

**SFUSD**SAN FRANCISCO  
PUBLIC SCHOOLS

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

<b>School</b>	<b>Lau, Gordon J. Elementary School</b>
<b>Principal</b>	Gloria Choy

### SCHOOL VISION & CONTEXT

Gordon J. Lau will continue its longstanding tradition of advocacy and service in the Chinatown community, offering all students a relevant, standards-aligned curriculum that challenges them to think, question, and prepare for success in middle school and beyond. The GJL family of teachers, parents, and community members honors students culturally and linguistically, and works together to deliver instruction that develops critical thinking, builds powerful oral and written communication skills, inspires creativity, and supports a growth mindset. A complete support system, where students are our shared priority, strengthens our community and builds powerful, productive, responsible, and respectful citizens who will succeed in a global and technological society. Being in the heart of Chinatown, we are proud to be first to welcome newcomers and English Learner families as they transition into a new culture. Parents enroll in our school because the majority of staff speak multiple languages. We have a very veteran staff with very little turnover each year. Even though our school is the largest elementary school in the district, we try to meet the needs of every student. Of our student population, 82.3% are Asian American, 6.04% are unknown, 4.89% are Hispanic, and 3.6% are of two or more ethnicities. Our area of challenge is having a significant learning gap for our English Learners, which comprise 69.78% of our student population, when compared to the rest of the school. In addition, we have been trying to decrease the number of Long Term English Learners (LTELs) at 4th and 5th grade. Our key strategies will be to incorporate school-wide the use of research-based instructional strategies to help English learners accelerate their English Language Development. We will also refine our process to identify at-risk students earlier so that these students will receive interventions from our specialists.

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
<b>Mid-Year Performance Metrics K-8 only</b> (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> </ul>	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)
<b>F&amp;P Growth and RI Growth K-8 only</b> (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA</li> </ul>	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
<b>Fall 2017 Acceleration K-8 only</b> (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> </ul>	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.
<b>Chronic Absenteeism</b> (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> <li>▪ Student-Centered Learning Climate</li> </ul>	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)
<b>CA Dashboard Report</b> (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> <li>▪ Student-Centered Learning Climate</li> <li>▪ College and Career Readiness</li> </ul>	The California School Dashboard ( <a href="http://www.caschooldashboard.org">http://www.caschooldashboard.org</a> ) is designed to help communities across the state access important information about K-12 schools and districts.
<b>Fall 2017 Grades Summary Gr 6-12</b> (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, Math, Other Subject Areas</li> <li>▪ College and Career Readiness</li> </ul>	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
<b>College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10</b>	<ul style="list-style-type: none"> <li>▪ College and Career Readiness</li> </ul>	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
<b>Illuminate Report Lists for Fall and Spring</b>	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> <li>▪ Student-Centered Learning Climate</li> </ul>	Direct links to summary and list reports at the student level to take a deeper dive into your results
<p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Refer to <b>Illuminate Report List</b> to link to student level data</li> </ul>		

### 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):

Of our 650 students, ~ 67% are ELs and all are receiving free/reduced lunch under the Community Eligibility Provision (CEP).

**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 student reach mastery?	What instructional shifts will be required to achieve these goals?  WASC Ch.5
2017-18 SBAC ELA results show 52.7% of our students met/exceeded the benchmark, which was similar but slightly above the 2016-2017 results of 50.6%. This is slightly lower than the district's average of 53.2%.	Our target for 2018-2019 SBAC ELA is for 60% of our students to meet/exceed the benchmark.	Follow SFUSDs Comprehensive Approach to Literacy, incorporating mini-lessons with anchor charts, guided reading groups, strategy groups, interactive read aloud, and conferencing to ensure students are getting the support needed to further succeed in their literacy skills.	Teachers will work will support staff and specialists on the Comprehensive Approach to Literacy and attend training PDs. Support staff can model/demo lessons in the classrooms and provide feedback as needed.
For 2017-18 F&P, 77.3% of K-3 met/exceeded the standard at the End of Year assessment. This is higher than the district's average of 71.5%.	Our F&P target is for 80% of our K-3 students to meet/exceed the standard.	Classroom teachers will form reading/ELD groups designed to move students toward their grade level standards, according to F&P, RI, and ELPAC assessments.	Classroom teachers and administrators will review assessment data in order to place students into groups that will best meet the their performance levels and needs.
For 2017-18 IWA, 38% of our Grades 3-5 students met/exceeded the standard, compared to 24% in 2016-17 and 19.3% in 2015-16. Our writing scores have continually improved. This is higher than the district's average of 32% for 2017.	Our IWA target is for 45% of our grade 3-5 students to meet/exceed the standard.	Teachers will use Units of Study Writing Workshop lessons and Writing Strategies across genres (Opinion, Narrative, Informative/Explanatory, and Research) to engage students in meaningful writing. Teachers will incorporate technological resources to access writing lessons and model writing for students.	Teachers will use formal and informal assessment data to drive their instruction to help students improve their writing skills and continue with SFUSDs Comprehensive Approach to Literacy. Teachers will continue to collaborate during Grade Level Meetings on strategies they find helpful with their students.
In the Fall 2018 RI, 42% of Grades 3-5 students met/exceeded the standard, a decrease of 3% from Spring 2017. This is lower than the district's average of 48%.	Our RI target is to for 50% of our Grades 3-5 students to meet/exceed the standard. Our goal is for F&P and RI results to be more closely aligned.		

		Use of technology (Chromebooks, Prowise Boards, RedCats) to prepare students for online testing (IABs, IDAs, SBAC), as well as for classroom curriculum lessons (Google Classroom) and demonstrations.	Teachers will become more knowledgeable in the use of the available technology in the classroom by attending PDs as needed, collaborating with other teachers, or getting assistance from Technology Resource teacher.
DRDP reports show that PreK students at GJL have shown a steady growth throughout the school year for Language & Literacy Development, ELD, and Cognition. Our PreK students, overall, scored above the district mean for these areas.		Technological software and programs (Lexia Core 5, Starfall, IXL, Tumble e-books, Google Classroom) will be used to support and enrich student learning skills, supplementing classroom lessons and activities.	Teachers will review classroom data and collaborate with grade level teams to determine the best strategies and software programs to support students in achieving academic success.

**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?
In the 2017-18 SBAC for language arts, 11.9% percent of English learners met/exceeded benchmark. This is a 16.84% drop from the previous year. In the End of Year F&P Assessment, 73.2% of K-3 English learners met/exceeded benchmark, an increase of 8.2% from W2. In the 2018-19 Reading Inventory Assessment for grade 3-5, 17% of English learners met/exceeded benchmark for W1.	SBAC: 35% of ELs will meet/exceed the benchmark. F&P: 75% of K-3 ELs will meet/exceed the benchmark. RI: 20% of 3-5 ELs will meet/exceed the benchmark. 80% of students referred to meet with the Literacy Coach/ELD Interventionist will show a year's growth, according to ELPAC/F&P assessments.	After collaborating with classroom teachers and administrators to review assessment data, Literacy Coach and ELD Interventionist will work with smaller reading/ELD groups designed to move students toward their grade level standards, according to F&P, RI, and ELPAC assessments. Teachers will continue with at least 30 minutes of daily Designated ELD instruction in students' targeted proficiency levels and teach the language functions that align with core curriculum goals. No more than two ELPAC consecutive levels will be placed together during D-ELD instruction. Teachers will use the newly adopted D-ELD curriculum to supplement their teaching to help students improve. Teachers will provide ELs more online practice in order to prepare and acclimate students to the increasing online testing format. Technological software and programs (Imagine Learning and Brainpop ELL) will be used to support and enrich student learning skills, supplementing classroom lessons and activities.

## 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):**

Of our 650 students, ~ 67% are ELs and all are receiving free/reduced lunch under the Community Eligibility Provision (CEP).

**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	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
SBAC Math results from 2017-18 show 61.4% of our students met/exceeded the benchmark, which is a 1% increase from 2016. This is higher than the district's average of 51.5%.	SBAC Math: 65% of our students will meet/exceed the benchmark.	Lessons will focus on problem-solving (making meaning of the information provided, defending their reasoning, engaging in mathematical arguments, and using mathematical models).	Teachers will collaborate during Grade Level Meetings to reflect on instructional decisions that help students better articulate their explanations.
In the 2017-18 Math Task, 81% of our students met/exceeded the standard in Window 2, compared to W1's 73%. This was higher than the district's average of 73% for W2.	Math Task: 90% of our students will meet/exceed the standard.	Students will work collaboratively in groups on rich mathematical tasks and be given opportunities to share their thinking with their peers.	Teachers will guide students in articulating and producing reasonable explanations that others can understand.

DRDP reports show that PreK students at GJL have shown a steady growth throughout the school year for Cognition (including Math & Science). Our PreK students, overall, scored above the district mean for this area.	Technological software and programs (Starfall, IXL, Tenmarks) will be used to support and enrich student learning skills, supplementing classroom lessons and activities.	Teachers will review classroom data and collaborate with grade level teams to determine the best strategies and software programs to support students in achieving academic success.
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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 academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<b>Analysis of Results for Mathematics- Intervention</b>	<b>Based on the analysis of the results, what are your targets/ performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b>
In the 2017-18 Math Task, 80% of English learners met/exceeded benchmark. This is a 14% increase from W1.	We hope to see continual growth in our ELs.	Strategy groups for identified students not meeting the standards on the Math Task. These include short-term, targeted instruction for these students.
Both grades 1 and 2 demonstrated a marked increased in proficiency in the Math Task with an increase of 23% and 18% from W1 to W2 respectively.	Students in grades 1 and 2 will continue to increase in proficiency in the Math Task.	Teachers will provide access to technological resources for software to supplement math lessons and get extra practice.

## 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.)

<b>Analysis of Results Science-All Students</b> 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	<b>Based on the analysis of the results, what are your targets/ performance goals?</b>	<b>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?</b> WASC Ch.5
Teachers will begin using the Amplify Science curriculum this year. Teachers will continue using district-provided Foss science kits to provide access to the other units of science instruction until additional Amplify Science kits are provided..	NGSS-based science curriculum, Amplify Science, has been rolled out to our school for 2018-2019 school year. Teachers will teach NGSS-based lessons in their classrooms, using the new Amplify Science curriculum.	Teachers will meet in Grade Level Meetings to discuss and share their classroom experiences, as well as strategies on teaching the new curriculum.

## 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).

<b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> 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	<b>Based on the analysis of the results, what are your targets/ performance goals?</b>	<b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> WASC Ch.5

<p>In the 2017-18, there was a redesignation rate of 18%, an increase of 5.1% than in 2016-2017. This is 4.8% higher than that of level schools. In the 2017-18 ELPAC, 14.7% of ELs are in Level 1, 16% are in Level 2, 29.1% are in Level 3, and 40.2% are in Level 4.</p>	<p>The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment this year. Although summative threshold scores will still need to be established by the CDE, we hope to continue to see growth in our students' language development. We hope to see a significant drop in the number of LTELs in our 4th and 5th graders, from 62 to 30, which is at least 50%. The number of dually identified SPED ELs meeting ELPAC criteria needs to be on par with school wide achievement rate of all ELs, which is closer to 40%.</p>	<p>Identify ELs, as well as LTELs, and sort into their correct levels with no more than two ELPAC levels in each group for D-ELD instruction. Teachers will utilize the newly adopted D-ELD curriculum to supplement their lessons specific for their targeted proficiency levels, aligning language objectives to student proficiency levels. ELD Interventionist will work with LTELs and newcomer groups, with no more than two ELPAC levels in each class, to improve their English language by directly serving students and their needs. Technology Resource Teacher will collaborate with classroom teachers to work with identified and at-risk LTELs to use Imagine Learning to supplement D-ELD lessons at school and at home. ELD Interventionist will collaborate with classroom teachers to work with newcomers to utilize BrainPop ELL to supplement D-ELD lessons. Literacy Coach will work with small guided reading/strategy groups according to their F&amp;P assessment levels to directly serve students and their needs in the English language. Case managers of dually identified students will be trained on how to use alternate reclassification process when appropriate. Administrators will monitor implementation of 30 daily minutes of designated ELD instruction. Teachers will provide multiple opportunities for students to engage in academic conversations throughout the day. Meet with LTELs 3x/yr to review assessment data and set goals for the year.</p>
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## HEALTH EDUCATION CORE CURRICULUM

<p><b>Analysis of results:</b> Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data</p> <p>In a narrative, describe what your analysis of the data says about your school.</p>	<p><b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b></p> <p>What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p><b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b></p>
<p>For 2017-18, in the following Social-Emotional learning areas, our 4th and 5th grade students responded favorably: 54% in Growth Mindset 36% in Self-Efficacy 66% in Self-Management 60% in Self-Awareness</p>	<p>For 2018-2019, in the following Social-Emotional learning areas, our 4th and 5th grade students will respond favorably: -- +3% in Growth Mindset -- +3% in Self-Efficacy -- +3% in Self-Management -- +3% in Self-Awareness</p>	<p>Our school social worker will continue providing multi-tiered support in all the areas of Social-Emotional Learning to our students, parents, and staff.</p>

## VISUAL AND PERFORMING ARTS

<p><b>Narrative describing site's vision for a balanced, comprehensive arts program.</b></p> <p>Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b></p> <p>Refer to the VAPA section in the Central Services Supports Guide</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
<p>In alignment with The Graduate Profile, Lau's vision for a balanced, comprehensive arts program is for all our students to foster a love for the performing and visual arts so their lives will continue to be enhanced as they grow up and out into the ever-changing world. At Gordon J. Lau, students have access to pursue skills through certificated teaching staff from SFUSD's Visual and Arts Department: visual and performing arts in Grades K-5 Instrumental Music in Grades 4-5 Lion Dancing in Grades 4-5 AcroSports Grades K-5</p>	<p>Each class will have a Dance Teacher for 30 - 50 mins in Grades K-5 for one semester. Grades K-2 classes will have AcroSports for 40 mins for 8 lessons Grades 3-5 classes will have SFArtsEd for 40 mins for 8 lessons Grade 2 classes will have Drummm classes for 4 lessons for 45 mins</p>	<p>Visual and Performing Arts Specialist will continue to provide support in conducting standards-based VAPA lessons to all our students.</p>

## PHYSICAL EDUCATION

<p>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.</p>
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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.

<p><b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b></p> <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><b>What are your targets/ goals? (Elementary, Middle, High)</b></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><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
<p>All of Lau students have been receiving a minimum of 200 minutes of instruction in physical education every 10 days, either with the classroom teacher or the PE content specialist. The PE content specialist and our classroom teachers follow the PE curriculum provided by the SFUSD, using: SDAIE strategies environmental strategies (e.g. blackboard) Instructional strategies (applying different mediums to convey information: oral, written, videos, teacher demonstration, student demonstration) Modification of equipment and lessons, as needed Pre-assessments to drive instruction Cooperative activities and jigsaws and such, for students to collaborate and practice skills For 2017-2018, based on the California Physical Fitness Report: ___% of our 5th grade students are identified as "Needing Improvement - Health Risk" in the physical fitness area of Aerobic Capacity ___% of our 5th grade students are identified as "Needing Improvement - Health Risk" in the physical fitness area of Body Composition.</p>	<p>All students at Lau Elementary will continue to receive a minimum of 200 minutes of instruction in physical education every 10 days, either with the classroom teacher or the PE content specialist. For 2018-2019, on the California Physical Fitness Report: ___-1% of our 5th grade students will be identified as "Needing Improvement - Health Risk" in the physical fitness area of Aerobic Capacity ___-1% of our 5th grade students are identified as "Needing Improvement - Health Risk" in the physical fitness area of Body Composition.</p>	<p>Our PE content specialist provided by SFUSD, will continue to: Conduct rigorous and standards-based direct PE lessons with all of our students Provide demonstration lessons and support to all of our classroom teachers</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?

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

<p><b>Narrative describing college going culture (using indicators suggested above)</b></p> <p>WASC Ch.2</p>	<p><b>What are your targets/ goals?</b></p>	<p><b>What shifts will be required to achieve these goals?</b></p> <p>WASC Ch.5</p>
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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?**

Develop a Gordon J. Lau profile that aligns with SFUSD's 2025 Vision Continue with the annual Junior Achievement Day, where students learn about financial literacy and workforce preparedness, as well as various careers. Students will be also be exposed to various community workers and careers, as well as the names of various colleges. Technology Literacy is another key component for students to develop the mindset of college and prepare for college. Students will have access at school to become familiar and build basic technological skills necessary to be equipped to meet the challenges of the 21st Century. Encourage all Kindergarten families to participate in the K2College Program to understand the financial and academic planning for a college education.

## 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?

Professional development / training: -Grade level -Cross grade level -On-site staff-led PDs throughout the school year -District sponsored, including on-site or off-site, and pre or post school year PDs -Out of district PDs -Instructional Learning Team / Professional Learning Communities

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)
NGSS-based Amplify Science rollout and training Site-based PD will take place during the first days of new school year before instruction begins. Administrators and Teachers will continue to seek out PD opportunities throughout the academic school year to support the Approach to Balanced Literacy, D-ELD, and Chinese lesson planning. Peer observations for grade level teams who may benefit from doing a lesson study observation and reflection cycle with each other.	District-funded PDs Prop A On-site Literacy Coach for Balanced Literacy ELD Interventionist for D-ELD support Arrangements with support staff and administrators to cover classes during peer observations

## 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
<b>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.)</b>	Currently, all of our students actively participate in activities that promote Inclusive Practices.	Increase overall academic performance for all students with IEPs.	RSP teachers and paraprofessionals will collaborate with classroom teachers to elucidate best RtI strategies to support individual student learning according to IEPs, and at the same time, gain access to core curriculum content standards.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	N/A	Promote and enforce Inclusive Practices school-wide Provide resources for families School-wide assemblies to address sensitive issues Classroom activities and discussions to promote inclusive practices	School staff will reach out to community partners to make resources available to families. On-site social worker will meet with target groups to serve their specific needs.
<b>Student Engagement/Attendance</b>	Our attendance rate is at 98% percent.	Encourage, promote, and enforce daily attendance for all our students	

			School staff will work with families to ensure students attend school regularly and on time. Staff will work with community partners to help parents of students with attendance issues/chronic absenteeism. Other options include exploring attendance incentives at the individual and classroom level.
<b>School Culture/Climate</b>	We saw an increase in participation from parents in 2017. About 52 more families participated in the family survey from the year before. There is an discrepancy between student responses and adults responses. Adults rated the school higher in all areas.	We will continue to provide social and emotional support for all students throughout the school year. Our goal is to maintain a 0% suspension rate. We would like to see increase in student perceptions of school safety and adult supports.	School staff will promote Positive Behavior Intervention Support (PBIS) strategies to ensure safety and well-being throughout the school. Teachers will adopt, cultivate and promote a growth mindset for all students to help them achieve their maximum potential. To accommodate parents who need to drop off students early due to work schedul... Morning Literacy Support will be provided in the library and computer lab.
<b>Social Culture/Climate</b>	For 2016-2017, in the following Social-Emotional learning areas, our 4th and 5th grade students responded favorably: 49% in Growth Mindset 38% in Self-Efficacy 68% in Self-Management 58% in Self-Awareness	We would like to see an increase in all areas.	School assemblies will be held to address issues, such as following school norms, learning conflict resolution strategies, and child safety awareness (including bullying). Digital Literacy lessons will be taught to ensure cyber-safety.
<b>Wellness Policy</b>	Staff are reporting a decrease in class parties and an increase in water consumption.	We want to increase school-wide wellness events.	Inform students, parents and staff of the district's Wellness Policy at the beginning of the year. Decrease student consumption of sugary snacks. Model to students and parent what healthy options are available. Have healthy options and flavored water at all school events.

## 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 <a href="#">SFUSD Standards</a> to work on.	Choose at least one of the following focal populations
<input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input 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 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:**

Over 90% of parents attend parent-teacher conferences. Those who are unable to attend personally make alternate arrangements with the teacher to discuss and review student progress. Interpreters are provided for non-English speaking parents. Parent and community members are invited and welcome to attend and participate in our community and parent meetings. Childcare is provided for families. To accommodate parents, there is a morning and evening session for community meetings. School newsletters highlight current school news and information for families as another way to inform them of exciting things happening at our school.

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

Culture & Climate Surveys Attendance sheets Feedback from parents and community

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

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

Rotary Club Chinatown YMCA Cameron House

**What are your specific goals or objectives for these partnership?**

- co-sponsor community events - share best practices for community engagement - collaborate on parents workshops

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

- meet regularly to monitor progress and evaluate needs

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

Regular check-in Meetings and continual open communication between Lau and community partners

## 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 = \$2,600

Supplementary materials to support the Reading Triumph Intervention Program and Read Naturally Program. This money is used to purchase supplies for our students with special needs. It will be used for supplementary materials/curriculum.

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 = \$175,329

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

\$51,976.35 - Fund .5 Technology Resource Teacher to support English Learners who are struggling with reading and mathematics. \$51,976.35 - Fund .5 Literacy Coach to support English learners who are struggling with reading. \$51,976.35 - Fund .5 ELD Interventionist to support newcomers, at-risk English learners, and LTELs. \$13558.97 - Fund .12 Social Worker \$5,441 - Consultants: Software The Technology Resource Specialist will work directly with students with Digital Citizenship and Digital Literacy lessons. He will also teach students basic computer skills, such as logging into and using their accounts for various language arts, math, and ELD software programs purchased by the school. The Technology Resource Specialist will assist students and staff in computer literacy. He will use technological resources, such as the Prowise Board and ChromeBooks, to deliver instruction in software use targeted for ELs, such as Imagine Learning, Lexia Core 5, MyOn, Starfall, Tenmarks, and IXL Math/ELA. The Literacy Coach and ELD Interventionist will work directly with students in small guided reading groups according to their F&P and ELPAC levels. They are specialized in differentiated instruction targeting our EL population. With the combination of push-in and pull-out classroom support for students and teachers, the Literacy Coach and ELD Interventionist will be able to strategically utilize best teaching practices to support ELs. The ELD Interventionist will work with leveled EL groups and newcomers to provide the extra support needed to help them exit out of the ELPAC program within the targeted time frame. Social Worker will work with students, in large/small groups or individually, to meet their socio-emotional needs. Social Worker will also facilitate group discussions with students on bullying and appropriate school behavior. Social Worker will reach out to and work together with families as needed in the best interest of the student(s).

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 = \$55,000

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?

\$29,913.65 - Substitute Days \$5,441 - Consultants: Software \$10,691.52 - Stipends for Morning Literacy Support and Administrative support \$5,000 - Instructional Materials \$3,553.83 - Other Equipment Substitute Days provide release days for teachers to develop unit plans, administer assessments (such as the F&P), and conduct data analysis. The Technology Resource Specialist will assist students and staff in computer literacy. He will use technological resources, such as the Prowise Board and ChromeBooks, to deliver instruction in software use targeted for ELs, such as Imagine Learning, Lexia Core 5, MyOn, Starfall, Tenmarks, and IXL Math/ELA. Computer carts and ChromeBooks will be purchased for students to use and access the purchased software, as well as improve their digital literacy. Instructional materials will be purchased for student use to supplement ELA classroom materials and resources.

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 (TIIG) 07940

Allocation = \$96,768

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?

\$60,545.52 - Instructional aides \$1,018.24 - Stipends \$24,660 - Instructional Materials \$1,170 - Other Supplies \$3,383.24 - Other Equipment \$150 - Conferences \$5,441 - Consultants: Software Instructional aides will work with students during early Literacy Support with reading and literacy skills, as well as actively provide safety and throughout the school and help students with their social-emotional development. Supplies and instructional materials will be purchased for students to use in the classrooms, and may include computer or web-based programs to support EL language and literacy and literacy development. These materials will be used to differentiate instruction as Tier 1 and Tier 2 strategies. In addition, culturally relevant literature or informational texts will be available in classrooms to strengthen and support English development. The literacy specialist will continue purchasing texts to build classroom libraries and leveled reading books for teachers to conduct guided reading groups in the classroom. In addition, mentor texts will be purchased for teachers to use in collaborating and creating Reading/Writing Workshop lessons. The literacy specialist will attend a conference to further professional development support staff and help students succeed in reading recovery. The Technology Resource Specialist will assist students and staff in computer literacy. He will use technological resources, such as the Prowise Board and ChromeBooks, to deliver instruction in software use, such as Imagine Learning, Lexia Core 5, MyOn, Starfall, Tenmarks, and IXL Math/ELA. Computer carts and ChromeBooks will be purchased for students to use and access the purchased software, as well as improve their digital literacy.

**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 = \$190,309** (31500)

*How do you plan to use these funds?*

\$51,976.35 - Fund .5 Technology Resource Teacher to provide support for students struggling in reading and mathematics. \$51,976.35 - Fund .5 Literacy Coach to support students who are not reading at grade level. \$51,976.35 - Fund .5 ELD Interventionist to support English learners who are newcomers, at-risk English learners and LTELs. \$26,635.88 - Fund .25 FTE Social Worker \$1,904.09 - Stipends towards translations providing Latino and Chinese parents access to materials and resources \$5,441 - Consultants: Software The Technology Resource Specialist will work directly with students with Digital Citizenship and Digital Literacy lessons. He will also teach students basic computer skills, such as logging into and using their accounts for various language arts, math, and ELD software programs purchased by the school. The Technology Resource Specialist will assist students and staff in computer literacy. He will use technological resources, such as the Prowise Board and ChromeBooks, to deliver instruction in software use, such as Imagine Learning, Lexia Core 5, MyOn, Starfall, Tenmarks, and IXL Math/ELA. The Literacy Coach and ELD Interventionist will work directly with students in small guided reading groups according to their F&P and ELPAC levels. They are specialized in differentiated instruction targeting our EL population. With the combination of push-in and pull-out classroom support for students and teachers, the Literacy Coach and ELD Interventionist will be able to strategically utilize best teaching practices to support ELs. The ELD Interventionist will work with leveled EL groups and newcomers to provide the extra support needed to help them exit out of the ELPAC program within the targeted time frame. Social Worker will work with students, in large/small groups or individually, to meet their socio-emotional needs. Social Worker will also facilitate group discussions with students on bullying and appropriate school behavior. Social Worker will reach out to and work together with families as needed in the best interest of the student(s). Stipends for translations to provide Latino and Chinese parents with access to materials and resources.

**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 = \$1,904**

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.**

Regular monthly SSC and ELAC meetings to plan and review Title I programs and policies, as well as recommendations and concerns. Translations to provide Latino and Chinese parents with access to materials and resources. Family Curriculum Nights to showcase what students are doing in the classrooms.

**Date** your school's **Parent Involvement Policy** was reviewed by your School Site Council: 9/20/2018

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

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

**Impact & Innovation Awards =**

*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:
1.5 RSP	1.0 Assistant Principal	1.0 Librarian	1.0 Physical Education

**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.**

Assistant Principal: - Refine schoolwide structure to identify at-risk students - Meet with focal students 3x/yr to review assessment data and set goals  
 .5 Social Worker: - serve as case manager for focal students - provide direct support to focal students 1.5 Resource Specialist: - provide direct support to SPED students - provide on-going support to teachers on ways to differentiate in the classroom for our focal students. 1.0 Librarian: - Support teachers in the teaching of reading and writing - Train students on research methods using primary sources 1.0 Physical Education Teacher - Provide support to focal students during recess and lunch - Serve as a mentor for focal students

## 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 type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (list)
<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 <b>March 23, 2018</b> .
<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: <b>9/20/2018</b>
<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: <b>9/20/2018</b>

## 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
Marduli, Lucy	EL Parent	
Lei, Su Zhen	EL Parent	
Xu, Yuan Yuan	EL Parent	
Bjornsen, Addie	Parent	
Huynh, Eric	Parent	
Yan, Tammy	Other Staff	
Woo, Katherine	Classroom Teacher	
Lee, Margaret	Classroom Teacher	
Rodriguez, Edna	Classroom Teacher	
Choy, Gloria	Principal	