## School Vision & Context

Rosa Parks Elementary School uniquely combines a neighborhood and city-wide school. Situated where the Western Addition, Fillmore, and Japantown meet, the school represents the rich diversity of this area. In addition, the school is home to a distinguished bilingual pathway program, Japanese Bilingual Bicultural Program (JBBP). Both the general education and bilingual programs share a common vision of equity and social justice. Our school has many strengths. One is a strong sense of community. Staff, students, and their families work together to make the school a positive, inclusive environment. We accomplish that through our student-centered curriculum and instructional practices, as well as parent engagement in our PTA, PTCC, and Green Team parent organizations. Another strength is our dedicated staff who collaborate closely on lesson planning, data analysis, and a variety of classroom and school activities. Our main challenge continues to be closing the achievement gap for our African American and English Learner subgroups. Although we have made progress over the years, it remains the area of focus, particularly when planning and implementing Tier 1, Tier 2 and Tier 3 academic and behavioral response to intervention (RtI). Our key strategies include: 1) embedding Tier 1 academic RtI through collaborative lesson planning, implementation of Readers and Writers Workshop strategies, and activities that support rich mathematical thinking; 2) designing and implementing STEAM (Science, Technology, Engineering, Art, and Mathematics) curriculum; and 3) strengthening our Tier 2-3 academic and behavior interventions. The Raphael Weil is our co-located Pre-K Early Education School. Students in PK experience the same comprehensive Core Curriculum as our K-5 students. Our goal is kinder readiness in literacy, math skills, and social-emotional learning for all students.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>2. School Site Council Roster*, Signatures, Bylaws &amp; Agendas</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.</td>
</tr>
<tr>
<td>- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). <strong>Note</strong>: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.</td>
</tr>
<tr>
<td>- SSC Bylaws</td>
</tr>
<tr>
<td>- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TII, Title I) and any centrally-managed FTE or resource allocations will support</td>
</tr>
<tr>
<td>- All 2017-2018 Title I funds should be accounted for in the BSC</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Contents

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report.
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 9-12)** provides overall and sub-group grades – % A’s and % D & F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NC College Data (high school only)** provides college attendance trends for high school graduates

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

Contents

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

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

Contents

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

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC 5th Grade 2016 ELA Scored Standards Met or above 60% Scored Standards</td>
<td>Scores at K-1 indicate most students are reading at grade level; however, the scores drop significantly at Grade 2 and substantially (less than half, on average) in the upper grades. In writing, few 3rd graders are scoring proficient on the IWA. There is some improvement in Grades 4 and 5.</td>
<td>Implement district core curriculum. Update curriculum maps and unit plans. Provide a balanced literacy approach. Implement with fidelity Readers and Writers Workshop. Students will increase use of myON to access leveled reading material during independent reading. In PK, teachers will focus on rhyming and invented spelling and inventive writing.</td>
</tr>
<tr>
<td>Met or below 40% 4th Grade 2016 ELA Scored Standards Met or above 37% Scored Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nearly Met or below 63% The following are results from the Mid-Year SQII report that details growth between Cycle 1 and Cycle 2 district interim assessments. Reading: F&amp;P Grade 2 F&amp;P(2) Scored Meeting Expectations or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65% Moved up to Meeting Expectations 2% Grade 1 F&amp;P(2) Scored Meeting Expectations or above 81% Moved up to Meeting Expectations 5% Grade K F&amp;P(2) Scored Meeting Expectations or above 82% Moved up to Meeting Expectations 31% Reading Inventory (RI) 5th Grade (RI2) Scored Proficient or above 52% Moved up to Proficient 9% 4th Grade (RI2) Scored Proficient or above 35% Moved up to Proficient 11% 3rd Grade (RI2) Scored Proficient or above 47% Moved up to Proficient 11% Writing: Writing Milestone 5th Grade (WM2) Scored Proficient or above 33% Scored Approaching or below 67% 4th Grade (WM2) Scored Proficient or above 16% Scored Approaching or below 84% 3rd Grade (IWA) Scored Proficient or above 7% Scored Approaching or below 93%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following are results from the Mid-Year SQII report that details growth between Cycle 1 and Cycle 2 district interim assessments. Reading: F&P Grade 2 F&P(2) Gained level 8% Grade 1 F&P(2) Gained level 7% Grade K F&P(2) Gained level 48% Reading Inventory (RI) 5th Grade (R12) Gained level 18% 4th Grade (R12) Gained level 22% 3rd Grade (R12) Gained level 28% Writing: Writing Milestone 5th Grade (WM2) Gained level 47% 4th Grade (WM2) Gained level 35% 3rd Grade (IWA) Gained level (from WM1) 14%

There is evidence of acceleration for students scoring below grade level; however, acceleration for most students (except at K-1) is not sufficient to meet grade-level proficiency.

During Readers and Writers Workshop, teachers, paras, and volunteers will provide intervention during independent reading and writing time. Best practices will include guided reading and strategy groups. Selected students reading below grade level will receive services from Reading Partners and the LLI literacy specialist.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading- Based on District Interim Assessment African American Students Growth from Cycle 1 to Cycle 2 5th Grade RI – W1 to W2 Percentage at/above Proficient 33% Percentage improving (i.e. Basic to Proficient) 55% Grade 4 RI – W1 to W2 Percentage at/above Proficient 11% Percentage improving (i.e. Basic to Proficient) 33% Grade 3 RI – W1 to W2 Percentage at/above Proficient 0% Percentage improving (i.e. Basic to Proficient) 42% Grade 2 F&amp;P – W1 to W2 Percentage at/above Meets Expectations 50% Percentage improving (i.e. Approaching to Meets) 6% Grade 1 F&amp;P – W1 to W2 Percentage at/above Meets Expectations 80% Percentage improving (i.e. Approaching to Meets) 33% Grade K F&amp;P – W1 to W2 Percentage at/above Meets Expectations 66% Percentage improving (i.e. Approaching to Meets) 66% Writing- Based on PDSA Problem of Practice Selected African-American and English Learner students Pre-Post assessments on first two spirals Grades 3-5 Percentage making gain on rubric- Narrative 41% Percentage making gain on rubric- Information 35% Grade K-2 Percentage making gain on rubric- Narrative 76% Percentage making gain on rubric- Information 41%</td>
<td>The results are generally positive at all grade levels. There is a significant number of students going up performance levels in reading on district interim assessments. The percentage of students achieving at proficient is higher in K-2 that Grades 3-5. There is still a relatively low percentage of African American students scoring at proficient, especially in Grades 3-5. Getting students to proficient must continue to be the goal.</td>
<td>Instructional leadership team will develop a problem of practice that connects with Readers or Writers Workshop implementation. It will follow a trimester ROCI process timeline.</td>
</tr>
</tbody>
</table>

Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>District interim assessment (pencil to paper) results indicate students are generally scoring in similar range as 2016 SBAC (computer-administered) scores. This would indicate that performance reflect conceptual understanding, although lack of experience demonstrating understanding by using technology certainly decreases outcomes.</td>
<td>Implement district core curriculum. Use best practices such as teacher signature strategies (i.e. math talks). Use web-based mathematics programs for independent practice inside and outside the regular instructional day. Develop STEAM curriculum that integrates grade-level mathematics standards. In PK, teachers will focus on using differentiation strategies.</td>
</tr>
</tbody>
</table>
SBAC 5th Grade 2016 Math Scored Standards
Met or above 58% Scored Standards Nearly
Met or below 32% 4th Grade 2016 Math
Scored Standards Met or above 36% Scored
Standards Nearly Met or below 64%
The following are results from the Mid-Year SQII
report that details growth between Cycle 1 and
Cycle 2 district interim assessments. Math
Milestone 5th Grade (MM1) Scored Meets
Expectations or above 62% Scored
Approaching Expectations or below 38% 5th
Grade (MM2) Scored Meets Expectations or
above 58% Scored Approaching Expectations
or below 42% 4th Grade (MM1) Scored Meets
Expectations or above 40% Scored
Approaching Expectations or below 60% 4th
Grade (MM2) Scored Meets Expectations or
above 48% Scored Approaching Expectations
or below 52% 3rd Grade (MM1) Scored Meets
Expectations or above 66% Scored
Approaching Expectations or below 34% 3rd
Grade (MM2) Scored Meets Expectations or
above 76% Scored Approaching Expectations
or below 24% 2nd Grade (MM1) Scored Meets
Expectations or above 36% Scored
Approaching Expectations or below 64% 2nd
Grade (MM2) Scored Meets Expectations or
above 21% Scored Approaching Expectations
or below 79% 1st Grade (MM1) Scored Meets
Expectations or above 26% Scored
Approaching Expectations or below 74% 1st
Grade (MM2) Scored Meets Expectations or
above 33% Scored Approaching Expectations
or below 67% K Grade (MM1) Scored Meets
Expectations or above 85% Scored
Approaching Expectations or below 15% K
Grade (MM2) Scored Meets Expectations or
above 76% Scored Approaching Expectations
or below 24%

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following are results from the Mid-Year SQII report that details growth between Cycle 1 and Cycle 2 district interim assessments. Math Milestone 5th Grade (MM2) Change from MM1 to MM2 -4% 4th Grade Change from MM1 to MM2 +8% 3rd Grade Change from MM1 to MM2 +10 2nd Grade Change from MM1 to MM2 -15% 1st Grade Change from MM1 to MM2 +7% K Grade Change from MM1 to MM2 -9%</td>
<td>Results on District Interim Assessments indicate little improvement from cycle to cycle. This would indicate that current instructional strategies and intervention strategies need adjustments.</td>
<td>Individual and small group tutoring with volunteers and community-based organizations. Provide dedicated independent practice time during math instruction block to enable students to access and use web-based programs, utilizing the computer lab and mobile laptop carts.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>Inconsistent growth from grade level to grade level. This is impacted largely by the number of behavioral Tier 2 and Tier 3 AA students in the grade level.</td>
<td>ILT will develop a math-centered Problem of Practice using the same focal students identified for the ELA ROCI cycles.</td>
</tr>
</tbody>
</table>
African-American Subgroup: Based on District Interim Assessment Growth from Cycle 1 to Cycle 2 5th Grade Math Milestone (W1 to W2) Percentage at/above Meets Standards 8% Percentage improving (i.e. Approaching to Meets) 16% 4th Grade Math Milestone (W1 to W2) Percentage at/above Meets Standards 29% Percentage improving (i.e. Approaching to Meets) 37% 3rd Grade Math Milestone (W1 to W2) Percentage at/above Meets Standards 8% Percentage improving (i.e. Approaching to Meets) 17% Grade 2 Math Milestone (W1 to W2) Percentage at/above Meets Standards 6% Percentage improving (i.e. Approaching to Meets) 6% Grade 1 Math Milestone (W1 to W2) Percentage at/above Meets Standards 20% Percentage improving (i.e. Approaching to Meets) 80% Grade K Math Milestone (W1 to W2) Percentage at/above Meets Standards 0% Percentage improving (i.e. Approaching to Meets) 0%

English Language Development (ELD)

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

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school.</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Cycle 2 - F&amp;P and RI Meeting Expectations of Proficient CELDT Level Beginning - 7% Early Intermediate - 19% Intermediate - 47% Early Advanced - 62% Advanced - 84% Writing Problem of Practice - Students showing growth from pre- to post- assessment Grades K-2 Narrative - 70% Information - 67% Grades 3-5 Narrative - 35% Information - 65%</td>
<td>Students are making gradual and continued improvement towards RFEP. Largest gains, as expected, are at Kindergarten.</td>
<td>Teachers will use the tools and resources of SFUSD's Core Curriculum that reflect CCSS shifts to create curriculum maps, units, and lesson plans that provide ELs access to the Core Curriculum; Teachers use the CA ELD Standards in tandem with SFUSD's Core Curriculum; The school will focus on: Continued use of daily, 30-minute ELD block; Continued use of Structured Language Practices (turn and talk, pair-share, lines of communication) throughout the instructional day; Targeted reading intervention with Reading Partners; Early literacy development support at kindergarten with bilingual para; Continued support of bilingual pathway program, including the overlap of the program's curricular objectives and ELD/ELA Core Curriculum Standards. In PK, ELD students will be supported with speaking activities that are visually rich, culturally relevant, and based on merging ideas of the children.</td>
</tr>
</tbody>
</table>

Other Subject Areas (Secondary Schools, optional for Elementary)

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

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

### Elementary Schools

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

College and career readiness is dependent on a paradigm shift from “student” to “scholar”; this is both an academic and social-emotional shift. Instruction across curriculum, content areas, and grade-levels will include: Appropriate and meaningful uses of digital technology (computers, tablets, etc.) and web-based resources Communication and collaboration skills Higher-level critical thinking Team building and inclusion

### Strategies in Action: Schools

In *Transform Learning, Transform Lives*, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

### Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

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

Teachers, paras, administrators, and other staff participate in the following scheduled PD activities: Staff Meetings - twice monthly Bilingual Pathway and STEAM PD and Collaboration Activities - monthly Grade Level Team Meetings - weekly, release days District PD Activities

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PD focus for 2016-17 will be Readers and Writers Workshop model Balanced literacy approach, including guided reading Math Intervention - differentiation Multi-tiered academic support through use of web-based programs for ELA and math, such as myON.</td>
<td>Site-Funded Sub Release Site-Funded Extended Calendar Prop A Site-funded MTSS (i.e. literacy specialist, literacy coach)</td>
</tr>
</tbody>
</table>

### Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).
As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

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

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

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

### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED teacher-Classroom teacher communication and collaboration is maximizing mainstreaming opportunities. All referrals from the SAP-SST process have resulted in students meeting SPED or 504 Plan eligibility.</td>
<td>Reduce the number of students referred to Special Education that do not come through the SAP-SST process but directly from parent requests.</td>
<td>Teachers will continue to implement modifications and interventions. Lesson plans will reflect instructional strategies and student outcomes that increase student achievement. Continue to educate parents in the SAP-SST process, as well as SPED and 504 Plan eligibility requirements.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Engagement/ Attendance</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic absenteeism in Fall 2016 indicated a fall-to-fall change of -2.7% schoolwide, and a -12.0% change for African American students, the group with the highest percentage in 2015-16.</td>
<td>Maintain trend line through the remainder of 2016-17 and continue to reduce percentages in 2017-18.</td>
<td>The A2A system will be implemented for Chronically absent students. Resources, particularly positive incentives, will be directed towards recognizing students with perfect attendance and attendance focal students (primarily those with a 8-15% absence rate).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions were issued to students who demonstrated severe physical aggression towards students and staff. Other interventions, including behavior support plans and/or safety plans, were in place.</td>
<td>Our target is to reduce our suspension rate to zero</td>
<td>The school will continue implementing PBIS. New teachers will be trained in components of PBIS, as well as Restorative Practices. Teachers will implement Second Step SEL curriculum lessons weekly. SAP and Crisis Response Teams will continue to train in best practices for crisis intervention and providing clinical supports whenever possible. The site’s Wellness Center will continue to be available for all students, with appropriate strategies for Tier 1, Tier 2, and Tier 3 behavioral intervention. In PK, students will learn a variety of ways to self-regulate as modeled in books, cool-down kit, and providing an array of sensory experiences.</td>
<td></td>
</tr>
</tbody>
</table>

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…)</td>
<td></td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have any questions or need further assistance, please reach out to the SFUSD Family Engagement Team. We are here to support you and your school community!
| Parent participation is very high in the JBBP bilingual pathway program. Parents contribute as volunteers in the classrooms, serve leadership roles in PTA, as well as PTCC (the JBBP program parent support group), School Site Council and other parent groups. Parent participation is lower in the general education program. Participation is greatest at family report card conferences and student-centered activities (i.e. Promotion ceremonies). In late February, school began formation of a AAPAC. | Increase parent participation of students in the general education program at school-related activities, events and functions. | Support a fully-functioning AAPAC, STEAM planning team will actively recruit parent volunteers for STEAM activities. The PK community will discuss merging the Raphael Weill CPAC with the Rosa Parks School Site Council. |
SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)
Allocation = $3,200

$1,800 - Substitute days so teachers for common planning time with regular education teachers. $1,800 - Supplies

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

Supplemental Concentration Grant-English Learner (SCG-EL) 07091
Allocation = $54,574

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

$36,927 - Bilingual Para - Para will support K and 1st grade English Learners in activities that support language acquisition and access to the core curriculum. $15,321 - Equipment - IPads will be purchased to support English Learners in kindergarten and the K-2 SDC classroom. The IPads will provide these students access to web-based tools that support achievement on ELD Standards. $2,275 - Supplies - Various supplies that support the curriculum delivered during the ELD block.

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

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation =

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

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

LCFF Concentration Grant (SCG-C) 07092
Allocation = $27,000

If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

$19,000 - Contract with Reading Partners - Reading Partners provides target reading intervention for under-performing students. $7,944 - Additional .125 FTE for Elementary Advisor. The Elementary Advisor implements various interventions specified in students' SAP and 504 action plans, including RtI crisis response. $55 - Supplies

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

Targeted Instruction Improvement Grant (TIIBG) 07040
Allocation = $169,448

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

$163,986 - Salaries will support class size reduction at 4th and 5th grades. $3,357 - Para - Para will assist students who are achieving below proficient on grade level standards in the district core curriculum. $2,105 - Supplies

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

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

**Title I =** (31500)

**How do you plan to use these funds?**

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

**1% Title I Parent Set Aside**

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.**

**Date your school’s Parent Involvement Policy was reviewed by your School Site Council:** 4/13/2017

**Select the Bryk Essential that most aligns to the use of these funds:**
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Impact & Innovation Awards =**

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

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

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

**How do you plan to use these funds?**

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

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

**Identify Sub-group & specific actions**

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td></td>
<td></td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.75</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**

Implementation of Readers and Writers Workshop Implementation of RtI Implementation of PBIS
## SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

| ☑ | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| ☑ | The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ☑ | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| ☑ | English Learner Advisory Committee (ELAC) |
| ☐ | Community Advisory Committee for Special Education Programs |
| ☐ | Other (list) |

<p>| ☑ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ☑ | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ☑ | The school held two (2) community meetings prior to the completion of the school site plan. |
| | 1. One meeting to gather input from the school community including all advisory committees. |
| | 2. One meeting to present plan upon its completion before March 24, 2017. |
| ☑ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: |
| ☐ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ☑ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ☑ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ☑ | This school plan was adopted by the SSC on: 3/23/2017 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darren Kawaii</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Lisa Tsukamoto</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Carol Fields</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Lewis Thompson</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Paul Moore</td>
<td>Parent/Chairperson</td>
<td></td>
</tr>
<tr>
<td>Angela Luscombe</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Patricia Phillips</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Nigussie Shayi</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Sylvia Williams</td>
<td>Parent</td>
<td>Community Member</td>
</tr>
<tr>
<td>Zach Jefferson</td>
<td>Parent/Alternate</td>
<td></td>
</tr>
<tr>
<td>Mike Kuniasvsky</td>
<td>Parent/Alternate</td>
<td></td>
</tr>
<tr>
<td>Gary Carter</td>
<td>Parent/Alternate</td>
<td></td>
</tr>
</tbody>
</table>