



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Lakeshore Elementary School
Principal	Matthew Hartford

SCHOOL VISION & CONTEXT

Lakeshore Elementary School is a diverse and inclusive school community. We are committed to providing a rigorous, equitable education for all students while giving children the opportunity to develop as resilient critical thinkers and empathetic community members. Lakeshore provides a well-balanced education rich in hands-on experiences to foster and support independent learners. We value relationships within our school community by providing opportunities for all to actively participate at Lakeshore.

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:

- 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):

Lakeshore's focal groups are our African-American, Latino and students with IEPs.

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
			Instructional Shifts required to achieve the goals are for us to increase academic rigor across all subject areas. We will do this by working with staff to take a deeper dive into the Common Core Standards through ILT meetings, staff PD, and ensuring that classrooms have structures in place that reflect rigor and the common core standards being taught. Additionally we are utilizing PDSA cycles and classroom observations through the ILT to deepen our learning and professional growth. An additional focus on cultural competence is in place to help staff broaden their ability to reach all of our students.

<p>Lakeshore is in our fifth year of implementing a comprehensive approach to literacy and we continue to deepen our knowledge and refine our teaching practices in literacy. When looking at our focal students, we see that the percent of African-American students meeting or exceeding standard in F&P during assessment cycle 1 was 50.9% which increased to 69.2% of AA students meeting or exceeding standard during cycle 2. We also saw a slight increase in Reading Inventory scores from 28% to 31.4% of AA students meeting or exceeding the standard from assessment cycle 1 to 2. SBAC results show AA students' scores increasing from 18% meeting or exceeding the standard in 2016-2017 to 22% meeting or exceeding the standard in 2017-2018. Our Latino students scored 59.7% meeting or exceeding standard in F&P during assessment cycle 1. In assessment cycle 2, we have 59.5% meeting or exceeding standard, a negligible difference. At the end of the 2016-2017 school year, 82.4% of Hispanic/Latino Kindergarteners were at meeting or exceeding standard, 47.8% of 1st graders, and 58.8% of 2nd graders were meeting or exceeding standard. With RI, we also see a nominal decrease, going from 23.3% meeting or exceeding standard to 21.9% during assessment cycle 3. SBAC results show Latino students' scores decreasing slightly from 23% meeting or exceeding the standard in 2016-2017 to 21% meeting or exceeding the standard in 2017-2018. For our third group of focal students, students with IEP's, we see that 35.2% met or exceeded standard on assessment cycle 1 F&P which then increased to 40.9% during assessment cycle 2. In looking at RI, we see a slight decrease, going from 19.4% meeting or exceeding to 17.9% during assessment cycle 2. At the end of trimester 3, 69.2% of Kindergarteners with IEP's were meeting or exceeding standard, and 64.7% of 2nd graders were meeting or exceeding standard. SBAC results show students with IEP's scores increasing from 5% meeting or exceeding the standard in 2016-2017 to 9% meeting or exceeding the standard in 2017-2018.</p>	<p>While we are pleased to see our African American students making growth in F&P and RI, we would like to see greater increases in scores. Our target for the end of the year F&P is to have 75% of AA students meeting or exceeding standard and in RI to have 45% of AA students meeting or exceeding standard. Our target score for AA students on the SBAC is to have 30% meeting or exceeding the standard at the end of the 2018-2019 school year. Our target for our Latino students is to have 70% meeting or exceeding standard in F&P assessment cycle 3. For RI assessment cycle 3 our goal is to have 30% meeting or exceeding standard. Our target score for Hispanic/Latino students on the SBAC is to have 27% meeting or exceeding the standard at the end of the 2018-2019 school year. For our students with IEP's our goal is for 45% to be meeting or exceeding standard in F&P during assessment cycle 3 and for 25% to be meeting or exceeding standard in RI. Our target score for students with IEP's on the SBAC is to have 15% meeting or exceeding the standard at the end of the 2018-2019 school year.</p>	<p>In order to assist all students to reach benchmark and above in ELA we continue to use the results of pre and post writing assessments to identify mini-lessons to meet student needs. In addition, we will analyze RI and F&P results to identify areas of growth for students and classes. Within the classrooms, we will focus on small group instruction and differentiation strategies. Working with Our Instructional Leadership Team (ILT) we will identify PDSA cycles to address the need for our students to reach higher levels of proficiency between BOY, MOY and EOY F&P results. Teachers will continue to: Expand upon the SFUSD Scope and Sequence to further develop grade level designed Curriculum Maps and Unit Spirals Continue to implement units of study to deepen our implementation of a comprehensive approach to literacy Utilize grade level collaboration meetings on standards across grade-levels and calibrate student work using Student Work Analysis Protocol Analyze data (F&P, SRI, IWA, IDA, SBAC & ELPAC): student writing analysis, whole school and/or by grade level to determine instruction and students' needs Utilize F&P assessment to 3rd-5th grade students that are scoring below proficient in RI, and/or teacher recommendation</p>
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

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?
Results show that Lakeshore students continue to need robust interventions. Students who are receiving interventions with fidelity make growth in their F&P scores.	Students who receive LLI will increase their reading level by at least 3 levels in the 2-3 month intervention cycle. Students who demonstrate the need for phonological skill building will receive Wilson Reading interventions with RTIF/RSP staff.	

		We are deeply committed to all students attaining grade level and beyond in language arts and math. We were a member of the district's pilot program to bring Fundations to our students who need the interventions. Our Kindergarten, First, and Second grade teachers are now implementing Fundations in their classrooms in order to support all students. We continue to site fund an RTIF and purchase materials that bring robust interventions to all students who need them. Staff are trained in Leveled Literacy Interventions (LLI) and Fundations to run in class interventions that address reading comprehension and phonological skill acquisition
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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):

Lakeshore's focal groups are our African-American, Latino and students with IEPs.

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. <small>WASC Ch.2</small>	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? <small>WASC Ch.5</small>
41% of Lakeshore 3rd-5th graders in the 2016-2017 school year met standard in math on the SBAC. When looking in depth at each claim performance we see that 56.8% of students are near or above standard in concepts and procedures; 61.4% of students are near or above standard in problem solving & modeling data; and 66.8% of students are near or above standard in communicating reasoning. We continue to focus on our African-American, Hispanic/Latino, and Special Education students in order to increase their academic achievement at Lakeshore. 2017-2018 SBAC results show AA students' scores decreasing slightly from 9% meeting or exceeding the standard in 2016-2017 to 8% meeting or exceeding the standard in 2017-2018. For Hispanic/Latino students we see that their SBAC scores increased from 23% meeting or exceeding the standard in 2016-2017 to 26% meeting or exceeding the standard in 2017-2018.	Our goals for 2018-2019 are to have at least 50% of Lakeshore students meet or exceed standard in math on the SBAC. On the SBAC, our target performance for our three focal groups is as follows: For African-American students - 15% meeting or exceeding the standard For Hispanic/Latino students - 32% meeting or exceeding the standard For Students with IEP's - 18% meeting or exceeding the standard On district assessments, we will have at least 75% of students meeting or exceeding the standard.	Based on this data, for the 2018-2019 school year, we will deepen our focus on math instruction by holding whole staff PD on math; choosing mathematics teaching practices to focus on; working closely with our math TSA to plan units; and sharing best practices. Teachers will: Utilize the SFUSD Math Core Curriculum Units to support students in developing conceptual understanding, procedural skill and fluency Provide opportunities for students to apply their mathematical knowledge as outlined in the CCSS-Math Analyze Math Milestone data to determine instruction and students' needs Use grade level meetings to collaborate on PDSA cycles Continue to develop SFUSD Signature Strategies: Math Talks, Three Read Protocol and Groupwork Feedback	The instructional shifts required to meet our goal of at least 50% of Lakeshore students meeting or exceeding the standard in math on the SBAC is to really focus on small group instruction and differentiation strategies within the classroom. By targeting students' specific needs, we will be able to move them academically.

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?
As a school and district, we lack uniform math interventions. Teachers make interventions and continue to beg for a more robust math curriculum.	We are looking to start math interventions and will utilize our RTIF to set these groups up to serve students who are not meeting standard.	We will seek the funds to purchase a intervention that aligns with the common core to better serve our students who struggle in math.

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
Lakeshore students receive science based hands-on lessons. Teachers are transitioning to the NGSS and deepening their use of inquiry in their science lessons. Students in grades K-5th grade get to have hands on science instruction in our garden science program aligned to the NGSS. Our community celebrates science education with a Spring science fair in which students design their own inquiries and share their findings with the community.	While attendance has grown at our science fair, we would like to ensure that 100% of our students submit a project. We currently estimate that 75% of our students submit a science fair project.	Teachers need much more training, support and materials to complete the transition to the NGSS. Weekly grade level meetings will include appropriate checks in opportunities on progress to NGSS. We have two science lead teachers who are attending district PD and bringing their learnings back to the staff.

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
Looking at our English Learners, we see that in F&P, 42.9% met or exceeded standard during assessment cycle 1. This increased to 51.9% during assessment cycle 2. Our RI scores show a slight decrease with 25% meeting or exceeding standard during assessment cycle 1 dropping to 22.6% during assessment cycle 2. On the SBAC, 23% of our EL students are meeting/exceeding the standard in English Language Arts and 38% of our EL students are meeting/exceeding the standard in math.	Our target for our EL's is to have 57% or more meeting or exceeding standard on assessment cycle 3 in F&P and 30% meeting or exceeding standard on RI during assessment cycle 3. On the 2018-2019 SBAC, our goal is to have our EL students reach 28% meeting or exceeding the standard in ELA and 43% meeting or exceeding the standard in math.	Anchor charts in classrooms and sentence frames in classroom to make language access for all. Designated ELD time and training in the new ELD standards. In addition, we will be using the new district EL curriculum during ELD time. We will continue to use sentence frames to across content areas to increase students' access to English language structures.

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?
		We will continue to deepen our Tier II practices and focus on Tier II and III interventions school wide in 2018-19.

Lakeshore has revitalized our Tier I systems to support all students in an understanding of how to be healthy happy, peaceful and productive citizens at school. All students continue to benefit from 2nd Step instruction in their classrooms and PAX games throughout the school day. Positive healthy food choices abound throughout the day.	Teachers schedule are monitored to ensure all students get the required health education lessons. All students continue to benefit from 2nd Step instruction in their classrooms and PAX games throughout the school day. Positive healthy food choices abound throughout the day. We contract out to Planned Parenthood for Puberty education for the upper grades.
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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?
Arts education is central to our school's identity. Lakeshore students get great benefit from our studio arts program and the VAPA generalists and instrumentalists.	Continue to ensure that 100% of our students	Our Site continues to utilize the .4 and .2 FTE positions from VAPA and to host our artist in residence through PEEF funds. Our PTA also funds arts enrichment as it has done for decades.

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. 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.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Active participation in Physical Education is crucial to students' development. A minimum of 200 minutes of PE is ensured for every student at Lakeshore. PlayWorks at recess help us structure and monitor additional active time for our students in multiple sports.	Fitnessgram and survey results will inform our actions in physical and emotional well being. We will continue to have 100% of students participate in 200PE minutes bi weekly.	We will continue to monitor the PE schedule and ensure compliance.

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
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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) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
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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?**

We continue to host many SFSU student teachers and high school students from Lowell HS as tutors, mentors, and role models. We travel to SFSU multiple times each year for STEM Lab field trips.

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?

Lakeshore utilizes many layers in a distributed leadership model that honors and nurtures diverse voices within our community. Our Instructional leadership (ILT), and Positive Behavior Intervention System (PBIS) teams meet weekly to design professional development agenda for the school community. We look at best practices, educational research, literature, and needs expressed within our community to inform our discussions on deepening professional capacity and building cultural competence for the benefit of all Lakeshore students and their families.

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)
Deepen our capacity in a comprehensive approach to literacy. Increase our cultural competence.	Prop A MTSS WSF AAALI

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.)	students with IEPs included in all classrooms	all students	Wellness Center
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	increases in feelings of safety at school	all students	Wellness Center
Student Engagement/ Attendance	up and down in data trends	all students	Elementary Advisor reaches out to families.
School Culture/Climate	increases in feelings of safety at school	all students	Wellness Center

Social Culture/Climate	increases in feelings of safety at school	all students	Wellness Center
Wellness Policy	increases in feelings of safety at school	all students	Wellness Center

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. <ul style="list-style-type: none"> <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 	Choose at least one of the following focal populations <ul style="list-style-type: none"> <input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input 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:	
<p>Lakeshore is in the process of deepening the capacity of school staff to partner with families by planning an equity focus for the 2018-2019 school year. This will include PLC's, PD at staff meetings, and continuing our partnership with SFUSD's AAALI office. In addition, we will continue with Individual Learning Plans (ILPs) for our focal students in which school staff meets to discuss the academic and social emotional needs of students and then share ILP's with families at conferences and add family input. We have structures in place for families to deepen their capacity as school partners such as PTA, ELAC, and SSC. In addition, we have just started an AAPAC to engage and empower the families of our African-American students. Lakeshore continues to amplify the voice of our English Language Learner families with a robust ELAC group meeting regularly an openly debating the educational issues in our community.</p>	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
<p>We will measure our impact by looking at family and student culture and climate surveys as well as looking at attendance data and academic data for all of our students</p>	
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?	
<ul style="list-style-type: none"> <input type="checkbox"/> Academic Support <input type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE 	<ul style="list-style-type: none"> <input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input 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.	
PlayWorks AAALI Edgewood enter for Children and Families Lowell HS SFSU	
What are your specific goals or objectives for these partnership?	
<p>PlayWorks helps facilitate safe structured activities at recess. AAALI helps us establish an AAPAC. Edgewood will train and support our new behavior coach position. Lowell HS and SFSU has multiple ways to connect Lakeshore students with tutoring, STEM science opportunities.</p>	
What actions will you take to deepen your school's partnership with community organizations?	
<p>PlayWorks-Train staff. AAALI deepen our cultural competence. Edgewood will help us support students with Tier III behavior support. Lowell will start a robotic club at Lakeshore. SFSU will continue to support its student teachers and host STEM field trips.</p>	
How will you measure the impact? (Quantitative and/or qualitative data)	
Student performance data Student office referral data Survey data from students, staff and families	

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 = \$5,450

Purchase supplemental materials to support students with IEPs.

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

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

Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = \$45,161

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 pay for our school social worker, RTIF and substitutes to cover classes for professional development and teacher collaboration. Funds will be used as a supplement to instructional supplies to purchase materials for ELD, and for translation/ interpretation.

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

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

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

Allocation = \$0

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$28,000

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

Funds will be used to pay for a school social worker, substitutes and extended hours to build professional capacity.

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 (TIIIG) 07940

Allocation = \$72,720

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

We will use these funds to help fund a school social worker, and elementary advisor, behavior coach, travel and conferences and substitutes to build professional capacity.

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 = \$87,746 (31500)

How do you plan to use these funds?

These funds will allow us to hire a RTIF to facilitate interventions for students to catch up to grade level in ELA and math. We will also use title I funds to increase staff capacity by utilizing substitutes to run professional development, and cover teacher collaboration. Title I funds will also allow us to use a consultant from Edgewood Center for Children and Families to support students as a behavior coach.

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 = \$1,000

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.**

Lakeshore School values the collaboration between home, community, and school. The involvement of parents and community members is an essential component of developing high achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Lakeshore School has developed a written Title I parent involvement policy with the input from parents, teachers, and administrators. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision-making and volunteer activities, we encourage active participation by:

- Holding an annual Title I meeting to inform parents of school wide program requirements and their rights, which occurs at our Back-to-School Night meeting each Fall
- Offering a flexible number of meetings. Lakeshore School offers a variety of opportunities for regular meetings including monthly School Site Council meetings, twice a year Community Meetings, bi-monthly English Language Advisory Committee (ELAC) meetings, monthly Parent Teacher Association (PTA) meetings, and bi-weekly Positive Behavior Intervention Supports (PBIS) meetings.
- Parents are welcome to schedule an appointment with teachers, administration, and/or counselors at any time throughout the year, thus involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of our school programs and the Title I parental involvement policy.
- Our academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard (BSC) and through Community Meetings.
- Providing parents of Title I students with timely information about school programs, including academic information regarding curriculum and assessment, through: Back to School Night • Science Night • SSC/ELAC • PTA Meetings • Bulletin boards • Parent Handbook sent home annually (Fall of each school year)
- Parent conferences • Weekly school newsletter • Parent Workshops that help parents work with their children to develop positive academic skills, habits, and attitudes
- Building Capacity for Involvement: Lakeshore School engages all parents, especially Title I parents, in meaningful interactions with the school. We support a partnership among staff, parents, and the community to improve student academic achievement.
- To help reach these goals, the school does the following:
- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
- School Site Council holds data reviews and monitoring of student achievement. These meetings are open to all parents, staff, and community members
- Parents receive student test scores in the mail and teachers explain academic content standards, assessments, and how parents can assist their student's progress during Back To School Night presentations and parent conferences
- Parents and staff meet and collaborate regarding shared responsibility and cooperation with one another as equal partners
- Information related to school and parent programs and meetings are distributed in the weekly newsletter and flyers are posted around the school in a form and language that the parents understand.
- Monthly newsletters include upcoming meeting dates, times and locations and include suggestions on how parents can work with their children at home
- Meeting agendas are posted on the community bulletin board and all information can be found on Lakeshore's website
- Lakeshore School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. In addition, childcare is provided for each meeting.

Date your school's Parent Involvement Policy was reviewed by your School Site Council: 9/24/2018

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

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

Impact & Innovation Awards = \$0

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

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

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

Principal's Innovation Fund = \$0 (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 = \$0

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) = \$0

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:

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.

Our SSW runs the Wellness Center for the benefit of Lakeshore students and their families.

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:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (<i>list</i>) PTA
<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. 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: 9/24/2018
<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: 9/24/2018

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
Matthew Hartford	Principal	Matthew Hartford
Nicloe Ambrosio	School Social Worker	
Classy Martin	Elementary Advisor (R-40)	
Tyler Dickie	Classroom Teacher	
Anta Wu	Classroom teacher	
Noah Knowles	Parent	
Rosanna Mariotti	Parent	
Chris McCarty	Parent	
Melanie Carroll	Parent	
Elisabeth Liu	Parent	