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 Weill 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.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school’s top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school’s top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, “what is the school mainly working on right now,” what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)
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 Budget 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.

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 2015-2016 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). 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 25, 2016.
### 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 2016 in alignment with the release of any additional data and final budget allocations.

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

### 3. Budget
- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

### 4. Title I Parent Involvement Policy*
- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.*
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/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
</table>
| Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate | 2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task |
| CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance) | • Instructional Core: ELD | Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels |
| SQII 2014-15 (SQII Performance, definitions, thresholds and targets) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate  
• College and Career Readiness | Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets |
| Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas) | • Instructional Core: ELA, Math, Other Subject Areas  
• College and Career Readiness | Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average |
| College Readiness School Profile** (Performance on college readiness indicators) | • College and Career Readiness | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores |

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 Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
## SECTION III: School-Wide Analysis and Plan

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

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

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

### Strategies in Action: Classrooms

**School Plan**

**Instructional Core / Engaging and Challenging Curriculum**

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
<tr>
<td>Overall, student ELA achievement in 2015-16 is similar or slightly lower than 2014-15. 2014-15 SBAC results were strong (Index Level 10/10). Midyear IAB-ELA, F&amp;P, and SRI metrics indicate scores at or above the district category for most grade levels and subgroups. However, the Midyear Acceleration Chart shows lower than expected change for nearly all grades and subgroups. One important contributing factor was class size increases. 4th and 5th grade classes doubled in size due to a reduction in available QEIA funding. In addition, there was an enrollment increase in general education K-3 classes. The GE strand uniformly and historically scores lower than our bilingual pathway program due to the greater number and density of incoming Tier 2-3 students. Since GE is now close to capacity, this year’s summary data should provide a more reliable baseline for measuring growth. Nearly all teachers have participated in training in Writers Workshop. In PK, PALs scores indicate Raphael Well PK students scoring far above the district average in all eight domains tested. The lowest scoring areas on the DRDP were Interest in Literacy and Phonological Awareness.</td>
<td>Rosa Parks Elementary will remain at Index Level 10 on the SQII and show an increase in the percentage of students meeting grade level standards in this academic domain. The percentage of students who meet or exceed Standards will be “at or above” the district average at all grade levels on the following interim assessments: F&amp;P, SRI, and IAB-ELA. The percentage scoring proficient on the IWA will be above the District average. The ELA Acceleration value will show a “positive change” at each grade level. At PK, the percentage of students scoring in the developmental range will increase in Print &amp; Word Awareness and Nursery Rhyme Awareness. The percentage meeting/exceeding expectations, as measured by the DRDP, will increase for Interest in Literacy and Phonological Awareness.</td>
<td>Teachers will use the SFUSD ELA PK-12 Core Curriculum’s Scope and Sequence with embedded Common Core State Standards (CCSS). Teachers will embed CCSS shifts in alignment with the intended instructional purpose into the collaboratively generated curriculum maps, unit plans, and lesson plans. Teachers will use Fountas &amp; Pinnell, District Interim Assessments and district wide Integrated Writing Assessment (IWA). The ELA focus will be: 1. fidelity and consistency of Writers Workshop implementation across all grade levels; 2. increasing implementation of Readers Workshop strategies across all grade levels; 3. professional development, collaboration activities, and ongoing support on Writers and Readers workshop, as well as other comprehensive approach to literacy strategies, will be facilitated by the IRF and/or a literacy coach; 4. Expanding STEAM in all classrooms, with an emphasis in the general education strand. At PK, teachers will continue working with the District coach on action plan items identified by most recent PALs and DRDP results.</td>
</tr>
</tbody>
</table>
SBAC Results- The 2016 overall % proficient would have still been at Level 10 using the 2015 SQII metric. Therefore, targets could be any % proficient increase, overall and at each grade level 3-5, above 2016 scores. However, Rosa Parks has historically scored above the district average on State testing. Taken together, minimum targets can be set, as follows: Overall: >50.5% proficient 3rd Grade: >47.6% proficient 4th Grade: >54.7 proficient 5th Grade: >63.2% proficient The key is to maintain high performance in the bilingual pathway program while raising achievement in the general education strand. Mid-Year Growth: This report will indicate uniform positive growth on all district assessments, across all grade levels.

Based on current capacity and efficacy of individual teacher practice, as well as opportunities for continued professional development, fidelity of implementation of both Writer's Workshop and Reader's Workshop strategies will be evidenced by the end of 2016-17. English-Only students during the ELD block will provide additional review and reteaching, during their English Language Enrichment block, on key ELA Standards tested on the SBAC. Teachers, in their grade-level teams, will continue to look at alignment of curriculum and instruction with the district formative assessments (F&P, RI, IAB, Math Milestones). Students will be provided more access to computers, through use of the mobile laptop carts and expanded computer lab, for a variety of student-centered ELA tasks that enable students to demonstrate the full range of their knowledge of grade-level standards. (1) The Instructional Leadership Team will be further developed throughout the school year, in collaboration with LEAD, so systems and structures that support cohesion and consistency in implementation of the identified instructional shifts will be established and strengthened. (2)

<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>Students participating in LLI or Reading Partners will demonstrate accelerated gains on F&amp;P and SRI.</td>
<td>For students performing below grade level, one or more of the following will be provided: 1. Leveled Literacy Intervention (LLI) by a Reading Intervention Teacher; 2. Individual and small group support from a Reading Partners tutor; 3. Additional guided reading by the classroom teacher or para.</td>
<td></td>
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</tbody>
</table>
We expect that effective intervention will increase the % of students scoring at Meets of Exceeds Benchmark/Proficient, and decrease the % scoring at Not Yet Met Benchmark/Below Basic. K-2 F& P Window 2 to Window 1 results show a slight increase in % Meets or Exceeds Benchmark in Grades K & 1. Grade 2 show a slight decrease. % in Not Yet Met Benchmark show decrease at Grades K & 1 and increase at Grade 2. SRI Window 2 to Window 1 results in Grades 3-5 show an increase in % Proficient and Advanced and decrease in Below Basic at all three grade levels. LLI pull-out for small group reading intervention began in late Fall. The target group was Grades 1, but services were provided to students in Grades K and 2 as well. Students receiving this intervention showed uniform and consistent improvement in their reading levels. Data provided by Reading Partners, which works across grade levels but has largest numbers in Grade 3 (17 students) and Grade 2 (10 students) shows strong average growth based on the STAR EL reading assessment). SFRBI, which worked exclusively in K and 1st Grade GE classes, produced positive growth with their pull-out students. The organization became defunct in December. The results from all three programs indicate individual or small group guided reading intervention is highly effective.

F&P and SRI results indicated the following: K-2 F&P- Comparison of Beginning of Year to End of Year Results: Grade K- 14% not yet met benchmark and 4% approaching benchmark reduced to 4% and 1% respectively. Grade 1- 23% not yet met benchmark and 19% approaching benchmark increased to 25% and 9% respectively. Grade 2- 38% not yet met proficient and 8% approaching benchmark reduced to 24% and 6% respectively. The conclusion is that at Grades K and 2, there was acceleration for some lower-performing students; whereas, at Grade 1, most lower performing students showed little or no acceleration. 3-5 SRI- 18% of students advanced from below basic to basic. 60% at basic advanced to proficient.

The goal is for at least 10% more students performing below proficient to demonstrate progress by cluster (Not Yet Met Standards/Below Basic to Approaching Benchmark/Basic, and the later to Proficient) on F&P and RI between beginning of year and end of year assessments. Mid-Year Growth: This report will indicate uniform positive growth on all district assessments, for students scoring in the intensive/below basic and strategic/basic bands.

In addition to instructional shifts listed above: Grade-level SAP will be conducted periodically during the year, utilizing the IRF and School Social Worker, in order to address intervention strategies for individuals, particularly in the 4th grade (last year’s 3rd graders). Reader’s and Writer’s Workshop: provide training and implement effective conferencing strategies during daily independent reading and writing time. Students will be provided access to web-based early literacy development programs, such as Myon and Reading A-Z.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American subgroup will improve from Index Level 7 to Level 8 on the SQII and show an increase of at least 5% in the percentage of students meeting grade level standards in this academic domain. The achievement gap between the African American and EL subgroups and the overall school average will decrease on the following interim assessments: F&amp;P, SRI, and IAB-ELA. Students identified utilizing NBC protocols will demonstrate accelerated achievement gains on SBAC and District interim assessments and authentic student work samples.</td>
<td>1. Utilize National (Teacher) Board Certification protocols - description, analysis, reflection - with identified African American and English Learners. Progress monitoring will be ongoing, Teachers who participated in certification this year will instruct other staff on these protocols through PD and collaboration activities. 2. Teachers will continue to implement culturally-responsive pedagogy using AEMP strategies, including tiered vocabulary, code-switching, and frequent opportunities for project-based learning (e.g. STEAM) and presentations.</td>
<td>1. Utilize National (Teacher) Board Certification protocols - description, analysis, reflection - with identified African American and English Learners. Progress monitoring will be ongoing, Teachers who participated in certification this year will instruct other staff on these protocols through PD and collaboration activities. 2. Teachers will continue to implement culturally-responsive pedagogy using AEMP strategies, including tiered vocabulary, code-switching, and frequent opportunities for project-based learning (e.g. STEAM) and presentations.</td>
</tr>
</tbody>
</table>
Based on 2014-15 SBAC results, African American students and English Learners subgroups were the lowest performing subgroups (Index Levels 7/10 and 7/10, respectively). They are also the two largest subgroups. There was also a significant achievement gap to Overall - Meeting/Exceeding Standards: -31% for AA, -34% of EL. The White and Multiple Races subgroups score highest against the Overall on both assessments. According to the Midyear Performance Metrics, the achievement gap to Overall is large for AA (IAB: -35.8%, F&P: -19%, Writing Task: -11.2%) and variable for EL (IAB: -18.7, F&P: -9%, Writing Task: -16.7%). The White and Multiple Races subgroups continued to score highest against the Overall on all three assessments. There was a decrease in the number of EL students gaining at least one proficiency level on the annual CELDT. This total number was below the District’s target, as was the percentage of ELs attaining English Proficiency. Teachers identified one to two AA and, in a few classes, EL students as focal students, whose progress they would monitor closely for the purpose of adjusting instruction or modifying curriculum. Results for these students are consistent with the general progress of each subgroup.

End of year results indicated the achievement gap widened in comparison to the previous year.

Same as above. Mid-Year Growth: This report will indicate uniform positive growth on all district assessments, for the African American and English Learner subgroups.

In addition to the instructional shifts listed above: A problem of practice will be developed, implemented (by each grade level team), monitored, and assessed by the Instructional Leadership Team, focusing raising achievement of the African American subgroup. Cross-reference “at promise” students with list of students with chronic absenteeism and excessive truant tardies. Provide incentives to improve attendance. Establish constructive dialogue with local community organizations to identify and address the underlying causes of lower academic performance by these subgroups.

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?

**Analysis of Results Mathematics-All Students**
In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

Rosa Parks Elementary will remain at Index Level 10 on the SQII and show an increase in the percentage of students meeting grade level standards in this academic domain. The percentage of students who meet or exceed Standards will be "at or above" the district average at all grade levels on the following interim assessments: IAB-Math. The Math Acceleration value will show a "positive change" at each grade level. At PK, DRDP scores will show a higher percentage of students scoring at meeting/exceeding expectations in Number Sense of Math Operations.

**Based on the analysis of the results, what are your targets/performance goals?**

**What instructional shifts will be required to achieve these goals?**

WASC Ch.5

Teachers will use the SFUSD Math Core Curriculum that is built upon the Common Core State Standards. Teachers will use best practices that involve shared sense-making within a community of learners, including discourse and facilitated group work. Teachers will use District Interim Assessments (i.e. Math Milestones) to determine how students are learning the core concepts and skills of the predetermined units, K-Grade 5. The Math focus will be: 1. Planning and leading Math Talks; 2. Utilizing math centers; 3. Re-engaging by examining the task from a different perspective; 4. Breaking down word problems into intelligible parts. 5. Increase computer literacy with mathematics, K-Grade 5. 6. Expanding STEAM in all classrooms, particularly the GE strand. At PK, teachers will continue working with the District coach on action plan items identified by most recent DRDP results.
Overall, student Mathematics achievement in 2015-16 is similar or slightly lower than 2014-15. 2014-15 SBAC results were overall strong (Index Level 10/10). Overall score was slightly above the district average. Midyear IAB-Math metric indicate scores below the district average. On the Math Task, with the exception of K, grade level scores are below, and at Grades 2, 3, and 5, far below the district average. The Midyear Acceleration Chart, shows "0" change across grade levels; whereas, we may have expected a negative change. In conclusion, the data indicate a large percentage of students (45-55%) are not meeting or exceeding grade-level proficiency, across grade levels. The significance is that this range has stayed relatively constant over several years, using different state and district assessments, which indicates a need for 1) basic procedural and conceptual understanding, and 2) more practice performing the types of tasks found on these assessments. At PK, DRDP results indicate the lowest area was Number Sense of Math Operations.

**SBAC Results-** The results closely resembled ELA. The percentage of students scoring proficient dropped significantly- 53.7% to 45.5%. Third grade had the largest drop- 57.6% to 38.3% (-19.3 percent). 4th made a marginal gain (50.0% to 54.0%). 5th grade also dropped (53.3% to 46.6%). The same conclusions from ELA apply here.

In addition to the instructional shifts listed above, a STEAM lab will be created and equipped so students can fully engage in interdisciplinary projects, particularly in our general education strand; so, students with lesser access to learning-rich resources have greater opportunities to develop 21st century skills. Implementation school-wide of high fidelity signature strategies (Math Talks, 3 Read Protocol, Participation Quiz) will be a priority. (1) and (2) under ELA also pertain here.

**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>On the Math IAB 2 to 1, the % correct (61.4% to 60.4%) and the % scoring at Mastery (57.5% to 58.2%) was almost the same. On Math Milestone Spring to Fall, scores at Grades K, 3-5 showed increase in % Mastery and similar achievement in Grades 1-2. These scores would indicate that more targeted math intervention across all grade levels, but particularly at the earlier grades, is especially needed.</td>
<td>Students participating in small group tutoring and the piloted web-based adaptive mathematics program will demonstrate accelerated gains as measured by Milestone tasks.</td>
<td>1. Individual and small group tutoring with volunteers and community-based organizations; 2. Pilot a web-based adaptive mathematics program like Dreambox. 3. Teachers will create ROCIT targeted instructional groups by performance level, plan differentiated learning opportunities, and use scaffolding strategies.</td>
</tr>
<tr>
<td>See ELA. Results were similar.</td>
<td>Mid-Year Growth: This report will indicate uniform positive growth on all district assessments, for students scoring in the intensive/below basic and strategic/basic bands.</td>
<td>Grade-level SAP will be conducted periodically during the year, utilizing the IRF and School Social Worker, in order to address intervention strategies for individuals, particularly in the 4th grade (last year's 3rd graders). Grade level teams will identify additional measures for accurate progress monitoring.</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></td>
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</tbody>
</table>
The achievement gap on the 2014-15 SBAC was large for AA and EL subgroups to Overall (AA: -42%, EL: -18%). The large achievement gaps on the Midyear Performance Metrics persist: IAB Math- AA: -29.9%, EL: -20.9%; Math Task- AA: -21, EL: -11.9%. Achievement gains in mathematics and Language Arts are similar for the one to two AA or EL focal students selected by teachers for closer monitoring and adjustment/modification. This data confirm the need for prioritizing Tier 2 math intervention in 2016-17.

African American subgroup will improve from Index Level 1 to Level 4 on the SQII and show an increase of at least 5% in the percentage of students meeting grade level standards in this academic domain. The English Learner subgroup will improve from Index Level 9 to 10 on the SQII and show an increase of at least 5% in the percentage of students meeting grade level standards in this academic domain. The achievement gap between both the African American and EL subgroups and the overall school average will decrease on the SBAC and the following interim assessments: IAB-Math. Students identified utilizing NBC protocols will demonstrate accelerated achievement gains on SBAC and District interim assessments and authentic student work samples.

1. Utilize National (Teacher) Board Certification protocols - description, analysis, reflection - with identified African American and English Learners. Progress monitoring will be ongoing. Teachers who participated in certification this year will instruct other staff on these protocols through PD and collaboration activities. 2. Teachers will continue to implement culturally-responsive pedagogy using AEMP strategies, including tiered vocabulary, code-switching, and frequent opportunities for project-based learning (e.g. STEAM) and presentations.

See ELA. The results were similar.  

Mid-Year Growth: This report will indicate uniform positive growth on all district assessments, for African American and English Learner subgroups. See ELA.

**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)**?

### Analysis of results (including CELDT, F&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.

### Based on the analysis of the results, what are your targets/performance goals?

The percentage of English Learners in both the Less than 5 Years Cohort and the 5 Years or More Cohort will exceed the District targets (30.4% and 52.8%, respectively).

### What interventions are required to ensure all students reach mastery?

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: 1. Continued use of daily, 30-minute EL block; 2. Continued use of Structured Language Practices (tum and talk, pair-share, lines of communication) throughout the instructional day; 3. Targeted reading intervention with Reading Partners; 4. Early literacy development support at kindergarten with bilingual para; 5. Continued support of bilingual pathway program, including the overlap of the program’s curricular objectives and ELD/ELA Core Curriculum Standards.

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

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Participation in STEAM activities will increase with each planned activity or event.</td>
<td>Teachers in the GE strand will continue developing the vision, goals, and learning objectives for STEAM activities. Consultant services will be sought to deepen and enrich the student learning experiences. Equipment and supplies will be made available for students to fully access STEAM activities schoolwide.</td>
</tr>
</tbody>
</table>

This year’s Balanced Scorecard detailed 2015-16 as a planning year for STEAM implementation in our GE strand. Teachers researched and also met regularly to begin formulating a vision, goals, learning objectives, and a list of necessary resources. A pilot activity - a Maker’s Fair - was initiated in March 2016.

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

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

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

### Narrative describing college going culture

(Using indicators suggested above)

**What are your targets/goals?**

**What shifts will be required to achieve these goals?**

---

**Elementary Schools**

What is your plan for promoting college and career readiness?

We will continue our long-standing partnership with local universities, such as USF and San Francisco State. We will continue our close association with the Japanese Consulate, whose frequent participation in JBBP activities and events helps students develop a global perspective. We plan to expand our connection with the district’s Salesforce-Circle the Schools initiative.

### 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. Teacher 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.)</th>
<th>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 Workshop Math Intervention - differentiation and grouping strategies, web-based acceleration programs</td>
<td>Site Funded Sub Release Site Funded Extended Calendar Prop A</td>
<td></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 (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

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

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

**School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>SPED teacher-Classroom teacher communication and collaboration is maximizing mainstreaming opportunities. All referrals from the SAP-SST process have resulted in students meeting eligibility criteria.</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. Teachers will follow any new design features of the site’s SAP-SST process. Continue to educate parents in the SAP-SST process and SPED eligibility requirements.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>The 2015 SQII score for Chronically Absent was a Level 3 for all students and Level 1 for the African American group. The Chronically Absent data showed no overall improvement during the 2015-16 school year, despite concentrated efforts, increased positive incentives, and a greater number of Truancy Letters and SARB referrals. Available resources were directed primarily towards Tier 1 A (0-5% absent), Tier 2B (15%-20% absent), and Tier 3 (&gt;20% absent) students. There was an increase in perfect attendance (Tier 1A), but little evidence of impact on Tier 2B/Tier 3 students.</td>
<td>The number of students identified as Chronically Absent will be reduced by 50%.</td>
<td>The SART team will focus on Tier 1B (5%-10% absent) and Tier 2B (10%-15% absent) with their incentives and outreach efforts. Individualized attendance goals and incentives will be designed and provided.</td>
</tr>
<tr>
<td>School Climate</td>
<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. 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.</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.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative describing Parent-School-Community culture</td>
<td>Increase parent participation of students in the general education program at school-related activities, events and functions. Engage parents in volunteer roles for STEAM activities. Increase parent participation of Raphael Weill PK students at Rosa Parks schoolwide activities and events.</td>
<td>STEAM planning team will actively recruit parent volunteers for STEAM activities. Strategically utilize our Family Liaison to continue to engage families and disseminate information.</td>
</tr>
</tbody>
</table>

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 greater at family report card conferences and student-centered activities (i.e. Promotion ceremonies).
**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.

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,700</td>
<td>$2,000 - Substitute Days - 2 days/year for each of the four SPED teachers. Purpose: to participate in grade-level and/or department collaboration activities, which may include lesson planning, peer observation, or lesson study. $700 - supplies to support each of the two SDC classrooms, the speech room, and a resource room.</td>
</tr>
</tbody>
</table>

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 = 46,982

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

$25,898 will fund a .5 FTE bilingual classroom para, who will support ELD standards instruction in Grades K-1. $18,986 will fund, if available, a .2 FTE literacy specialist who will coach teachers on curriculum development and implementation of best practices specific to ELD standards; if not, the funds will be used to augment materials that support second language learners in Reader's Workshop, Writer's Workshop, and/or STEAM activities. $2,000 will be contributed towards the contract with Reading Partners, the consultants who will provide Tier 2 reading intervention to ELs, Grades K-5. $98.45 will be available to contribute towards supplies that support the ELD instructional 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 = 0

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

N/A

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = 15,000

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?

$7,652 will be used to add a .125 FTE to the MTSS-allocated Elementary Advisor, who provides direct services and support to at-risk students. $3,500 will be used to contract with Aspirinet (Experience Corp), which provides volunteers who tutor students in the classroom. $3,500 will be used for a web-based math intervention program, such as Dreambox or Study Island. $348.26 will be used to purchase supplies to support the site's Wellness Center (SEL).

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 (TIBBG) 07940

Allocation = 188,276

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

$183,922 will be used for classroom teacher salaries, which enables class sizes at Grades 4-5 to average <25 students/class. $4,353.89 will be available for instructional supplies to support the site's developing STEAM initiative (see Other Subject Areas above).

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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>75,036</th>
</tr>
</thead>
</table>

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

$51,796 will be used to support two (2) .5 FTE classroom paras, who will assist underperforming students in ELA and Math standards. $16,000 will be used for the contract with Reading Partners, the consultants who will provide Tier 1 reading intervention to students reading below grade level. $1,354.91 will be used for supplies to support implementation of school-wide PBIS. $5,944 will be used for instructional materials to support Reader’s and Writer’s workshop and STEAM materials.

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: 758**

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.

$758 will be available for supplies to support parent workshop activities provided by the family liaison.

**Date your school’s Parent Involvement Policy was reviewed by your School Site Council:** 4/17/2016

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

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

### Impact & Innovation Awards = 0

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

N/A

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

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

### Principal's Innovation Fund: 0

(For Middle Schools and PK-8 Schools as applicable)

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

N/A

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

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

### Equity Grant = 0

(as applicable 16-17)

**Identify Sub-group & specific actions**

N/A

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

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

### QEIA Carryover = 0

**How do you plan to use these funds?**
See Other for TIIG Carryover Funds.

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

Other (PTA, external sources, School Quality Pairing/CoP work) = 27,685

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

These are TIIG Carry-Over funds. They are equivalent to unspent QEIA funds from 2015-16. $14,946 will go towards a Playworks contract (the remainder from WSF-Unrestricted). $3,000 will go towards stipends for the clerks, in order to assist with clerical functions and technology support connected with our BSC instructional shifts. The remaining $9,949.61 will be used to for instructional materials needed for implementation of Reader's and Writer's Workshop and STEAM.

<table>
<thead>
<tr>
<th>Select the Bryk Essential that most aligns to the use of these funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
</tr>
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<td>☐ Professional Capacity (LCAP Priorities: Basic)</td>
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<tr>
<td>☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
</tr>
<tr>
<td>☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
</tr>
</tbody>
</table>
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></th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</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:

Social Worker- Coordinate SAP and 504 Teams; participate on RtI team; participate in SSTs and IEPs; oversee SEL supports such as the Wellness Center, boys and girls groups, and mentoring; and, oversee America Healthy Choices, as well as social worker interns. Elementary Advisor- direct services and support to at-risk students; participation on SAP and SART teams; and, member of Crisis Response Team. IRF- coaching in Tier 1-2 best practices and curriculum development in ELA and Math; test coordination and data management for CELDT, SBAC, and district interim assessments; participation on SAP and 504 teams and SSTs and IEPs; and, participation in STEAM initiative. Family Liaison- coordinate parent outreach and parent education, particularly EL families; service and support for families, including after-school programs; and, participation on SAP and 504 teams.
**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:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td>✔️</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
</tr>
<tr>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td>✔️</td>
</tr>
<tr>
<td>☑️ English Learner Advisory Committee (ELAC)</td>
<td>✔️</td>
</tr>
<tr>
<td>☑️ Community Advisory Committee for Special Education Programs</td>
<td>✔️</td>
</tr>
<tr>
<td>☑️ Other (list)</td>
<td>✔️</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
</tr>
<tr>
<td>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.</td>
<td>✔️</td>
</tr>
</tbody>
</table>
| 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 25, 2016. | ✔️     |
| 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: 2/20/2016 | ✔️     |
| For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. | ✔️     |
| Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. | ✔️     |
| Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. | ✔️     |
| This school plan was adopted by the SSC on: 9/22/2016                     | ✔️     |
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Jacobsen</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Nancy Yamamoto</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Lisa Tsukamoto</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Carol Fields</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Sekani Moyenda</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Lewis Thompson</td>
<td>Other Staff</td>
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</tr>
<tr>
<td>Paul Moore</td>
<td>Parent/Chairperson</td>
<td></td>
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<tr>
<td>Gary Carter</td>
<td>Parent</td>
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<tr>
<td>Angela Luscombe</td>
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<tr>
<td>Patricia Phillips</td>
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</tr>
<tr>
<td>Nigussie Shayi</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Teanna Tillery</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Zach Jefferson</td>
<td>Parent/Alternate</td>
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