Performing Arts Framework</u> for Kindergarten through Grade Twelve to identify specific learning outcomes.
- VAPA teachers from all arts disciplines in Kindergarten through Grade Twelve will plan student learning outcomes in alignment with the <u>California Visual and</u> <u>Performing Arts Framework</u> in five areas: *Artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections and applications.*

Strategies in Action – Students:

- 100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to arts and music programs. Those interactive content areas that emphasize process over product will increase student achievement, critical thinking skills, and self worth.
- 100% of all students will know how to integrate creative problem solving into their work and how to approach problems and challenges creatively and from multiple perspectives.
- 100% of Elementary students will receive VAPA Generalist program instruction. All Fourth and Fifth grade students may also enroll in the VAPA Instrumental Music Program as part of the Instructional Day.
- Students will master the standards of an arts discipline grouped under the following strands:

Artistic perception: students will process, analyze, and respond to sensory information through the use of the language and skills unique to dance, music, theater, and visual arts

Creative expression: students will create a work, performing and participating in the arts disciplines, and apply processes and skills in creating and performing a work and use a variety of means to communicate meaning and intent in their own original formal and informal works.

Historical and cultural context: students will understand historical and cultural contributions of an arts discipline, and analyze roles, functions, and human diversity as it relates to the discipline.

Aesthetic valuing: students will analyze and critique works of dance, music, theater, and the visual arts, and also critically assess and derive meaning from the work of a discipline, including their own, based on the elements of an arts discipline, aesthetic qualities, and human responses.

Connections and applications: students will apply what is learned in one arts discipline and compare it to learning in other arts, other subject areas, and careers. Students will develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning.

PRIORITY WORK AREA

SAFE AND SUPPORTIVE SCHOOLS

KEY INDICATORS OF SUCCESSFUL IMPLEMENTATION

School: All schools in SFUSD strive to build and maintain a positive, predictable, supportive, safe and consistent school climate to ensure students are safe, health and ready to learn to optimize student learning and well being.

Tiers of supports are put in place using the tenets of Restorative Practices (RP) and Positive Behavioral Interventions and Supports (PBIS). Each school climate is measured biannually using the Tiered Fidelity Inventory (TFI). All schools are now trained in PBIS and RP, but ongoing training through the Behavioral Action Triage team coaches assigned to each site, ensure that new staff have the skills they need to implement this strategic work. Attendance, office discipline referrals and suspensions are monitored in Synergy and BASIS and used to drive interventions and supports for students in the tiers.

Security Aides, administrators and paraprofessionals are trained in de-escalation techniques and certified in Safety Care so that intensive behavioral situations are handled professionally and with the minimal risk of injury to students and staff.

For SY17-18 school year, the focus will continue to be on building a robust school climate by creating robust Tier 1 supports. This means teaching, modeling and reinforcing behavioral expectations frequently during the year, teaching health education lessons in the classroom, and ensuring that all student data is correctly entered into the systems and used appropriately to calibrate school wide and individual interventions. Schools pay attention to ensuring that their Student Assistance Program (SAP) is meeting regularly to review data and implement and monitor student interventions.

In addition to the climate measures in the SEL Culture/Climate Surveys, SFUSD schools use the Tiered Fidelity Inventory (TFI) to measure progress towards 80% fidelity of PBIS. All schools administer the TFI biannually with their BAT team coach. Additionally, students are assessed on Social Emotional Learning and Health Education standards on the PreK-5 Standards Based Report Card.

Student: (The degree of increase and decrease will depend on what cohort schools are in. The strongest positive changes should be in the Premier Cohort)

- Students will report an increase in feeling connected and valued by teachers and their school community
- Students who are exhibiting either internalizing or externalizing behaviors will be supported with evidenced based interventions that will be continuously monitored for effectiveness
- A decrease in referrals to special education
- A decrease in Youth Risk Behaviors Survey (YRBS) results regarding students reporting feeling bullied because of sexual orientation
- A decrease in suspensions and expulsions
- An increase of academic achievement across the board

INCLUSIVE PRACTICES

Instructional excellence that addresses diverse learners such students in special education, students of all gender identities, expressions and sexual orientations, and newcomer and immigrant students is a key component of inclusive practices.

KEY INDICATORS OF SUCCESSFUL IMPLEMENTATION

Strategies in Action – School:

- 100% Students participate in the district's CCSS, general curriculum framework.
- 100% of IEPs meet state and federal guidelines, which includes meeting IEP timelines and reporting on progress on goals to demonstrate educational benefit (including linguistically appropriate goals).
- A measurable decrease in change of placement to a more restrictive environment. Student needs are met at school of choice rather than removal to a different setting,

through consistent implementation of Behavior Implementation Plans and LRE-guided decision-making.

- Schools welcome and respect diverse family populations and actively engage family members to resolve conflicts and repair harm (SFUSD Family Engagement Standard) as measured by 100% parental sign-off on IEPs.
- Each school will designate an LGBTQ liaison, preferably a teacher or social worker, who serves as the primary liaison to LGBTQ Support Services and to provide leadership and direction at the school in partnership with the Principal and staff.
- Each school will designate an Immigrant and Refugee Student Support Liaison, preferably a teacher or social worker, who serves as the primary liaison to Refugee and Immigrant Supports in Education (RISE-SF) and to provide leadership and direction at the school in partnership with the Principal and staff.

Strategies in Action – Classroom:

- All students with IEPs have access to the Core Curriculum and CCSS. Curricular modifications and accommodations are implemented for students who require them per their individualized education program (IEP). Teachers understand that there is a hierarchy for decision-making; curriculum modifications are not used when instructional accommodations are sufficient. (Stetson 2013) Instruction is differentiated, using a variety of delivery models, and teachers hold high expectations for achievement across all students.
- Teachers exercise Tier 1 and Tier 2 behavior interventions with fidelity and respond proactively to inappropriate student behavior. Behavior is not used as a rationale for removal of students from the general education classroom without documentation of appropriate implementation of strategies and interventions. (Stetson 2013)
- IEP teams welcome and respect diverse family populations and actively engage family members to resolve conflicts and repair harm (SFUSD Family Engagement Standard) as measured by parent input on Parent Survey.

Strategies in Action – Student:

- A measurable increase of students meeting goals and objectives through access to the Core Curriculum, as indicated through progress reports.
- 100% of IEPs indicate that goals are reviewed and revised as needed (at least annually) to ensure educational benefit (including linguistically appropriate goals).
- Timelines are met for annuals, triennials and progress reports; goals are reviewed and revised as needed to ensure educational benefit (including linguistically appropriate goals).
- Students with impactful health conditions will have current care plans, medication forms, and medications, if needed, on-site, with staff trained to implement those plans and provide needed services.

- A measurable increase of students meeting behavioral goals through Tier 1 interventions as well as consistent implementation of Behavior Plans.
- Students will be active participants in their learning, through understanding of IEP goals, as appropriate, with 100% participation in the development of Individual Transition Plans (ITPs).

PRIORITY WORK AREA

PARENT-SCHOOL-COMMUNITY-TIES

SFUSD Vision 2025: SFUSD schools serve as vibrant community hubs that promote learning, health, wellbeing, collaboration and resilience within San Francisco's neighborhoods. Our schools create partnerships with community based organizations, public agencies, local businesses and families to offer a range of services and supports that contribute to whole-family success.

Transform Learning. Transform Lives identifies a community schools approach as a Strategy in Action for schools to support students' safety, well-being and learning. These strategic actions are based on a theory of improvement that builds on the "five essential supports" framework by Bryk et al. (2010) which includes 1) Professional Capacity; 2) Instructional Guidance; 3) Transforming Mindsets; 4) Collaborative Culture; and 5) Parent-School-Community Ties. The SFUSD Comprehensive Community School Framework supports this theory of improvement by identifying foundational elements and essential practices that any school can adopt to enhance the instructional core and achieving positive results for students." A community schools approach can build a collaborative culture which integrates wraparound supports for behavioral health & wellness , inclusive family and community engagement, and a collaborative inquiry and planning structures.
Resources: The Family Partnerships Toolkit: Best Practices, Guidelines and Resources

http://www.sfusd.edu/en/family-and-community-support/family-partnerships-toolkit.html

KEY INDICATORS OF SUCCESSFUL IMPLEMENTATION

Strategies in Action Schools & Classroom: Linking to Learning

Governance & Schools Site Planning The school practices a community schools approach and connects families to services and resources that support students' safety, well-being and learning.

- The Balanced Scorecard includes a clear articulation of school goals and priorities to families, and sharing the school's progress in terms of academic achievement, culture/climate, and social emotional learning.
- Over 75% response rate for the Culture and Climate Family Survey. The survey responses represent all families at the school
- School site develops a *Family Partnership Action Plan* to support the school site's Balanced Scorecard goals around Parent-Community Ties. The action plan will be based on school data, survey results, and other assessments.
- Clear understanding of partnership protocols with PTAs/PTSAs around governance, funding, staffing, and program development to ensure equitable access for all students

- Parent/community groups reflect and represent the diversity of the school (School Site Council (SSC), English Learner Advisory Committee (ELAC), the African American Parent Advisory Council (AAPAC) and/or other affinity groups).
- Governance groups are partners in developing the school site plan and monitoring its impact on student achievement, culture/climate, and social emotional learning, as measured by the district's accountability system and other measures.
- All Title I schools have an SSC-approved Parent Involvement Policy and Home-School Compact

Outreach & Communication:

- Schools effectively utilize the enrollment fair and school tours as part of their outreach to families
- Development of action/implementation plans for instructional and support staff, as well as CBO partners, to support school-wide engagement activities, e.g. Back to School Night, Open House, Family Literacy Nights, Portfolio Reviews, etc., including outreach strategies and opportunities or feedback (e.g. surveys, debriefs)
- Communication processes are clear to families and encourage a mutual exchange of information and perspectives.
- Communication with families is consistent, inclusive and culturally relevant. Essential information is provided in multiple languages based on the percent of non-English speakers and interpretation is provided at school meetings and events by leveraging site resources.

School-Wide Culture, Climate

- The school utilizes tool like the **FAMILY FRIENDLY WALKTHROUGH FORMS** (Español | 中文)- or other informational materials in order to support school efforts to implement the Family Engagement Standards and support the development of school strategies in the Balanced Scorecard to support parent-school-community ties.
- All staff understand their responsibility and role to provide a welcome, friendly, and solution-oriented, student-centered environment
- In partnership with the school community, there is a defined set of norms of behaviors to ensure clear expectations for all members of the community
- All staff understand the protocol to make use of SFUSD's translation and interpretation services (TIU), and have clearly articulated the responsibilities of staff that receive bilingual stipends
- Instructional and non-instructional staff and partners (including afterschool providers) proactively seek parent and family input and partnership in supporting student progress

Classroom Climate & Culture:

- Classrooms welcome and respect families, build community among diverse populations

and actively engage families to resolve conflict and repair harm.
- Families have opportunities to volunteer and be involved in school activities and events.
- Schools actively support and encourage families to be advocates for each and every student to ensure they are treated fairly and have equitable access to learning opportunities.
- Families are encouraged and supported to be involved in their children's learning at home and at school. Communication processes are clear to families and encourage a mutual exchange of information and perspectives.
- Students' diverse cultures, backgrounds, and family structures are valued and accepted, demonstrating cultural sensitivity and promoting inclusion for each and every student and family.
- Regular review of student progress indicators (e.g. universal screener, attendance, Interim District Assessments (IDAs) behavioral referrals, etc.) to define "focal students/families," and support targeted outreach and student supports.
- Students indicate/demonstrate high levels of engagement and families report a positive relationship and feel empowered as partners in their student's learning at home and at school.

SECTION IV:

SY17-18 PROFESSIONAL LEARNING RESOURCES AND CALENDAR

The Office of Professional Learning and Leadership (OPLL) hosts information regarding professional learning resources that can be found at **SFUSD Professional Learning**.

Professional Development Resources

District Professional Learning Calendars are maintained to provide a high level view of district sponsored professional learning.

Planning and Posting PD guides are provided as a resource for site and central office leaders.

Internal PD Resources are listed with Central Office resources

Online PD Resources feature SFUSD's new Online Learning Catalogue

Recommended **External PD Resources** are being developed

Site Leader Professional Development Supports

OPLL is available to provide support for developing site PD Plans, developing site PDs, coaching of ILTs, development of new teacher support information, teacher leadership opportunities and more. Here are some links to get started:

PD Plan Template

Sample Completed PD Plans

New Teacher Support Information

Need additional support in the development of your plan? Please complete this **PD Support Request Form** for assistance.

SECTION V:

APPENDIX

Multi-Tiered System of Supports (MTSS)
2017-2018 MidYear Measures and Calculations

Follow this hyperlink to view the:

Multi-tiered System of Support Measures & Calculations Table

The Multi-Tiered System of Supports (MTSS) approach to resource allocation in San Francisco Unified School District (SFUSD) focuses on the *input* characteristics of school sites, which they cannot directly influence. The rationale reflects the philosophy that the goal of MTSS is to provide differentiated supports based on schools' conditions—inputs—rather than their performance in terms of producing outputs.

This memo describes the measures and calculations involved in classifying the school sites into one of three tiers, with Tier 3 warranting the highest level of additional supports. This memo accompanies the table summarizing the measures for each school site, "Multi-Tiered System of Supports (MTSS): Tiering of SFUSD Schools — Based on Input Characteristics of Students and Teachers."

MEASURES

SFUSD uses two categories of input measures at the school site level for creating the MTSS tiers

of schools: one captures the characteristics of equity among students and the other captures teacher human capital. The following list outlines measures incorporated into MTSS calculations, with plus and minus signs indicating the direction in which each measure contributes to the calculations discussed below.

Equity

- Number of minority (African-American, Latino and Samoan) students [-]
- Percentage of student who are an ethnic minority (African-American, Latino and Samoan) [-]
- Percentage of students who are English language learners (ELLs) [-]
- Percentage of students who receive special education [-]
- Percentage of students who are on free-or-reduced lunch plan [-]
- Percentage of students who are indicated as being homeless [-]
- Percentage of students who are foster youth [-]
- Percentage of students who live in public housing [-]
- Academic Proficiency of Entering Students:
- [ES] F&P Window 1 (English) proficiency in Grade K [+]
- [MS/HS] Incoming 6th or 9th grader SBAC ELA proficiency [+]
- [MS/HS] Incoming 6th or 9th grader SBAC Math proficiency [+]

Human Capital

- Teachers' average number of years in SFUSD [+]
- 2015-16 percentage of teachers who are in their 1st/2nd year of teaching [-]
- 2015-16 teacher turnover rate [-]
- 3-year teacher turnover rate (2013-2016) [-]

CALCULATIONS

These measures are aggregated for each school level—elementary, middle, and high school. Because of this grouping, K-8 schools—those alternatively configured to span kindergarten through 8th grade—appear twice on the list, once under the Elementary Schools and a second time under the Middle Schools. The following describes the procedure for aggregation:

1. Each of the above measures for school sites is *standardized* within each school level. Standardization accomplishes two goals: a) It eliminates the widely varying numeric range across the diverse measures. b) It makes each school's measures *relative to* those of other schools in the same level. The standardization process involves subtracting the school level average of a measure from a school's measure and dividing the result by the group's standard deviation, the statistic that summarizes the amount of variation in the measure. A standardized score of zero is equivalent to the group's average. (To summarize data in a more substantively understandable way, the table accompanying this memo lists measures as their raw, unstandardized values rather than the standardized scores.)

2. The standardized measures—9 or 10 student ones depending on the school level and 4 teacher ones—are combined as a simple average for each school. To accomplish this, the standardized measures from Step 1 are first added up for each school site. As indicated by the plus and minus signs on the list above, some measures contribute positively to the sum, while others contribute negatively. Then, the resulting sum is divided by the total number of measures (13 for the elementary school level or 14 for the middle school and high school levels). This procedure implies that each of the measures is weighted equally in the aggregation. Since there are more student characteristic measures, the total input score predominantly reflects student characteristics. The aggregated measure is listed in the first numeric column ("Total Inputs") of the accompanying table.
3. School sites are classified into one of three tiers based on two cut-off points along the total inputs. Schools with generally high levels of total inputs—scores above 0—are assigned to Tier 1. Schools with total input scores between -0.5 and 0 are placed in Tier 2. The remainder of the schools, with scores below -0.5, is placed in Tier 3. These are the schools that are significantly above the school-level average in the district in the level of additional supports they warrant, based on the input characteristics of schools.

SFUSD Partnership Rubric

This rubric helps you consider the ways in which your school works with a non-profit, public or private partner. It is an assessment of the partnership ; it is NOT an assessment of the individual organization or school, nor an evaluation of the program or services provided. It details three types of valuable community-school partnerships: Specialized; Aligned; Deep and Focused. This tool can help your school work with partners to deepen your community school approach. Use it to establish and/or clarify expectations around goals, target populations, communications, meetings, reporting, and to identify areas for improvement of the partnership.

Criteria Type 1: Specialized Type 2: Aligned Type 3: Deep and Focused

1. Engagement in planning & priority setting

- Goals are predetermined by CBO or principal
- CBO program/service is aligned to district or state standards
- CBO and school leadership discuss the school priorities and program plans
- CBO and principal can articulate at least one way the partnership addresses a school priority
- CBO is integrated into school planning
- CBO and school leadership jointly set goals for the year
- CBO is involved in complete process of reviewing and setting priorities

2. Responsive to needs &/or priorities of the school community (in the BSC)

- CBO has a set program they offer based on their expertise
- CBO has clear expertise in their area, but the program/service is adapted to the school priorities
- CBO incorporates feedback on needs into programming for the following year
- CBO has established a formal structure for incorporating needs into program planning mid-year & end of year
- School provides relevant information in a way that respects expertise of CBO

3. Identifying target populations

- Program or service is open to all students, or a specific subgroup based on the content
- CBO has a target population relevant to the school, but it is not determined in conjunction with the school
- CBO & school leadership identify together the priority population(s) for the program or service

4. Participation in teams committees, meetings, etc.

- Not applicable
- CBO staff are members of relevant committees, e.g. SAP, Family Engagement
- CBO staff occasionally attend other meetings as needed, e.g. grade level team, faculty meetings, etc
- School is involved in troubleshooting throughout the year
- Type 2 participation plus CBO representation on Leadership team
- CBO engages with the SSC, as a community member, presenter, occasional public audience, etc

5. Communication systems & structures

- Most communication happens in beginning to set expectations/agreement
- Ongoing as needed
- Informal communication on a regular basis
- Formal meetings happen a few times a year
- Most communication is with individual teachers or staff
- CBO and school leadership meet at least monthly
- Formalsysteminplacefor regular communication between CBO and school staff involved in the work

6. Staffing decisions

- Not applicable
- School has input into job descriptions for site-based jobs.
- Key positions jointly hired.
- CBO might fill community member seat on a principal selection committee.

7. Participation in evaluation

- CBO provides end-of-program report
- CBO contributes an item to newsletter from school
- CBO provides end-of-program report
- CBO contributes to monthly communication from school (e.g. newsletter, school loop)
- CBO and school engage in the end-of- year assessment
- Type 2 plus Partner Showcase that demonstrates what has been learned and developed in partner programs

8. Data sharing

- School and CBO may share
- School shares group level data
- School & CBO share student level basic participation & trend analyses with CBO to inform & data to ensure programs are aligned data
- Target programs & effective
- CBO shares relevant data

9. Leveraging resources

- CBO may raise money
- CBO develops grant proposals
- CBO & school develop their own for the services input into the design from the funding proposals together.
- CBO & school share budget
- School provides letters of support for grant proposals.
- Information and make decisions about resources together, as appropriate.
- School & CBO plan for future sustainability.

Multilingual Pathways and Services

PATHWAYS AND SERVICES FOR ENGLISH LEARNERS

To maximize English Learner access to a quality education, SFUSD provides five (5) pathways:

1) Dual Language Immersion Pathways; 2) Biliteracy Pathways; 3)World Language Pathways; 4)English Plus Pathways; and 5)Newcomer Pathways

All Pathways share the following principles or elements:

- Minimum 30 minutes of designated English Language Development (ELD) instruction. The district will provide all English Learners at least 30 minutes of designated ELD

instruction per day that is appropriate to the setting and identified needs of the students until they are redesignated as Fluent English Proficient. The amount of ELD will vary and may exceed 30 minutes based on a student's level of proficiency. In addition to designated ELD, ELD standards will also be addressed during content areas, e.g. English Language Arts, Social Studies, Math and Science based on the new California ELD Standards.

- Primary Language and/or Specially Designed Academic Instruction in English ("SDAIE") Methodologies. The district will provide English Learners with content classes taught in the primary language and/or using SDAIE methodologies which are strategies designed to help English Learners to be fully engaged learners of content in all academic areas. The California ELD Standards will also be used in tandem with all academic content standards.
- Avoid Linguistic Isolation . In the development and maintenance of pathways, the district will strive to avoid linguistic isolation by incorporating opportunities for English Learners to interact with native English speakers.
- Teachers with the appropriate EL certification based on state requirements. All English Learner classes will be taught by teachers with the appropriate EL certification based on state requirements, i.e. CLAD or BCLAD certification.

1) Dual Language Immersion Pathway

There are Dual Language Immersion Pathways in the following pathway languages: Cantonese, Korean, Mandarin, and Spanish. The purpose of this pathway is to ensure English Learners and native English speakers develop high levels of English and pathway language proficiency and literacy, as well as academic competency. The following items are required for English Learners in each Dual Language Immersion Pathway:

- Signed initial and annual parent waivers for the student to be placed in this pathway (signed waivers must be kept in the student's cumulative folder);
- Daily designated English Language Development (ELD) instruction based on the English proficiency level of the students;
- Core content in the pathway language or in English using integrated ELD and SDAIE/sheltered strategies;
- Ensuring students meet ELD standards, primary language arts standards, and all content area standards;
- Annual assessments of English language proficiency, using the California English Language Development Test (CELDT). District assessments are used to measure academic growth over time in various subjects; and
- Assessment of primary language content in language arts and mathematics.

2) Biliteracy Pathway

There are Biliteracy Pathways in the following pathway languages: Cantonese, Filipino (transitioning to FLES), and Spanish. The Biliteracy Pathway is designed to ensure English Learners develop high levels of English and home language proficiency and literacy, as well as high levels of academic competency. The following items are required for English Learners in each Biliteracy Pathway:

- Signed initial and annual parent waivers for the student to be placed in this pathway (signed waivers must be kept in the student's cumulative folder);
- Daily designated English Language Development (ELD) instruction based on the English proficiency level of the students;
- Core content in the pathway language or in English using integrated ELD and SDAIE/sheltered strategies;
- Ensuring students meet ELD standards, primary language arts standards, and all content area standards;
- Annual assessments of English language proficiency, using the California English Language Development Test (CELDT). District assessments are used to measure academic growth over time in various subjects; and
- Assessment of primary language content in language arts and mathematics.

3) World Language Pathway

There are World Language Pathways in the following Languages: Cantonese, Mandarin, Filipino, French, Hebrew, Italian, Japanese, Korean, Latin, Russian and Spanish. The World Language Pathway is designed for all students including English Learners. It also provides native English speakers a chance to develop a second language. The following items are required for English Learners in each World Language Pathway:

- Instruction in the pathway language varying from 30 to 60 minutes per day, three to five days-per-week;
- Daily dedicated English Language Development (ELD) instruction based on the proficiency level of the students;
- Core content taught in English using integrated ELD and SDAIE/sheltered strategies;
- Primary language support in the content areas whenever available;
- Ensuring students meet ELD standards and all content area standards; and
- Annual assessments of English language proficiency, using the California English Language Development Test (CELDT). District assessments are used to measure academic growth over time in various subjects.

4) Newcomer Pathway

The Newcomer Pathway is designed to help recently arrived immigrant English Learner (EL) students adjust to their new language and culture. At the elementary level, it is a one-year

program (with the possibility of a second year as needed). At middle and high school, students may stay in the Newcomer Pathway for multiple years as needed. The following items are required for English Learners in each Newcomer Pathway:

- If the student is taking courses in his/her primary language, signed initial and annual parent waivers for the student to be placed in this pathway (signed waivers must be kept in the student's cumulative folder);
- Daily dedicated English Language Development (ELD) instruction consisting of at least two periods based on the proficiency level of the students;
- Core content in the primary language or in English using integrated ELD, SDAIE/sheltered strategies and transitional support;
- Primary language support in the content areas whenever available;
- Addressing academic gaps due to differences in national schooling systems, or gaps in prior schooling;
- Ensuring students meet ELD standards and all content area standards; and
- Annual assessments of English Language proficiency, using the California English Language Development Test (CELDT). District assessments are used to measure academic growth over time in various subjects.

Services for Long-Term English Learners Long-Term English Learners (LTELs) are students who have been classified as ELs for five years or longer. There are LTELs in every pathway. Below are the basic requirements to support LTELs:

- Daily dedicated English Language Development (ELD) instruction based on the proficiency level of the students that is designed for Long-Term ELs, e.g. Specialized ELD, English for Academic Purposes ELD, or ELD embedded in ELA for ELs only with an emphasis on writing, critical thinking, relevant curriculum, and academic language;
- Core content in English and/or primary language using integrated ELD and SDAIE/sheltered strategies, including English Language Arts;
- Providing access for students to meet ELD standards and all common core content standards; and
- Annual assessments of English Language proficiency, using the California English Language Development Test (CELDT). District assessments are used to measure academic growth over time in various subjects.

Services for English Learners with Individualized Education Programs (IEPs) For ELs with Special Needs who require English language acquisition services to obtain a Free Appropriate Public Education (FAPE):

- Their Individual Education Programs (IEPs) should include goals that address designated English Language Development as well as goals that support access to ELD in the core content areas through SDAIE and/or primary language instruction or primary language

support where available and appropriate.

- The team that conducts the eligibility assessment must include experts in non-biased assessments and provide the IEP team with information to help the team understand the impact of the student's disability as it relates to an English Learner.
- IEP teams should consult with at least one certificated staff person with a CLAD or BCLAD who can assist the IEP team in determining what Special Education services are necessary to provide the EL student with access to core curriculum instruction.

If ELD goals are not included in an EL student's IEP because the student's disability does not affect the student's involvement and progress in this area, then the school still must ensure that the student participates in at least 30 consecutive minutes of ELD targeted specifically to their English proficiency level until reclassified.

ACHIEVEMENT EXPECTATIONS FOR ENGLISH LEARNERS

It is the District's expectation that all English Learners (ELs), regardless of language pathway, become fully English proficient and demonstrate grade-level academic achievement within a time period of no longer than six years of consecutive enrollment in the District. The tables below display language progress and academic achievement expected milestones for English Learners who entered at different proficiency levels. The tables vary by initial scores on the CELDT. Considerations were made for students in different language pathways, however it does not currently take into account for gaps in schooling.

RECLASSIFICATION FOR ENGLISH LEARNERS

Multilingual Pathways Department (MPD) distributes a list of ELs to each site on a regular basis. The list provides teachers and administrators with the necessary test information to initiate the reclassification process. In addition, MPD distributes a list specifically of students who potentially qualify for reclassification. It is the responsibility of the school site to initiate the reclassification process and return the necessary documentation to MPD for final approval. After a student is reclassified, his/her academic progress must be monitored for two years.

District Reclassification Criteria:
http://www.sfusd.edu/en/programs-and-services/english-learners-and-language-pathways/reclassification.html

FOR ENGLISH LEARNERS WITH IEPs , students should first be considered for reclassification using the above criteria. If the above criteria is not applicable, then IEP teams should consider:

Modified Reclassification Criteria for ELs with IEPs:

- Overall proficiency level of 4 (Early Advanced) or 5 (Advanced) on the CELDT, with subscores of 3 (Intermediate) or higher;
- SBAC proficiency levels

- Teacher evaluation; and
- Parent/Guardian has been consulted/notified (Parent Consent Letter).

If an IEP team determines that the primary reason the student does not meet reclassification criteria is due to disability rather than limited English proficiency and the student no longer needs English Learner services, the team can recommend that the student be reclassified as Reclassified Fluent English Proficient (RFEP) through the alternate reclassification process. For the student to be reclassified the recommendation must be approved by the Multilingual Pathways Department' Language Appraisal Team.

For more information on MPD, please visit its webpage:
www.sfusd.edu/en/programs-and-services/english-learners-and-language-pathways/overview.html

Bilingual Reclassification Follow-up Form (BRFF) After a child has been reclassified, teachers must complete a BRFF form every six months for the following two years. The form includes the following and must be kept in the student's cumulative folder:

- An academic and linguistic progress checklist;
- A record of the student's semester grades; and
- Any comments or remedies they wish to add.

SPECIAL EDUCATIONAL SERVICES

Students requiring special education services are first and foremost general education students. Their success, therefore, is the joint responsibility of all SFUSD educators. Site leaders should carefully consider the following recommendations and compliance requirements in their annual planning.

IMPORTANT CONSIDERATIONS FOR PLANNING THE DELIVERY OF SPECIAL EDUCATION SERVICES

SCHOOL ENVIRONMENT

- Ensure that students with IEPs are integral members of the school community. Site leaders should take steps to build an inclusive, positive and welcoming environment.
- Students with disabilities should have access to all school activities, with sites providing the appropriate accommodations and modifications to facilitate participation.
- All staff, including general education teachers, understand their required participation as a member of an IEP team, and that IEPs are implemented and monitored with fidelity.

RESOURCE MANAGEMENT

- Develop IEPs with assessment driven services.
- Analyze IEP services from a whole school perspective. Use Step-by-Step scheduling tools to group students for service delivery.

ADMINISTRATIVE SUPPORT

Ensure Principal's Expectations indicate that special education case managers conduct IEPs and

Triennials within timelines and generate Progress Reports aligned with marking periods.

- Establish an IEP calendar at the beginning of the school year that reflects IEP due dates for all students.
- Attend all IEP meetings, or identify a Principal's Designee. The Principal is acting as the District representative who can ensure delivery of the services offered in an IEP.
- Ensure staff participation in IEP meetings, including the Transition IEPs that must be held each Spring for move-ups between levels
- Work closely with the Special Education Supervisor and Content Specialist who support your site, in partnership to continually improve services and promote the least restrictive environment for each student's success.
- Schedule monthly Special Education meetings attended by the Principal, or Assistant Principal, and relevant staff to manage and improve special education services.
- Provide the necessary space and supplies to support the delivery of services by all assigned staff members, including pull-out spaces for speech services and specialized instruction, office spaces for psychologists, etc.
- Understand the compliance requirements of IDEA and ensure your site has the processes and procedures in place to ensure compliant delivery of special education services. Examples of areas for improvement across the district that should be addressed in planning:
  - Timelines for IEPs and Triennials
  - Confidential "Brown" Folders are secured in a locked cabinet in a locked room. *If your site does not already have a locked cabinet, please order one for next year.*
  - A meeting room to hold IEP meetings equipped with necessary technology.
    - Two laptops (one for taking notes and one for writing the IEP in SEIS)
    - A projector so the team can review simultaneously the notes, goals, progress, etc.,
    - A scanner to immediately upload the signature page, Reports of Progress, and other required documents to SEIS o Access to a printer. The rights to a written (translated if necessary) IEP at the end of each meeting, delivery of regular Reports of Progress on IEP goals, et al.
  - Parents/Guardians must receive a written offer of FAPE and a copy of the Procedural Safeguards at the meeting.

PRE - REFERRAL INTERVENTIONS

According to the law, a student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. (30 EC 56303)

- Designate a team who come together regularly to design, implement and track intervention progress at your site (e.g. SST, RtI, SAP team). Ensure that carefully chosen tiered interventions, known to be effective in addressing academic and behavioral concerns, have been implemented with fidelity and documented prior to a referral for a

special education evaluation.

- Ensure appropriate interventions are implemented and documented prior to referral of a student who is designated as an English Language learner.
- Review vision and hearing screenings and monitor attendance prior to a referral for a special education evaluation.

Ensure that any verbal request for special education testing by a parent is verified by a staff member and documented in writing immediately. Ensure that the parent receives a timely response. The response must:

- Proceed immediately to the development of an assessment plan; or
- With parent permission, implement pre-referral interventions for 8 to 12 weeks, and then decide; or
- Provide written denial of request, with rationale, in the form of Prior Written Notice.

IDENTIFICATION & ASSESSMENT

Have a system in place to ensure:

- Assessment plans, or Prior Written Notices, are developed and provided to parents within 15 calendar days of receipt of a request for an assessment, and assessments completed within 60 days.
- All assessments in a student's assessment plan are completed and reports are translated prior to the scheduled IEP meeting when requested.
- English Learner students are to be assessed in their primary language by staff members who are proficient in the student's primary language, or with the assistance of a proficient translator.
- Monitor requests for assessment and follow up if the signed assessment plan is not returned.
- Ensure appropriate staff is knowledgeable about the procedures to follow if a parent provides an independent educational evaluation (IEE), or requests an independent educational evaluation at public expense. Results of outside evaluations provided to school staff must be considered in our assessment process. Parents are entitled to an IEE, at district expense, if they object to our assessment.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT

Have systems in place to ensure that the following considerations are addressed:

- IEP meetings are held within required timelines;
- A complete review of the IEP must occur at least every 12 months, with new goals and objectives established;
- Parents are active members of the IEP team and school sites should plan ahead with enough time to accommodate parent schedules; The rights of parents prior to and during the IEP meeting are respected and enforced; Required IEP team members must attend the meeting; only a parent can excuse a required member of the IEP team. Excusal must be in writing prior to the meeting. Excused IEP team members must send a

written Report of Progress to be discussed at the meeting. Required IEP team members (minimally include the special ed. teacher, administrator, and general ed. teacher, also ensuring CLAD, BCLAD, or ELD certification as necessary) are appropriately selected and notified of IEP meetings;

- IEP team members come prepared for the meeting. If deemed necessary, a pre-meeting is scheduled.
- Progress Reports on all goals are generated and provided at regular intervals; these reports are delivered in a manner similar to report cards and mailed to guarantee delivery if necessary;
- The determinations of the IEP team are accurately documented using SEIS, the web-based IEP system;
- The Ed Benefit Checklist (located in the SEIS Document Library, Chapter 2) is a tool which should be utilized at every IEP, uploaded to SEIS notes, and included hard copy in the brown file.

Ensure that the language needs of families are supported as follows:

- Notices of meeting are in parent's primary language;
- Interpretation and translation services are provided when necessary;
- Parents/Guardians are always provided with a written copy of the IEP at the end of each meeting.

EARLY EDUCATION DEPARTMENT CENTRAL OFFICE SUPPORTS

With a focus on Kindergarten Readiness as stated in the Strategic Plan, the Early Education Department is tasked with helping to align supports, structures and content delivery so that young children, families and teaching staff within SFUSD PK-12 receive seamless services.

Key areas of alignment:

Coaching

All Pre Kindergarten (general and special education) and select Transitional Kindergarten (TK) classrooms may receive instructional coaching guided by the same criteria stated earlier in this document. Early Education Coaches provide coaching to improve early learning teaching practices and content that is aligned with the CA. Preschool Learning Foundations and the CCCA (ELA, Math, Science Etc) as well as a focus on Pro-social Skills. Early Education Coaches also provide workshops and PLC's on a variety of topics for PK, TK, (SPED PK) and OST staff.

Family Support Specialists

All Early Education Schools (12) have a family Support Specialist that provide a combination of individual family support as well as site based support related to family engagement/empowerment. There are 4 Co-located schools that receive additional FSS support based on data showcasing the needs of the school. Family Support Specialists also provide workshops & PLC's on a variety of topics for PK, TK (SPED PK) and OST staff.

School Social Worker

The Early Education Department (EED) has one school social worker that supports transition between PK/TK into K for students of concern. At all co-located PK/TK-5 schools the E.S. designated Social Worker provides support to all students and families. The EED school Social Worker can available if additional support is needed.

PBIS

The Early Education Department has 3 PBIS coaches that provide Support to schools in a similar manner to what has been stated earlier in this document. PBIS coaches also provide workshops & PLC's on a variety of topics for PK, TK (SPED PK) and OST staff.

Assessment

The Early Education Department is tasked with oversight of all assessments for PK students and works with RPA to ensure this data is able to be used at the school to inform instruction and site based goals related to BSC. Additionally, the Early Education Department works in partnership with the City of San Francisco to adhere to city and state standards related to the Quality Rating and Improvement System (QRIS) which has additional assessment requirements related to classroom and instruction.

Chart of Centrally-Funded MTSS Allocations

Academic Supports & Interventions

Role	PK5/PK8	MS	HS
Assistant Principal	Sites with 550+ students may be allocated an AP. Sites with 500+ students with three strands (English is not a strand) may be allocated an AP. In special circumstances, Assistant Superintendents in collaboration with school sites may differentiate support for schools for strategically selected focal schools.	Tier 3 MS will be allocated a 1.0 AP.	AP may be allocated to sites with demonstrated need for increasing administrative capacity.
Instructional Reform Facilitator	All Tier 3 PK-8 schools are assigned a 1.0 FTE IRF		HS IRFs are an extension of the HS

	allocation. Selected Tier 2 PK-8 schools are assigned 0.5 FTE IRF allocations as determined by each LEAD cohort. PK-8 Asst Supts also have 6.0 FTE centrally-managed IRFs to assign/support a greater number of Tier 1 & 2 schools in collaboration with IRF Network Director.		LEAD team and are assigned by this team.
	All Tier 3 PK-8 schools are assigned a 1.0 FTE IRF allocation. Selected Tier 2 PK-8 schools are assigned 0.5 FTE IRF allocations as determined by LEAD. cohort PK-8 Asst Supts also have 6.0 FTE centrally-managed IRFs to assign/support a greater number of Tier 1 & 2 schools in collaboration with IRF Network Director.		High school IRFs are an extension of the HS LEAD team and are assigned by this team.
Literacy Coach	All Tier 3 PK-8 schools are allocated a 1.0 FTE Literacy Coach Selected Tier 2 PK-8 schools are assigned 0.5 FTE allocations based on need as determined by each LEAD cohort		

Role	PK5/PK8	MS	HS
Academic RtI Facilitator	All Tier 3 PK-8 schools are allocated a 1.0 FTE ARTiF.		

Behavioral & Student-Centered Supports

Role	PK5/PK8	MS	HS
Nurse and/or Social Worker	All PK-8 schools receive 0.5 FTE allocation of EITHER a School District Nurse or a SW. PK-8 split campuses receive at least a 1.0 FTE allocation. PK-5 schools with 500+ students and no assistant principal will receive at least a 1.0 FTE SW. Any PK-8 with both a nurse and a SW allocation or a full-time allocation of either position has received a supplemental resource through our MTSS	Any MS with both a nurse and a SW allocation or a full-time allocation of either position has received a supplemental resource through our MTSS	HS are offered a suite of complementary resources to ensure the full, quality implementation of Wellness Centers. These are based on high school size. All comprehensive HS may receive an allocation of a full-time School District Nurse.
Community Health Outreach Worker (CHOW)			All 15 comprehensive and continuation high schools have a 1.0 FTE CHOW allocation. Some alternative programs (Civic Center, Independence, Woodside, Log Cabin Ranch, and Hilltop) do not receive this support. 15 High Schools receive a 1.0 FTE allocation.

			Size of schools at the alternative sites, and limited resources, determine these sites do not receive a CHOW.
Wellness Coordinator			18 HS receive a 1.0 FTE allocation. The one exception to this rule is Balboa HS.. The SF Dept. of Public Health hosts a clinic at this site with a different staffing model.
Counselor	All Tier 3 PK-8 schools will receive a 0.5 FTE Counselor. (Note: PK5 schools are supported by nurse and/or SW, NOT with counselors)	All Tier 3 MS will receive a 1.0 FTE Counselor.	All HS receive a full-time centrally funded counselor to help reduce the student to counselor ratio.
Elementary Advisor/ Attendance Liaison	Schools that have been assigned this role will be allocated the position.	Schools that have been assigned this role will be allocated the position.	Schools that have been assigned this role will be allocated the position.
Family Liaison	Schools that have been assigned this role will be allocated the position.	Schools that have been assigned this role will be allocated the position.	Schools that have been assigned this role will be allocated the position.