

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

2018-2020 Balanced Score Card: A Two-Year Single Plan for Student Achievement

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| School | Lafayette Elementary School |
| Principal | Jacob Hodgson |

SCHOOL VISION & CONTEXT

Lafayette Elementary School is an exceptionally diverse community. At last count there were 23 home languages spoken and representation from over 35 countries. 35% of the school population is socio-economically disadvantaged. These students are eligible for free and reduced lunch and have priority to enroll in the Richmond District After School Collaborative created to support and enrich the lives of disadvantaged families and youth. Lafayette serves a high number of English Language Learners. Current numbers indicate that EL students make up 22% of the school population. Lafayette no longer has a Bilingual Education Program, but Cantonese families still make up around 21% of our student population. Our school also serves a high number of students with special needs and disabilities. 15% are currently receiving Special Education services. We are now a designated magnet school for pre-k through fifth grade hearing impaired students. Many of these Deaf and Hard of Hearing (DHH) students are in our inclusion program and are a part of the general education classes. Other DHH students are in classes with small class sizes, but regularly integrate into the general education classroom during the school day. Our students learn through direct engagement the importance of compassion and inclusive practices. In the last few years Lafayette has made strides working with these subgroups. Serving these subgroups remains our largest challenge. Over the years, Lafayette Elementary has been awarded and honored for academic excellence and achievement. Our school is twice a recipient of the California Distinguished School Award. Lafayette has also received the Title 1 Academic Achievement Award and the STEM Special Designation Award for excellence in Math and Science. Lafayette Elementary was recognized as a Blue Ribbon School during the 2016-17 school year. Technology in education is one focus for our teachers and staff. Technological literacy will play an integral part in the lives and professions of our students. We are committed to reaching all learners by finding innovative ways to integrate technology into the curriculum as we prepare them for careers in the 21st century. Parents and families are invited into our school community as partners. The Parent Teacher Association is extremely active and supportive. The PTA is increasingly involved in promoting visual arts and performing arts to our school. This high level of engagement fosters a friendly, positive, and rich environment for students at Lafayette School. Lafayette Elementary School provides a comprehensive curriculum stressing academic excellence and social emotional development for our diverse student population. Lafayette teachers focus on high student engagement, academic conversations and creating a student centered learning environment. Teachers assess student-learning needs and then develop plans to move these students into proficiency with regards to English, language arts, and mathematics. Lessons have open-ended responses in order to meet the students at their educational levels. The staff collaborates to develop universally designed instruction and build assessable scaffolds for our students. Student-centered learning structures and a focus on academic conversations provide students with support, encouragement, and challenges that inspire all to become better individuals in life.

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: **(500 words maximum)**

- **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

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 2018-2020 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 **2018-2019** 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).

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* as well as for the Local Control Accountability Plan (LCAP).

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.

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (<https://district.sfusd.edu/dept/rpa/ao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "**####_Mid-Year_Summary_2017-18**". This folder includes the following reports:

| Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/ao/DataDisk/ | Contains data for the following Strategies in Action | Data in Report |
|---|--|---|
| Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math | 2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016) |
| F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA | Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure |
| Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math | Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level. |
| Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison) | <ul style="list-style-type: none"> ▪ Student-Centered Learning Climate | 2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016) |
| CA Dashboard Report (New California Accountability System, documentation/overview included) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness | The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts. |
| Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas) | <ul style="list-style-type: none"> ▪ 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: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10 | <ul style="list-style-type: none"> ▪ College and Career Readiness | Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students |
| Illuminate Report Lists for Fall and Spring | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate | Direct links to summary and list reports at the student level to take a deeper dive into your results |
| NOTES: <ul style="list-style-type: none"> ▪ 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 groups. ▪ Refer to Illuminate Report List to link to student level data | | |

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 2016-2019 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

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

To ensure access to the core curriculum for all students and for them to demonstrate proficiency on benchmark assessments and year end summative assessments, Lafayette will focus on students receiving Special Education Services (15%), English Language Learners (22%), Latino (14%) and Economically Disadvantaged Students (25%).

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 Language Arts-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. WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional practices are required to ensure all students reach mastery? | What instructional shifts will be required to achieve these goals? WASC Ch.5 |
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| | Our goals is to have 80% of Lafayette 3-5 grade students meet or exceed benchmarks on the Scholastic Reading Inventory. Lafayette will raise holistic scores among subgroups (ELL and SPED) to narrow the achievement gap (>10%) when compared to overall student scores at our school. Lafayette goal is to raise proficiency to 80% school wide with subgroups achievement gap having less than a 15% discrepancy. Our goal is to raise Integrated Writing Score for third grade students to an average of 3.4, with 75% approaching or meeting standards. | | |

In the Integrated Writing Assessment, Lafayette's third grade proficiency rate was 32% proficient, fourth grade was 37% proficient and fifth grade was 56% proficient. Comparatively SFUSD's proficiency on the IWA is 23%, 34% and 35%, respectively. Lafayette's focal students scored higher than District averages in all sub groups. Our SPED students scored 39%, ELs scored 12%, Latino students scored 38% and low socioeconomic students scored 32% proficiency. In comparison, the District scores for the same sub groups were 10%, ELs scored 9%, Latino students scored 18% and low socioeconomic students scored 25% proficiency rates. The results of the 2016-17 Smarter Balanced Assessment in English Language Arts indicates that 75% of all grade 3 through 5 students are meeting benchmark proficiency standards. The results of the 2017-18 Smarter Balanced Assessment in English Language Arts indicates that 76% of all students grades 3 through 5 are meeting benchmark proficiency. Third grade proficiency went from 73% in 2016-17 to 69%. Comparatively, SFUSD was 52%. Fourth grade ELA proficiency went from 71% in 2016-17 to 77% in 2017-18. Comparatively, SFUSD was 54%. Fifth grade ELA proficiency went from 81% in 2016-17 to 82%. Comparatively, SFUSD was 54%. 80% of our students not receiving SPED services are meeting or exceeding standards in English Language Arts. This is in comparison to the District's proficiency rate of 58% for students not receiving SPED services. Lafayette SPED students have had inconsistent results over the last four years. In 2014-2015, 36% of SPED students met proficient levels on the SBAC ELA. In 2015-2016, 57% of these students met proficient levels, a 21% gain. However, in the 2016-2017 school year, 47% met proficiencies. In the 2017-18 school year, 55% of students met proficiency. In 2017-18, SFUSD proficiency rates for SPED students were 19%. Lafayette non EL students are currently 82% proficient in English Language Arts. Comparatively, SFUSD's proficiency rate for non EL students is 63%. Conversely, 26% of our grade 3-5 EL students are proficient. Comparatively, SFUSD is 18% proficient. Our Latino students scored 77% proficiency on the ELA portion of the SBAC. Comparatively, SFUSD's Latino students as a whole scored 30% 64% of our Economically Disadvantaged students are meeting proficiency compared to 39% in the District. Our re-designated ELs are currently our highest performing subgroup in the school. 89% are meeting or exceeding standards.

Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research. Grade levels will use the Units of Study as a resource to support ELA work. Grade level teams will plan curriculum maps and unit plans aligned with the spirals and upload these working documents to the shared drive for specialists (special ed and literacy teams) to access. Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels using the Fountas and Pinnell Reading Assessment for grade k-2 and Reading Inventory for grades 3-5. Classroom teachers will use strategies such as interactive read aloud, close reading, use of visual supports (sentence frames, anchor charts), and constructive conversations to support students' reading comprehension and writing. Teachers will provide specific, individualized feedback on student work through conferring and guided reading. Students will use reading journals when appropriate to support students' reading comprehension and writing growth. Grade level teams will continue to analyze and act upon lessons learned from student work samples. Students must be assessed and have learning goals clearly articulated toward desired progress. Teachers need to create an action plan for students to reach their established student goals based on data collected from the assessments. Teachers and staff will collaborate in PLCs to examine results, bringing student data collected during the prior instructional period to determine progress and begin establishing individual student and whole class goals. Students are given post assessments to determine if progress was made on established goals. This assessment data sets the next cycle in motion. Students must be engaged in rigorous common core curriculum with coherently aligned supports and resources to execute the instructional strategies determined by these cycles of inquiry. Lessons must be Universally Designed for student accessibility.

Teachers and administration will keep track of EL progress and re-designate when students have met English goals, passed the ELPAC test in all areas at an early advanced level or higher, and maintain academic progress on report cards. Teachers will use F&P Benchmark Assessments as a universal screening assessment for grades K-2. Teachers will use data to inform unit planning and differentiate instruction. Teachers will continue to implement the Comprehensive Approach to Literacy. These practices include workshop strategies such as individual conferencing, small group instruction, interactive read aloud, and shared reading. 3-5 grade teachers will use SRI data to inform planning and differentiate instruction. Third grade teachers will plan writing units, assess student writing using the rubrics provided by administration and SFUSD, and differentiate instruction to address student writing needs. Teachers will focus on word choice, organization and providing reason and evidence from text. Teachers will continue to use the ELA Core Curriculum scope and sequences with embedded Common Core State Standards and writing spirals to guide instruction. Curriculum maps and unit plans will be developed by grade level teams to address areas of need and drive daily instruction. Teachers will continue to implement strategies that allow for more strategic individual conferencing and small group instruction within the classroom setting. Teachers continue to embrace the role of facilitator in the classroom. The emphasis remains on student centered learning activities in the classroom. In this role 90% of class time is student talk and 10% is teacher talk.

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?

| Analysis of Results for Language Arts- Intervention | Based on the analysis of the results, what are your targets/ performance goals? | What instructional shifts will be required specifically for your focal students to achieve these goals? |
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| <p>Smarter Balanced results still show Lafayette Special Education, English Language Learners, Latino and economically disadvantaged students out performing their district counterparts, but they are still achieving at a lower level than Lafayette as a whole. These subgroups are performing 20 points, 40 points, +1 points higher and 12 points lower, respectively, than the overall Lafayette proficiency level. 76 % of students are proficient school wide. 55% of SPED students, 26% of English Learners, 77% of Latino students, and 64% of economically disadvantaged students are proficient.</p> | <p>Our goal is for 65% of our Special Education students, 66% of our English Learners, 85% of our Latino students and 75% of our Economically Disadvantaged students meet or exceed standards in English Language Arts. At least 75% of our English Learner students will be re-designated based on CELDT, SBAC and classroom performance. Our goal is for 65% of our Special Education students, 75% of our English Learners and 75% of our Economically Disadvantaged students meet or exceed standards in English Language Arts. At least 75% of our English Learner students will be re-designated based on ELPAC, SBAC and classroom performance.</p> | <p>Smarter Balanced results still show Lafayette Special Education, English Language Learners, Latino and economically disadvantaged students out performing their district counterparts, but they are still achieving at a lower level than Lafayette as a whole. These subgroups are performing 20 points, 40 points, +1 points and 12 points lower, respectively, than the overall Lafayette proficiency level. 76 % of students are proficient school wide. 54% of SPED students, 26% of English Learners, 77% of Latino students, and 64% of economically disadvantaged students are proficient. Our goal is for 65% of our Special Education students, 75% of our English Learners, 75% of our Latino students and 75% of our Economically Disadvantaged students meet or exceed standards in English Language Arts. At least 75% of our English Learner students will be re-designated based on ELPAC, SBAC and classroom performance. Our goal is for 55% of our Special Education students, 75% of our English Learners and 75% of our Economically Disadvantaged students meet or exceed standards in English Language Arts. At least 75% of our English Learner students will be re-designated based on ELPAC, SBAC and classroom performance. Teacher will use guided reading, LLI kits, small group instruction, mini lessons, reading intervention strategies and academic conversations. Funds will be allocated for teachers to meet 3 times per year to evaluate student work and plan units of study to address areas of need. Teachers will implement Focused Action Plans for students that need the most support. This will be documented and tracked using bi-weekly collaboration with grade level peers. In September 2018, school-wide SST meeting convenes to create SST master schedule. Test data will be used to target areas of need and create targeted language arts interventions. Follow up school wide SST meeting will reconvene in May 2019 to plan student support and align supports for the 2019-2020 school year. Lafayette will train after school service provider staff members in Readers Workshop as well as other interventions to form leveled literacy intervention groups based on teacher input, RI results and F&P Scores to raise reading comprehension levels among our tier 2 students. Smarter Balanced results continue to show Lafayette Special Education and English Language Students outperform their district counterparts, but they are still achieving at a lower level than Lafayette as a whole. These subgroups are performing 10 or more percentage points below the Lafayette proficiency level. 75 % of students are proficient school wide. 55% of Special Education students, 26% of English Learners, 77% of our latino students, and 64% of economically disadvantaged students are proficient. Our goal is for 65% of our Special Education students, 75% of our English Learners and 75%, 75% of our Latino students and 75% of our Economically Disadvantaged students meet or exceed standards in English Language Arts. At least 75% of our English Learner students will be re-designated based on ELPAC, SBAC and classroom performance. Lafayette will continue to implement practices that will help our intervention subgroups</p> |

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| | | that will help our intervention subgroups achieve these goals. Teacher will use guided reading, LLI kits, small group instruction, mini lessons, reading intervention strategies and academic conversations. Funds will be allocated for teachers to meet 3 times per year to evaluate student work and plan units of study to address areas of need. Special education teachers will push into classrooms to co-teach with general education classroom teachers on a daily basis. Special Education teachers and classroom teachers will be allocated in school collaboration times to design affective lessons that emphasize best practices to support students of all levels. |
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MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

To ensure access to the core curriculum for all students and for them to demonstrate proficiency on benchmark assessments and year end summative assessments, Lafayette will focus on students receiving Special Education Services (15%), English Language Learners (22%), Latino (14%) and Economically Disadvantaged Students (25%)

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. WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional practices are required to ensure all students reach mastery? | What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5 |
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| | While Lafayette Elementary School targeted scores of 80% proficiency on all end of the year scores, we achieved 74% falling 6% below our goal. Our goal is for 80% of Lafayette students to meet or exceed standards on the Smarter Balanced assessment in mathematics for the 2018/19 school year. This target would be consistent with scores attained by our students in 2016/17. | | Staff will continue to implement SFUSD Mathematics Units of Study. Teachers will continue to use the SFUSD Math Teaching Toolkit to move deeper into the content. Teachers will implement teaching practices that promote inquiry-based activities, problem solving, higher order questioning and engagement strategies. Classroom teachers will facilitate math talks, implement the three read protocol, and provide anchor charts and sentence starters to help engage students in academic conversations that promote mathematics comprehension. Teachers will administer the IAB and milestone tasks as ongoing assessments for instruction and learning. Teachers will use data to inform future instruction and create meaningful math activities that promote rigor and critical thinking within the math standards. The assessments utilized by our teachers, District and state are directly aligned with the curriculum and will support students in mastery of the concepts by informing instruction. Students will use math journals. Teachers will provide feedback on student work documented in the journals. Lafayette will continue to partner with Washington High School and the Athletes in Mathematics Succeed to provide Mathematics mentoring to our students. |

Lafayette Elementary School utilizes several Interim District Assessments to formatively assess students on an ongoing basis. These assessments are called the Math Benchmark /IAB and the Math Task. They are used by the teacher to gauge progress and inform instruction. The Math Task is the academic indicator we use in grades kindergarten through second for this document. We utilize the SBAC math scores as our indicators of proficiency in grades three through five. One assessment is formative, while the latter is summative. On the 2017 Smarter Balanced Assessment 74% of our students met or exceeded standards, on the 2017/18 Assessment 74% met or exceeded standards. In comparison with SFUSD's SBAC, Math scores were 52%. Third grade proficiency went from 74% in 2016/17 to 71%. Comparatively, SFUSD was 57%. Fourth grade math proficiency went from 74% in 2016/17 to 78%. Comparatively, SFUSD was 52%. Fifth grade math proficiency went from 74% in 2016/17 to 72%. Comparatively, SFUSD was 46%. This year 57% of our SPED students met or exceeded standards. This is an increase of 4% from the previous year. SFUSD District SPED scores were 21% proficiency. In the most recent SBAC scoring, 34% of our EL students were meeting or exceeding standards. This is a 14% decline from the previous year's results. Comparatively, SFUSD proficiency rates for ELs were 25%. Latino students scored proficiency levels of 65%, which is up from 56% the prior year. SFUSD's proficiency scores for Latino students were at 25%. Lafayette's economically disadvantaged sub group scored proficiency levels of 60%, which is down 1% from the year before. SFUSD's average proficiency for SES students was 21%. This data tells us that while we are performing far above the District averages in math across all of our sub groups, we have shown some declines in comparison to our prior year's data, when looking at the SBAC scores from 16/17 to 17/18.

Staff will continue to implement SFUSD's Math Units of Study. Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. Planning will include opportunities for vertical alignment/planning. Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, use of visual supports (sentence frames, anchor charts), use of manipulatives, and constructive conversations to support students' math comprehension. Students must be assessed and have learning goals clearly articulated toward desired progress. Teachers need to create an action plan for students to reach their established student goals based on data collected from the assessments. Teachers and staff will collaborate in PLCs to examine results, bringing student data collected during the prior instructional period to determine progress and begin establishing individual student and whole class goals. Students are given post assessments to determine if progress was made on established goals. This assessment data sets the next cycle in motion. Students must be engaged in rigorous common core curriculum with coherently aligned supports and resources to execute the instructional strategies determined by these cycles of inquiry. Lessons must be Universally Designed for student accessibility.

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

| Analysis of Results for Mathematics- Intervention | Based on the analysis of the results, what are your targets/ performance goals? | What interventions are required to ensure all students reach mastery? |
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| | At least 65% of our special needs and 65% of English Learners will meet or exceed standards on formative and summative assessments. This includes classwork, online coursework, IAB and SBAC data. We want to narrow the gap between these subgroups and our school wide achievement levels. Our goal is to shrink the performance gap to less than 10 percentage points among all subgroups. | |

Smarter Balanced results show Lafayette Special Education and English Learning Students outperform their district counterparts. These subgroups, however, are performing at least 9% and as much as 40 percentage points below the Lafayette proficiency level. 74 % of students are meeting or exceeding standards school wide. 57% of students with disabilities, 34% of English Learners, 65% of Latino students, and 60% of economically disadvantaged students are meeting or exceeding benchmark standards. Our greatest discrepancy between school proficiency and subgroup proficiency is our EL Subgroup. 34% of students in this subgroup are meeting or exceeding standards. Lafayette Initially Fluent English students are achieving higher proficiency levels than our re-designated EL students at the 3rd -5th grade level. 89% of our re-designated students are meeting standards, and 94% of our Initially Fluent English students are meeting standards at the upper elementary levels.

Classroom activities will focus on academic conversations, showing math thinking in multiple ways, finding multiple strategies to solve problems, and explaining their mathematical thinking in writing using vocabulary supports such as anchor charts and sentence frames. Teachers will implement co-teaching strategies to provide students with more opportunities to work with teachers in small group settings. Teachers will create strategic groups to meet the needs of students. Funds will be allocated for teachers to meet 3 times per year to evaluate student work and plan units of study to address areas of need. In September 2018, school-wide SST meeting convenes to create SST master schedule. Test data will be used to target areas of need and create targeted mathematics interventions. Follow up school wide SST meeting will reconvene in May 2019 to plan student support and align supports for the 2019-2020 school year. Students will use web-based programs Mathletics and Math Seeds for additional practice and targeted intervention. Teachers will use data to inform instruction and provide extra support in deficit areas. Teachers will use differentiated small group instruction to target instruction to support student needs. Lafayette will continue to use interventions listed above to achieve our goals. Teachers will continue to use differentiated small group instruction to target instruction to support student needs. Teachers will identify these students, create strategic learning groups, and plan class time for individual conferencing and targeted small group instruction. Teachers will use academic conversations to engage students, increase critical thinking fluency, and find multiple ways to approach a similar problem.

SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

| Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5 | Based on the analysis of the results, what are your targets/ performance goals? | What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5 |
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| Lafayette students are currently receiving science instruction with the use of the district provided Amplify curriculum. Teacher leaders support grade levels to implement curriculum with fidelity within and across grade levels. Staff develop thoughtful lessons that are aligned with the NGSS that provide activities and lessons that make the learning meaningful. Many of these lessons are aligned with math and ELA standards to help teachers create thematic lessons that support learning across the curriculum and therefore make it more meaningful to students. Lafayette also has a full time STEM teacher that supports teachers on an ongoing basis and provides one class session a week to all students. Integrated science experiences are reinforced and introduced with field experiences that build a shared background knowledge. | We expect students to perform above the district averages based on their assessment scores in other instructional areas. | We will align field trips and other learning experiences with curriculum in order to provide strong background experiences for all students. Our teachers will participate in ongoing science professional development provided by the district and lead science teachers. Administrators will provide time for teachers to collaborate and plan effective lessons using Amplify curriculum to meet the NGSS. STEM teacher will continue to teach one hour of science, technology, engineering and math aligned with standards in all subject areas. Teachers will be provided with online webinars and structured time to support their own learning in order to develop thoughtful and engaging lessons for our students. |

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

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

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

| Analysis of results (including ELPAC (formerly CELDT), F&P/RI 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. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5 |
|--|---|--|
| According to Fall 2018 ELPAC data, 47% of our English Language Learners are being re-designated, exceeding our school-wide goal by about 7%. Eighteen, or about 21% of our current kindergarten students are ELLs. | At least 40 % of our students receiving English language support will be re-designated by the Fall of 2019. | All ELL's will receive 30 minutes of designated ELD instruction at the beginning of each school day. Teachers will receive training on Wonders curriculum with support from Multilingual Pathways Department. A teacher-on-special-assignment will directly instruct one group during D-ELD. In addition an Elementary Advisor will support classrooms during D-ELD instruction. Integrated English Language Development lessons will be planned with intention. Teachers will continue to use sentence frames, graphic organizers, and linking prior knowledge to promote a student centered learning environment in which all students have access to the curriculum. Teachers will use structures talk-moves that go beyond turn and talk, so students can build-upon, challenge, or synthesize other's ideas. Teachers will use ELPAC, RI, F&P, IWA, SBAC data and informal observations to plan for relevant and intentional instruction. Staff will closely monitor re-designation paperwork and work with multilingual pathways to ensure that students are properly re-designated. |

HEALTH EDUCATION CORE CURRICULUM

| Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school. | Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year? | What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals? |
|---|--|---|
| | | Continue Positive Behavior Intervention Strategies in the classroom and on the playground. Continue Splash Awards, Core Value Awards, Tootle Tuesday, and Monthly Core Value Assemblies. Ensure each classroom have access to Second Step curriculum. Optimally each classroom will have its own set of materials. Continue the Lafayette Conflict Manager Program. Ensure that each conflict manager get appropriate training to perform their duties. Refresh all trained teachers in Restorative Practices. Train new staff or staff that has not been trained in restorative practices. |

The student results from the 2017-18 Social Emotional Learning survey shows the following indicators among our students: In the area of Growth Mindset, 69% of students responded favorably to possessing this attribute compared to 62% for all elementary schools. In the area of self-efficacy, 63% showed indicators for this attribute compared to 56% for all elementary schools. In the area of self management, 76% of Lafayette students possessed these self management skills compared to 70% for all San Francisco elementary schools. Social Awareness indicators were also above the district average. 72% of Lafayette students showed age appropriate social awareness compared to 67% for the District. In the 2017 -2018 school year Lafayette has had zero suspensions. Lafayette has had zero suspension in the last 5 years. In the 2017-2018 44% (11/25) classrooms had the 3 Be's posted in their classes. 44% (11/25) classrooms had student created hear feel see do posters. 56% (14/25) of classes had evidence of the PAX game. During a school data walkthrough in January of 2018, the following data was collected with regard to Lafayette rules, expectations, and the PAX good Behavior Game. Staff: School rules (what are Lafayette's 3 school expectations?): 71% (5/7) knew all three, 29% (2/7) knew 0 Did you teach the school rules this year?: 71% (5/7) taught, 14% (1/7) didn't, 1 NA Tootles (have you given any tootles out since we came back from break): 71% (5/7) no, 29% (2/7) yes Students: School rules: 5/21 knew all 3 expectations 2/21 knew 2 expectations 1/21 knew 1 expectation 13/21 knew 0 expectations Tootles (have you gotten a tootle since you got back from break?): 5/21 yes 15/21 no 1/21 I don't know

Lafayette's goals is to foster happy, healthy, peaceful and productive students that have the ability to self regulate, advocate for themselves, possess self efficacy skills and self management skills. All teachers will teach a second step social emotional development lesson every week. Grade levels will coordinate social emotional learning lessons. Lafayette currently ensures that all students receive access to social emotional learning curriculum from their classroom teacher, RSP co-teacher or school social worker. Teachers implement the PAX Good Behavior game beginning with teaching students the PAX kernels, creating a Hear Feel See Do poster, and playing multiple games throughout the school day. Students, teachers and staff use tootle notes to celebrate successes among classmates and staff. Restorative Practice is used to facilitate disagreements and solve conflicts between students. Positive behavior interventions and supports are implemented in each classroom to promote pro-social behaviors, academic success, and happiness. Classroom teachers focus on character education and growth mindset principles. Teachers understand that Character Strengths can be learned, practiced and cultivated. Teachers focus on the character strengths that show the most impact on academic achievement, success and happiness. These 7 character strengths are curiosity, self control, social intelligence, gratitude, enthusiasm, optimism, and perseverance. Every month teaches and administration hold Core Value Assemblies as we celebrate a Lafayette Core Value for each month of the year. Our Core values are Respect, Responsible, Compassion, Cooperation, Honesty, Kindness, Initiative, Friendship and Perseverance. On 25 Fridays of the year, administration presents splash awards to Lafayette students that have been selected by the classroom teacher. Selected Tuesdays throughout the year are Tootle Tuesdays. Teachers select tootles that students have written to each other. These Tootles are read aloud and both students are celebrated in front of the school during intake. Classroom teachers facilitate 20 health lessons throughout the school year. Social workers, classroom teachers, and representatives from safeandsound.org teach self advocacy and child safety lessons for each child in the school. Lafayette has 2nd through 5th grade conflict managers to help resolve conflicts that arise on the yard, in the cafeteria, and in the classroom.

VISUAL AND PERFORMING ARTS

| Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars. | What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide | What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
|---|---|--|
| | Lafayette will continue to offer VAPA experiences for all K-5 students. Lafayette will continue to increase the quality of our comprehensive arts program by ensuring that there are cross-curricular art projects and activities incorporated into the core subject areas at each grade level. | Lafayette will work with VAPA teachers to promote arts integration within the classroom. Arts teachers will work with classroom teachers to develop cohesive lessons and activities that promote integration of art into all subject areas. Staff will use Visual Thinking Strategies (VTS) with pictures, paintings, and representations across all subject matter in classroom activities. |

Lafayette continues to value a balanced learning elementary learning experience. Our classroom teachers, VAPA staff and parent community work together to promote an Arts program that helps students develop a positive sense of purpose, self and leadership. The Lafayette community believes that our balanced arts program helps promote collaboration among peers, and fosters the Lafayette core values including compassion, kindness, cooperation, perseverance, and friendship. In order to achieve these goals, our students participate in the following visual and performing arts programs: SFUSD VAPA visual arts lessons SFUSD VAPA music lessons SFUSD VAPA Instrumental lessons - 4th/5th grades

Lafayette collaborates with the following Visual and Performing Arts organizations to bring the additional arts into the classroom: SF Ballet SF Opera Aria SF Symphony Adventure in Music Program PTA funds and sponsors the following to enrich Lafayette's VAPA program: Art in Action - Parent led art lessons Artists in Residence including Capoeira, Dance, Poetry, and Art Field Trips - Visual and Performing Arts Lafayette Spring Musical Annual highlights of our VAPA program include The Lafayette Winter Song Festival, Multicultural Week/Black History Month performances, and the Lafayette Spring Musical. Additionally, some classes work directly with the SF Opera to create and Opera Aria in which students write the opera aria, create the music, make the props, build the sets, and then perform the Aria at the San Francisco Opera House.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

| Narrative describing site's vision for a balanced, comprehensive Physical Education program. | What are your targets/ goals? (Elementary, Middle, High) | What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
|--|--|--|
| <p>Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.</p> <p>Lafayette Elementary School supports a balanced approach to the elementary school experience. Physical education is equally important as academic, social/emotional, and enrichment learning for our students. All students at Lafayette School receive comprehensive physical education. Lafayette will ensure collaboration between classroom teachers and PE teachers to promote thoughtful planning and implementation of high quality physical education. Lafayette's focus on non-competitive, skill-based physical education promotes healthy self image, healthy lifestyle skills, and self regulation. These practices encourage cooperation, teamwork and inclusion.</p> | <p>Refer to the Physical Education section in the Central Services Supports Guide.</p> <p>How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p> | <p>Lafayette will continue to provide 200 minutes of physical education instruction from a credentialed teacher per every ten-day period. Additionally, K-5 students will participate in an annual Fun Run. 4th and 5th grade students can train and participate in intramural kickball. K-5 Students participate in the Annual Lafayette Turkey Trot. Students, teachers, and community participate in the annual Lafayette Field Day in Golden Gate Park.</p> <p>Lafayette will create a shared Master PE Schedule developed by the PE instructor, the teachers and the administration. Lafayette will continue to promote physical well-being, cooperative play and the PE teaching standards during recess, community building activities and school wide events. Lafayette has the following instructors and partnerships in place to facilitate a comprehensive Physical Education program: 0.8 SFUSD PE Instructor SF Ballet Partnership SF OPERA Partnership Artists in Residences: Dance Capoeira Perceptual Motor Skills</p> |

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

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

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) <small>WASC Ch.2</small> | What are your targets/ goals? | What shifts will be required to achieve these goals? <small>WASC Ch.5</small> |
|--|--|---|
| <p>Currently 17.9 percent of our Lafayette families are enrolled in a Kindergarten to College savings account. This amounts to 97 families school wide. That compares to 17.4% for the District. As of March 2018, our Lafayette families have saved \$57,537 with an average savings per family currently at \$593. Lafayette holds Read Aloud Day each year. Community members and local business people come into Lafayette to read aloud and speak to students about their careers. Lafayette also participates in Junior Achievements. San Francisco businesses send employees in to school to teach for a day about different aspects of community, economics and sustainability. Lafayette promotes Kindergarten to College in monthly newsletters and during family engagement events such as Math Night, Science Week, and Multicultural Night. Lafayette will continue to promote college and career readiness by providing rich, engaging and relevant academic activities that are student-centered and encourage discourse and critical thinking. In addition to engaging instruction, Lafayette students are taught social emotional lessons in work ethic and perseverance. Multiple times a day students play the PAX Good Behavior Game, a game where students practice the social emotional skills they have learned in class. Lafayette ensures that every student has the technical skills to be a 21st century learner. Technology levels the playing field by differentiating instruction, enhancing lesson delivery, promoting various technology-based careers for our very diverse student population. Students learn the importance of digital citizenship from the Common Sense Media curriculum. These lessons are taught throughout the grade levels to develop responsible behavior in regard to technology and social media. Lafayette participates in Hour of Code week and Junior Achievements. These school wide activities further promote college and career readiness among our students.</p> | <p>This year we would like to enroll 25% of our families into the Kindergarten to College with an average savings of \$750 per family.</p> | <p>Introduce the K to C program at Kindergarten at Kindergarten Initiation Day. Send information home in weekly envelopes and e-envelopes to all families, not just Kindergarten families, to help our community understand the importance of maintaining a savings account for their children. . Celebrate achievement of our community members by organizing Junior Achievement and Read Aloud Day to help connect our students with professionals from the community. Promote Kindergarten to College in monthly newsletters and during family engagement events such as Math Night, Science Week, and Multicultural Night. Continue to promote college and career readiness by providing rich, engaging and relevant academic activities that are student-centered and encourage discourse and critical thinking. In addition to engaging instruction. Continue to participate in Hour of Code and other technology-based events that help students to appreciate and understand the important that technology plays in now and in the future. Connect this understanding with the heightened focus of this field in the San Francisco Bay Area. Continue to collaborate with Google to expose students to new technologies and their applications in the classroom and the real world.</p> |

Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

Lafayette will continue to promote kindergarten to college savings accounts at all grade levels, partner with outside organizations such as Junior Achievements, and hold community events such as Read Aloud Day where community leaders from a variety of professions come to school to read and then share information about their profession. Lafayette will continue to promote 21st century learning standards in the areas of integrated technology, engineering, science and mathematics. In Pre-K, instructors focus on foundational academic skills, academic conversations, and social emotional learning. Pre-K teacher teams with Kindergarten teachers to calibrate goals and objectives at each age level. Pre-K teacher teaches the kernels of the Pax Good Behavior Game.

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?

Grade Level Collaboration/ Site Based Instructional Rounds - Each grade level functions as a professional learning community. Grade levels are involved in year-long lesson study projects. PLC members examine data, identify areas of academic and social emotional concern. Next PLC members create a plan to address the concerns. The PLC members will identify strategies, create an action plan, and develop a walk through template to be used by members. Grade level teams will observe PLC classrooms, collect data, give feedback and progress monitor to determine whether strategies are working to address the identified concerns. At the end of 6-8 week Results Oriented Cycle of Inquiry (ROCI) teachers have the opportunity for a day of lesson study. PLC members collaborate to create a specially designed lesson. One member teaches the lesson and then team members analyze and rework the lesson. Another teacher facilitates the lesson and then the team determines if strategies are working to address growth areas. Adjustments are made as the PLC begins a new ROCI. Professional Develop/Collaboration - Collaboration is the central part of Lafayette's professional development plan. There are 4 collaboration meetings each month for grade levels. 2 of these meeting happen during the school day when grade levels are released from class. 2 meetings happen in the afternoon when all staff members meet in a common space to analyze student work, implement data driven decision making, and develop unit plans and lessons. Instructional Leadership Team - Our ILT meets each month to develop the professional development calendar, design professional development, and look at data to make data driven decisions with regard to achievement and serving our most vulnerable populations. Teacher leaders and the administration deliver our professional development with help from district specialist with expertise in specific content areas.

| School-Wide Action Step(s) | How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I) |
|--|---|
| Maintain master schedule to ensure that common planning time during the school day continues for all grade levels. Substitute Days for planning, lesson study, and collaboration PAX Training and PBIS support for teachers and staff Continued Restorative Practices training for teachers and staff Staff will each receive a portion of their allotted classroom money to spend toward professional growth and professional development. After choosing an area of growth for the year, administration will fund substitutes in order for teachers to attend a professional growth opportunity. | Developed by staff and administration Site Budget Lafayette Staff and personnel Lafayette Staff and personnel Unrestricted General Fund and Lafayette PTA |

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 school-wide (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
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

| | Analysis of Data | Targets | Strategies & Interventions |
|--|------------------|---------|----------------------------|
| Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.) | | | |

| | | | |
|---|--|---|--|
| | Lafayette Special Education population is currently 16.3% Lafayette offers Deaf and Hard of Hearing Special Day Class and a full inclusion program. We have 3 SDC teachers, 3.0 RSP/Inclusion teachers and 9 paraprofessionals. 100% of SDC students are mainstreamed to the general education classrooms for art, music, PE and Education Outside. Some SDC students are mainstreamed for core academic areas. Lafayette celebrates Inclusive Schools Week each year. During this week students reflect on learning differences and diversity. Classes created projects, made presentations and wrote essays on the ways that they feel included at Lafayette School. | Lafayette will promote a climate and culture that includes all members of our community. SDC and General Education teachers will work together to find maximum opportunities to mainstream SDC students into academic and extracurricular activities. Lafayette will continue to mainstream 100% of our special education students. General education teachers and special education teachers will implement co-teaching practices to best serve our students in co-taught classes, our DHH inclusion classes, and our other general education classes. | Teacher lesson plans will include accommodations and modifications that are written in IEPs. RSP students participate fully in academic conversations, collaborative group work, and classroom presentations. RSP and inclusion teachers push into the classroom whenever possible to support student learning and IEP goals. Classroom teachers use RTI interventions, SAP, and SST processes to support at-risk students before Special Education referral. Classroom teachers will provide a calm, safe and productive learning environment by implementing RTI tier 1 and tier 2 supports, utilizing PBIS strategies, and playing the PAX GBG with fidelity within all grade levels. Qualified Deaf and Hard of Hearing teachers will provide initial training for all staff as well as consultation to all staff on an ongoing basis. Maintain high expectations and continue to develop a growth mindset among Lafayette teachers, students, and families. |
| Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ) | Lafayette has the following identified vulnerable student populations: Foster Youth, FYIT, undocumented youth, homeless, and LGBTQIA youth. | Lafayette provides tier 1, 2, and 3 RTI interventions to support these students and foster self-confidence, self-efficacy, happiness and success. Our SAP team, social worker, student advisor, and classroom teachers oversee interventions. | SAP team continue to meet 2 times per month to set goals, objectives, and monitor progress. Lafayette collaborates with Richmond District Multi Services (RAMS) to support needs of targeted students and families. Scheduled SST meetings 2 times per month to discuss areas of concern and monitor action plans for individual students. Students participate in Safe Touch lessons developed by safeandsound.org. Teachers play the PAX GBG in class with fidelity to promote pro-social behaviors and stem initial onset of anxiety and mood disorders. Affinity groups are offered to support students. |
| Student Engagement/Attendance | 6% of Lafayette students are chronically absent or truant. 6% of Economically Disadvantaged and 11% of students with disabilities are chronically absent. | Lafayette will continue to work to limit chronic absentee rates to less than 3%, 5% for Economically Disadvantaged and 8% for students with disabilities. | Teachers will shift from teacher focused to student centered by decreasing teacher talk (10%) and increasing student talk (90%). The school secretary and student advisor make phone calls home to support families and find ways to get their children to school consistently and on time. |
| School Culture/Climate | During the 2017-2018 school year, Lafayette did not suspend any students. | In the 2018-2019 school year Lafayette will continue have zero suspensions. | Teachers and staff will provide consistent reinforcement of our school wide rules, expectations and core values. Principal will recognize students with weekly Splash Awards and monthly Lafayette Core Value Awards. Lafayette will continue to partner with Experience Corps, Washington High School Big Buddies, and Burke's School to provide mentorship and tutoring for our at risk students. Lafayette will continue the Conflict Manager Program and the Crossing Guard Program to reinforce Lafayette citizenship and promote school leadership. Teachers utilize Social Emotional Learning lessons from Kimochis, TRIBES, Second Step to teacher and reinforce Lafayette Core Values. Teachers practice these skills while playing the PAX game. |
| Social Culture/Climate | | | |

| | | | |
|------------------------|---|---|--|
| | <p>At Lafayette classroom teachers, support staff and after school programs use RTI, PBIS, Second Step, PAX, and Restorative Practice.</p> | <p>In the 2018-2019 school year, classrooms will teach social emotional learning curriculum (Second Step/PAX) with fidelity. We will hold monthly CORE Value Assemblies emphasizing Critical Life Skills.</p> | <p>Lafayette will continue to hand out Splash Awards on Friday mornings to recognize students for hard work and demonstrating one of Lafayette's 9 Core Values. Lafayette will celebrate each week Tootle Tuesdays by recognizing students writing tootle notes to each other for an act of kindness or for demonstrating another core value. At Lafayette Second Step lessons are taught in each classroom. These lesson are coordinated and facilitated with fidelity at each grade level. Lafayette will continue with Monthly Core Value Assemblies and Monthly Core Value Awards for individuals in class. Lafayette will continue to celebrate Spirit Days organized by class representatives.</p> |
| Wellness Policy | <p>At Lafayette teachers teach 20 health lessons a year to explicitly teach how to make healthy choices with regard to eating and exercise. Teachers teach PE 2 times (4-5) or 3 times (K-2) a week for a minimum of 100 minutes per week. Lafayette students and community attend assemblies that target healthy lifestyle choices. One example is our annual allergy awareness assembly and the Jump Rope for Heart kickoff assembly.</p> | <p>5th grade fitness testing for all students - goal of 100% pass rate. All students will receive 20 health lessons each school year. Teachers will facilitate 200 minutes of PE instruction every 2 weeks. Safe Touch lessons presented by safeandsound.org All students participate in our annual Jump Rope for Heart day on February 14. Students participate in the annual Lafayette Turkey Trot in Golden Gate Park.</p> | <p>Teachers will teach health lessons with fidelity and coordinate lessons with their grade level team members. Lafayette students will continue participation in artist in residence programs such as ballet, capoeira, martial arts, and dance.</p> |

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*

Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

| Based on your data choose at least one of the following SFUSD Standards to work on. | Choose at least one of the following focal populations |
|---|---|
| <input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources | <input type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other: |

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:

Lafayette teachers and PTA will work to engage English Learner families by valuing these families as authentic partners in the following ways: 1) Translate materials into home languages to improve communication between the home and the school, PTA, and the classroom. This includes maintaining a website that can be translated into home languages, maintaining calendars in home languages, and sending home translated materials in the monthly paper Wednesday envelope. 2) Organize grade level play dates, meet ups for families, and evening activities that families are encouraged to attend. These include Dim Sum Saturday, The Lafayette Fun Run, The Autumn Carnival, Math Night, Multicultural Week and Field Day. 3) Maintain community ambassadors for both primary and upper elementary classes. These ambassadors represent our largest constituents of families of English Learners: Spanish, Cantonese and Russian. 4) Provide interpreters at parent teacher conferences, SST meetings and IEP meetings. Provide interpretation at family nights and community events. 5) Provide a variety of venues and times that community members can get involved with the PTA, SSC and ELAC. This includes scheduling PTA meeting in the evenings and the morning to give families the greatest opportunities to participate.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

Impact will be measured by parent and student culture and climate surveys, and continued success in reading and mathematics as measured by English Language Proficiency Assessment for California, Fautas & Pinnell, Reading Inventory, SFUSD Math Benchmarks and Smarter Balanced Assessment Consortium scores.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

| | |
|---|---|
| <input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE | <input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other: |
|---|---|

List 1-3 current or potential community partner(s) who are address these needs.

Richmond District After School Collaborative - RDNC has been serving the Richmond District of San Francisco for over 35 years and sees over 3,000 participants each week. RDNC runs morning, lunch and afterschool programs at 8 different public schools. These programs include youth employment, multicultural clubs, academic support, case management, art, recreation and more. Additionally, RDNC is responsible for a wide variety of community programs including nightly wellness classes, food security programs that connect over 700 neighbors with food each week, an EPIC Summer Camp, an urban garden, family activities, neighborhood festivals, weekend art classes and much more! With programming for people of all ages, RDNC has become a trusted epicenter in the neighborhood.

What are your specific goals or objectives for these partnership?

The mission of the Richmond District Neighborhood Center is to nurture a diverse urban community by developing and providing high quality youth, adult and family programs that address critical community needs and foster respect for all people and our environment. This Lafayette neighborhood program offers homework help, creative arts and dance, art, science, and educational field trips Monday through Friday from 1:50 pm to 6:00 pm. The daily program includes: classes in poetry, music, visual and performing arts, tutoring and homework assistance, recreational activities and field trips, and counseling services. Our goals for our partnership with RDASC focus on supporting our highest needs children and aligning the academic, social emotional, and tiered supports in our balanced score card to the structures, activities, and programs that happen in the after school program. Furthermore, our objective is to create greater cohesion between the school day and the after school program.

What actions will you take to deepen your school's partnership with community organizations?

Lafayette will work closely with the Richmond District After School Collaborative to mentor and coach the instructors in the teaching practices that we have in place during the school day. RDNC will be invited to professional development opportunities that our regular classroom teachers attend. Administration and RDNC liaisons will provide training in the areas of Leveled Literacy, guided reading, Fountas and Pinnell, book clubs, the PAX Good Behavior Game, and Second Step. In order to attain greater cohesion between the school day and the after school, administration will facilitate consistent check ins between RDNC staff and regular classroom teachers that goes beyond the weekly homework assignments. These check ins will happen monthly and include conversation about academic and social emotional progress, strategies and interventions, and family. Lafayette Enrichment Programs will offer scholarships to selected RDNC students so they may participate in the afterschool enrichment programs such as Mandarin, Capoeira, Dance, Coding, and Academic Chess.

How will you measure the impact? (Quantitative and/or qualitative data)

Administration, After school Liaison and RDNC staff will participate in Result Oriented Cycles of Inquiry to look at data, identify benchmarks, and then develop and carry out an action plan. Administration, liaisons and after school staff meet monthly to monitor progress, look at current data, and then adjust actions to meet the needs of target sub groups and individual students. F&P scores, math benchmarks, and RI scores are used to measure progress in the areas of Reading and mathematics. Walkthrough Spleem counts will be used to measure impact of Second Step and PAX on social emotional learning.

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 = \$5,000

In the 2018-2019 school year Lafayette will use these Special Education funds to help increase student engagement and increase student achievement by creating student centered learning environments where the teacher facilitates lessons created with a universal design to reach all learners. Funds will be used to provide further access to curriculum and instruction.

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 = \$48,956

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

Funds will be used to directly support personnel that will work directly with English Learners. We will partially fund a teacher that serves all of our English Learners and a student advisor that works to mentor our English Learners and regularly communicates with the families of these students. This is the best use of these funds since the greatest impact we can have is to put highly qualified educators in place to serve our most vulnerable populations.

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 =

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

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation =

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

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

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

CATEGORIAL 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:

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 =

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? (Limit: 250 words)

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"

| Counselor: | Social Worker: | Nurse: | Family Liaison: |
|------------------------|-----------------|---------------------------|-----------------|
| | .5 | | |
| Wellness Coordinator: | CHOW: | Elementary Advisor: | T10: |
| IRF: | Literacy Coach: | Academic RtI Facilitator: | Hard To Staff: |
| Other: | Other: | Other: | Other: |
| .5 Assistant Principal | | | |

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

Social Worker will work with teachers, the special education team and the administration to monitor progress of at risk students. SW will work directly with at risk students individually or in a small group to improve social emotional learning outcomes. Assistant Principal will work with ILT and staff to develop and deliver high quality professional development. AP will facilitate collaboration among grade levels and provide feedback on lesson design, teaching practice, and student engagement to individual teachers. AP will develop and lead the ELAC to further engage families in partnerships with the school.

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:

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: <ul style="list-style-type: none"> <input type="checkbox"/> English Learner Advisory Committee (ELAC) <input type="checkbox"/> Community Advisory Committee for Special Education Programs <input type="checkbox"/> Other (<i>list</i>) |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 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 23, 2018. |
| <input checked="" type="checkbox"/> | 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: 11/5/2018 |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| <input checked="" type="checkbox"/> | This school plan was adopted by the SSC on: 11/5/2018 |

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

| Name | Role | Signature |
|--------------------|-------------------------|-----------|
| Jacob Hodgson | Principal | |
| Edith Salvatore | Parent/ SSC Chairperson | |
| Sheri Sitkoff | Teacher | |
| David Klein | Parent | |
| Celia Scully | Teacher | |
| Becky Schweighardt | Parent | |
| Gina Martinez | Teacher | |
| Neil Haser | Parent | |
| Ed Farmer | Para Professional | |
| Gwendolyn Guerra | Parent | |
| Craig Berger | Assistant Principal | |
| Wynnie Wong | Parent | |