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

School	**Lowell High School**
Principal	Andrew Ishibashi

SCHOOL VISION & CONTEXT

Lowell High School's mission is to encourage the individuals who attend to contribute their skills, creativity, and intellect to benefit both themselves and the wider community of which they are a part. Underlying Lowell's philosophy of education is the resolve that the young people of San Francisco continue to enjoy their traditional option of attending a college preparatory public high school. The emphasis requires an instructional program that promotes sound intellectual and aesthetic values while providing opportunities for self-discipline and individual decision-making. Lowell endeavors to create a just and equitable society where individual responsibilities are clearly defined and personal rights guaranteed. It endorses the concept of an integrated school where cultural and social diversity enrich the lives of all students. Lowell is the oldest public high school in the west, and its academic rigor is one its greatest strengths. Another significant attribute is that the student body of 2,749, (September 2017), is as socially, economically, ethnically, linguistically, and culturally diverse as San Francisco. The 3,000 students and families at the annual Lowell Night for Eighth Graders, as well as the approximately 2,000 new applicants each year, reflects the community's support for a high-performing school that offers a rigorous college-preparatory curriculum and a wide range of social and growth opportunities. Lowell alumni are a very distinguished group, among whom are Nobel Laureates; California State governors; assemblymen and senators; a US Supreme Court justice; world-renowned authors, artists, and actors; four-star generals and decorated admirals; and founders and CEOs of some of the most successful companies in the world. 97% of Lowell seniors attend post-secondary education. Lowell students overwhelmingly state, according to a recent satisfaction survey (Spring 2017), that they like their school and would recommend it to other students. Our students' achievements and school pride confirm that Lowell plays an important role in the education of San Francisco's young people. Balancing the school's need for racial and ethnic diversity with the need to uphold the rights of all who can meet the entrance requirements remains one of our school's greatest challenges. Prior to 1999, the racial and ethnic background of students was a factor in the Lowell admissions process. That year, the Federal Court settled a lawsuit that challenged this policy. As a result the number of Latino and African-American applicants admitted dropped dramatically. Their underrepresentation in the student body continues to be a major concern, which we address through numerous and varied outreach and recruitment efforts. Over 3,000 students applied for approximately 700 seats for 2017-2018. Outreach efforts appear to be producing results. The school's Latino population has increased over the past few years, with Latinos comprising 12.4% of the 2016 entering class and 10.4% of the 2017 entering class. This is a dramatic increase over virtually any other class in the past 20 years, when the percentage of Latinos entering Lowell as freshman was in the 7%-8% range occurred at a time when the Latino population in San Francisco has Additionally, although the school's African-American population is still well below the district average of African-American students (8%), the school's African-American portion of the freshman class has increased. The three major goals of the school as identified and validated by the visiting WASC committee in February 2018 are as follows: Goal 1: To close the achievement gap between groups of identified high achieving and lower achieving students. Goal 2: To improve communication amongst all stakeholders at Lowell. This was identified as an area of need in all WASC self-study groups. Current web-hosting contract ends SY 2017-18. Goal 3: Improve school culture, focusing on equity, mental health, and community building

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.

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/aao/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/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ 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 2016-17Window 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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	▪ 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	▪ 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):
Latino, Hispanic, African American and Pacific Islanders are the focal groups for ELA performance.

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
Over the last three years, Lowell students have been remarkably consistent, and have even improved slightly, in their performance on the ELA SBAC: 92% to 95% of Lowell students have met or exceeded standards in the 11th grade. The Spring administration of the ELA SBAC indicated that 93% of the students score at or above proficient standards.	The overall student population is performing well on ELA SBAC. At the 93% rate of meeting and exceeding performance standards, teachers are encouraged to focus on the cohort which is not meeting standard.	Using the Interim Assessment Blocks (IABs) from the SBAC will inform teachers of the specific areas of language development needed. 2017-18 was the first year that our school has used IAB's. Teachers will access scores on Illuminate to track student progress. All 9th and 10th graders participated in this assessment and results will be used to guide future ELA instruction. This practice will continue Fall 2018.	Maintain current strategies for assessing skills of incoming students and placing them in skill-level-appropriate classes Explore new strategies for assessing skills of incoming and existing students and placing them in skill-level-appropriate classes Identify under-performing freshmen and transfer students three weeks after the beginning of fall semester, using new form to communicate with counselors Identify underperforming students at each grading period. Refer underperforming students to appropriate supports depending on feedback teachers give to counselors Counselors initiate follow-up coordinating conversation with individual teachers, parents, support staff for underperforming students
83 % of AA students met proficiency standards on the ELA SBAC for SY 2016-17. This represents a 4.76% gain over a three year period. These percentages are greatly affected by the raw numbers of students enrolled at Lowell. Number of AA students tested at 11th grade = 6	Continue to monitor and maintain gains made on testing by ensuring that students are succeeding in their English classes. Examination of the D/F list indicates that approximately 3% AA students receive a D or F in their English classes as compared with 1.5 % of general population.	Ensure equity of voice in English classes and pay attention to patterns of participation of all under-performing groups of students.	School-wide professional development for equity is planned for SY 2018-19. Departmental focus on the examination of dissaggregated data to ensure that students are achieving at grade level and above.

| 88.1 % of Latino/Hispanic students are meeting or exceeding proficiency standards on the ELA SBAC. This represents a gain of 13% over the last 3 years and a 5.25% gain over the last year. These numbers are statistically significant at N= 67. | The gains made in academic success over the last few years within the ELA program shows a positive trend both in the course-taking trends and academic achievement. The English Department has expanded the number of AP classes offered, while eliminating an "Honors" track in order to make AP course selection by students more accessible. | Ensure equity of voice in English classes and pay attention to patterns of participation of all under-performing groups of students. Assess needs of EL students and put support structures in place through Academic literacy and Study skills. | Bring data to Department meetings and address the gaps in performance for all groups that are under-performing. Ensure that all students are being prepared in ELA standards in 9th and 10th grade through grade level meetings. Identify ELA standards to teach across the grade levels. |

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?
Gains made in the proficiency of target students over the last 3 years indicate that the English department is on track in addressing many of the students' needs in ELA development. Holding curriculum meetings and sharing best practices across the English classes is a good strategy to keep addressing "how students learn".	The English department strives to make continual growth in academic performance. The growth target this year is 5%.	Early identification and intervention within the classroom for successful completion of coursework is one of the most effective strategies for measurable outcomes on State tests.

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):
Latino, Hispanic, African American and Pacific Islander students are the focal groups for closing the mathematics performance achievement gaps.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
Disaggregated SBAC Mathematics scores show an even greater closing of the Achievement Gap. Over the past three years, Hispanic/Latino students have improved 15% and SES has improved 3%. SBAC Mathematics scores for Asian and White students have also improved overall over the past three years, 2% and 6% respectively	Continue the positive gains made over the last year. Maintain the improvement for the target groups with an additional 3-5% growth.	Offering off-semester mathematics to ensure that students can stay on track. Our primary intervention is though our off-semester mathematics program. By providing smaller classes and a less competitive environment, students can build their math foundation at their own pace. Use of computers and programs such as ALEKS keep students more interested while building math skills.	Effective off-semester classes will help guarantee that placement and allow students to succeed in a less stressful, less competitive environment. Support through teacher support hours outside of class and peer tutoring (via Mathletes and CSF tutoring) is essential.
By looking at our 11th grade Smarter Balanced data, clearly we need to continue to focus on our Latinos, who were only 52% proficient or above in the spring of 2018, which effectively wiped out the gains that were made the previous year. Socioeconomically disadvantages students were also slightly lower (83% vs 86% average) although that group also shows a positive trend over the past 4 years.	Continue to make gains for number of students achieving proficiency.	We need to continue to allow students to double up in Math in freshman or sophomore year to provide a path to Calculus while providing a quality education.	We need to continue to allow students to double up in Math in freshman or sophomore year to provide a path to Calculus while providing a quality education. We need SFUSD AAO support for test score data for early intervention, particularly for our summer bridge program. AAO support is also required to facilitate use of IAB test scores.
	Maintain (at 86%) or increase the percentage of A or B grades in Algebra 1. Continue to reduce the number of D/F grades to 4% or lower.		

As indicated above, Smarter Balanced scores remain strong with 87% proficient or above, down three percentage points from the prior year. While the overall department AP exam pass rate was 84%, some course remain a challenge with a 75% pass rate in AB calculus, a 90% pass rate in AP Statistics, a 71% pass rate in AP Computer Science. Believing a foundation in Algebra is key for future success, it is encouraging that 86% of Algebra 1A students received an A or B in Fall of 2017 (vs 83% and 84% the prior 2 Fall semesters). The number of D/F grades in Math continued to drop in 2016/17 to 4% (while being 5% in 15/16 and 6% in 14/15). Fall 2018 grades are not in yet.		Since math is sequential, students need to have the necessary prior knowledge to succeed in their enrolled math classes. Allow students to build their skills to such an extent that they can return to on-semester courses (and have the skills necessary to succeed in ALL their math and science courses). Keep the number of off semester section to no more than one for Algebra 1 and at most two for Geometry and Algebra 2.	Continued funding to support twice a year registration and the off-semester program with its extra support. Continue to use the IAB's to inform instruction. Additional computer carts for the Math department will assist in having each teacher schedule in appropriate testing during the semester. Five additional computer carts were purchased in Spring of 2018 to assist in the administration of the SBAC school wide.
The 833 AP exams given in May 2018 was another new record for the department.	Improve the pass rate for AB Calculus, AP Computer Science, and Increase the number of AP exams given, although this will be difficult, particularly in 2018/19, due to the varying SFUSD policies for 9th grade math placement/8th grade curriculum for years 2014/15 through 2016/17.AP Statistics to 80-85%. Achieve an overall departmental pass rate of 85%.	Increase the number of AP exams given, although this will be difficult, particularly in 2018/19, due to the varying SFUSD policies for 9th grade math placement/8th grade curriculum for years 2014/15 through 2016/17.	Continue to fund PD for AP teachers attending workshops within the school year as well as during the summer.

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?
We have made substantial gains in this area and need to continue established practices. Our primary intervention is though our off-semester mathematics program. By providing smaller classes and a less competitive environment, students can build their math foundation at their own pace. Use of computers and programs such as ALEKS keep students more interested while building math skills.	Continue to support students in off-semster math classes though SCG-LI funding. Our target and performance goals are to see continued improvement of scores as measured on the Math SBAC, and IAB's. Further to increase the AP course-taking trends of Latino/Hispanic and AA students. In increase the number of students who take these courses. A 3-5% gain in these metrics for 2018-19.	Continued funding to support twice a year registration and the off-semester program with its extra support. Provide ongoing specialized professional development focusing on how to effectively integrate students with different learning strengths in the classroom. Provide ongoing specialized professional development focusing on how to incorporate effective and appropriate support for identified Learning Resource students within the classroom (ex: inclusion strategies, etc.) Ongoing regular grade-level or course specific teacher meetings to identify areas of need for underperforming students (intra-departmental working groups)

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

Access to the core curriculum for all students: All students should be learning the new Next Generation Science Standards (NGSS) through the implementation of the SFUSD Science Core Curriculum by Fall 2019. The following courses are being rolled out at Lowell High School by the following timeline: NGSS Biology (Fall 2017), NGSS Physics 10-12 (Fall 2018), and NGSS Chemistry (Fall 2019). Four teachers attended the SFUSD district-wide NGSS Biology PD days during 2017-2018. Physics teacher Students at Lowell choose to take between 2 to 7 years of science (average is 3.8 years). Some students choose and are able to double-up on science in grades 10-12 when program availability and funding allows. In 2017-2018, 116 11th-graders and 100 12th-graders are taking two science courses concurrently. In the Fall of 2018 116 11th graders and 100 12th graders are taking two science classes concurrently. 2017-2018 Science Sections: Freshman Biology - 22 sections Graduation Requirement Courses (other than biology) - 25 sections AP Sciences - 29 sections Upper Division Science Electives (non-AP) - 8 sections Sixty-six percent of Lowell students receive an A as their semester grade in science classes. The percentage of students receiving a D or an F is 1.5%

To ensure that all students have access to and success in the core academic program, students are encouraged to take at least two of the three core science courses for SFUSD graduation. Various strategies, such as differentiated instruction, scaffolding, and other methods, are embedded in core content instruction to allow for success and access of the science curriculum content for all students. Students will be evaluated on their proficiency in science attained from these three core NGSS science courses via the California Science Test (CAST). The CAST operational exam is tentatively set by SFUSD for the 11th Grade during school year 2019-2020. While only a small percentage (2.5) of the students receive a D or F in Science in Spring of 2018, (2.5%) of AA and 3.5% Hispanic or Latino receive a D or F. This is a slight improvement over the previous year. The department continues address these performance gaps.

Teachers in this department avail themselves of the PD opportunities provided by the district, the California Science Teachers Association and the National Science teachers Association to continue to learn how to implement NGSS in their classrooms. Teachers in the core science classrooms collaborate on curriculum and in some instances common Final exams. The department meets regularly to communicate the strategies being implemented within the department to meet NGSS. This Fall three of the Physics teachers are also serving on the District PD committees to implement the NGSS curriculum in their subject, this is the first year of implementation for Physics.

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
Lowell's designated English Language (EL) Learner students report speaking English at home 30% have been reclassified 66% have been, or are currently being, tested periodically for two years following reclassification to ensure that they are progressing satisfactorily. Only 53 of our EL students are in our EL program. 22 of those students took the CELDT test Fall 2017	The majority of EL students (28 of 53, 53%) are in one of our non-diploma track (Special Day Class) Learning Resource program and, receive English support services through their Learning Resource program according to individual IEP requirements. All of these English Learners are relatively low level EL, with CELDT scores between 1 and 3 (with the vast majority scoring 1).	Provide ongoing specialized professional development focusing on how to effectively integrate students with different learning strengths in the classroom (ex: SDAIE, AVID, Bay Area Writing Project) Provide ongoing specialized professional development focusing on how to incorporate effective and appropriate support for identified Learning Resource students within the classroom (ex: inclusion strategies, etc.) Ongoing regular grade-level or course specific teacher meetings to identify areas of need for underperforming students (intra-departmental working groups)

All teachers have received class lists of students who have been identified as English Language Learners (ELL). Of the 64 identified designated English Language Learner (ELL) students for the Fall 2018, 13 (7.4%) have met the reclassification criterion and are no longer in a dedicated EL class. Four students remain in our dedicated El class, and 16 incoming 9 th grade students have successfully passed the Fall 2018 initial ELPAC exam. Their reclassification is pending the Fall English course final grades and the passing of the Reading Inventory Exam. Of the remaining 31 students, 26 have IEPs and the remaining are long term ELL students that are successfully engaged in their classes without extended support of a dedicated ELL class.		Building a community of learns and establish a supportive environment for our EL population will be done through the following use of resources: Language development resources and classroom library: $6,000' Computer programs and ancillary equipment for use by students: $5,750; Professional development and teacher implementation: $9,400; Parent outreach and community meetings: $2,000. Students in this program need a dedicated set of resources to use to support language development. The successful implementation of school wide language objectives will be done with professional development and collaborative coaching.

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?
230 Juniors and seniors are enrolled in Health Education Spring 2018. All Lowell students fulfill Health Education graduation requirements. Curriculum follows the standards set by District Health Guidelines and the lead teacher implements lessons in all aspects of adopted curriculum. Indicators of Lowell students adopting a healthy lifestyle includes the 80% of freshmen who pass 5 out of 6 PFI. 45% of student respondents have confidence in their ability to succeed and to exert control over their own motivation, behavior, and environment.	School wide Health fairs are held each year to reinforce concepts taught in Health and PE classes. The integrated approach to Wellness on campus is a coordinated effort between the Wellness Center, the Health curriculum providers, the PE department the Nurse and the counseling department. This school-wide approach seeks to address the health needs (both physical and emotional) of all students. At risk youth are counseled either onsite or referred to CBO's for continuing services and assessment.	There may be a need to provide an additional Health teacher for 2018-19 as the class of 2019 may not be receiving their Health education during summer school as many students have done in the past.

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?
The VPA department seeks to improve school culture, focusing on equity, mental health, and community building through the following means: Provide a rigorous curriculum in the arts with opportunities for advanced course work and performance opportunities outside of class. Offers studio and performance based courses which allow students opportunities to express themselves creatively Artistic creative expression provides opportunities for students to better balance academic stress. Through the public exhibition of fine art and performing art performances enriches the school's culture and promotes community building. Provides student opportunities to collaborate with their peers in different arts disciplines through Lowell's after school performing arts productions and events. The Lowell Spring musical, for instance, involves music, dance and theater collaboration among participants. The VPA department continues to provide opportunities for Students with Special needs to participate in dance recitals and performances	In the Visual and Performing Arts, teachers work to close the achievement gap between identified high achieving and lower achieving groups of students through a variety of means: The Lowell VAPA department provides a high quality arts education to all students. For identified low-performing academic students, VAPA teachers communicate student academic progress with the students' designated AACCESS (African-American), LEAP (Latino), IMPACT (Asian and Caucasian) or FPIASP (Filipino and Pacific Islanders) liaisons. Teacher use of Synergy, the district mandated software program, enables the online reporting of academic grades and attendance to all students, parents/guardians and counselors. Identified ELL (English Language Learner) students are supported through a variety of instructional strategies which are described in the "LHS EL & Inclusion Teaching Strategies" and the "Common Core State Standards and English Language Learners" publication	Students identified with special needs are provided classroom and instructional accommodations as specified in their IEPs. In some cases, para-professionals are placed in the classroom to assist students with specific needs.

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?
80% of ninth graders meet at least five of six Physical Fitness Standards during testing in the Spring semester. Students must meet five of six standards to pass. 92% Meet 4 of six standards. Students who do not pass the PFT in their freshman year retake the test in tenth grade after having been placed in a special fitness preparation PE class for the year.	All ninth graders maintain a portfolio with assessment data including their performance on aerobic fitness and other metrics collected in their PE classes. Students who do not meet the PFT standards are encouraged to continue taking PE in their Junior and Senior years.	The Physical Fitness program at Lowell continues to maintain high standards of performance for all students.
Special Education students are well represented in the PE department. Students in the Learning Resources program continue to enjoy open access to PE classes and are well received by their Gen Ed peers. Lowell students have assisted in the District Special Olympics, and the games have been hosted by this site over the past two years.	Continue to support special needs students through involvement with Special Olympics and other opportunities for interaction and activity with students from across the District.	Support the teachers involved in Special Olympics through PD funding.

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
In Social Studies we are using the following measures to track academic progress of students: DFI report Analysis of student participation and academic progress in class Dissaggregated CAASPP data ELPAC test scores AP scores for all courses and dissaggregated score reports	Identify underperforming students who are not meeting curriculum and skills standards after the first assessment. Refer under-performing students to tutorials with the instructor, CSF, Wellness, or SST.Create a Google Doc to document interventions and monitor progress. Ongoing subject team meetings to strategize, share best practices, develop curriculum, and develop differentiate instructions to address the needs of under-performing students. Ongoing subject team meetings to examine curriculum and skills development to improve consistency among similar courses Subject teams evaluate homework, grading, and testing policies and discuss how best to achieve consensus goals	Provide ongoing specialized professional development focusing on how to effectively instruct English Language students in the Social Studies classroom. This work will be done in department meetings, after-school workshops and PD Mondays. QTEA hours for grade level meetings led by subject area team leaders.

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
		PD for AP teachers includes the use of money allocated for sending teachers to summer workshops and workshops given during the school year. College Board sanctioned workshops have embedded strategies for student success. Additionally, core departments which offer AP classes continue to recruit students into upper division classes and provide additional support through office tutoring and review sessions in preparation for the exams.

81% of tenth-twelfth grade students take AP courses. 4,100, were given in 2017. Overall pass rate of 85.3% receive a 3 or above is reflective of college readiness. Lowell has an open enrollment policy for AP classes. Prerequisites for some AP courses are suggested, but not required. Notable with the lack of prerequisites for taking an AP course Lowell's high pass rate is noteworthy. Lowell offers almost all AP courses available, with multiple offerings within each department. The following AP courses are in place for the 2018-19 SY: Statistics, Calculus AB, Calculus BC Physics 1, Physics 2, Physics 1&2 combined, PhysicsC, Biology, Environmental Science, Chemistry, English Language, English Literature, Psychology, World History, Human Geography, US History, European History, Economics, Chinese, Spanish, Spanish Literature, Japanese, Latin.The culture of preparing for college is well developed.	To increase the pass rate and AP course taking by AA, Latino and students qualifying for free or reduced lunch. Disaggregated AP results indicate that only 31% of AP tests are taken by SES though 44% of the students qualified for free or reduced lunch. The pass rate (score of 3 or above) of low income students is 81% (average score of 3.62) while that of non-low income students is 87% (average score of 3.84). These results indicate that low-income students remain at a disadvantage in both access to AP courses and in success in those classes, as measured by test scores. African-American and Latino students, are underrepresented in terms of percentage of tests taken (AA: 0.5% of tests; 1.9% of population; Latino: 6.9% of tests; 10.6% of the population). The pass rate and average scores of African-Americans and Latinos taking AP exams indicates a performance gap. African-American and Latino students take fewer AP exams (indicating fewer AP courses) The pass rate with a 3 or above is significantly lower rate as well. 63.3% for African Americans with an average score of 3.09. 74.3% of Latino students receive a passing score with an average score of 3.36. It is important to note, however that any score of 3 on a college board AP exam is predictive of college success.	
The most current data from the National Student Clearinghouse on college attendance show 82.1% of the student population enrolled in a postsecondary institution in the fall immediately following graduation.	Goal: To increase the college attendance rate by AA, Latino and students qualifying for free or reduced lunch. Disaggregated data show that 66.7% (n=10 of 15) of African American students, 72.6% (n=45 of 62) of Latino students, and 83.7% (n=215 of 257) of students on free/reduced lunch enrolled in a postsecondary institution in the fall immediately following graduation.	The consultants who work with our African American and Latino populations will work closely with these students to support their pathway to college. The college counselor will hold sessions to support AA and Latino preparation for and application to college.
Advancement Via Individual Determination (AVID) is a non-profit organization that provides professional learning for educators to improve college readiness for all students, especially those traditionally underrepresented in higher education. Lowell is in the process of partnering with AVID to provide first generation and traditionally underrepresented students support in the process for preparing and applying to colleges and universities. SY 2017-18 was the planning year for our implementation of this program. SY 2018 -19 is the first year of implementation.	To support the recently established AVID program and support students who might not otherwise be prepared for college.	A group of teachers attended training for AVID during the summer. The first AVID class and cohort began in SY 2018-19. Professional development funds will be allocated for additional training during the 2019 summer. SCG funding for 0.2 FTE for this program has been allocated in the 2018-19 budget and this will be increased to 0.4 FTE for the 2019-20 school year.
The performance of Lowell students on SATs and ACTs indicates that Lowell students are well prepared for college. Ninety five percent of test takers score above 1000 on the SAT and 90% score above 21 on the ACT. 88% of Lowell the class of 2017 seniors took the SAT test by the time they graduated. This is a drop from previous years when 95-97% of seniors took the SAT; however there has been a 15% commensurate increase in seniors taking the ACT.	The SAT is given outside of the school program. Studnets are encouraged to take the PSAT at school and within the school day when it is administered in October each year.	Continue to refine the testing protocols for administration of the PSAT. Loell is not currently an SAT test center. The College Board controls this determination.
90% Lowell students, at graduation, meet UC a-g requirements for admission and the three-year trend is positive from 89% SY 14-15 And, while the trend is positive for all subgroups, disaggregated data illustrates that 75% Hispanic/Latino students meet UC a-g requirements at a much lower rate than the school as a whole. 86% Low income students also meet these requirements. Low income and Hispanic/Latino students are, thus, not entering UCs at a rate equal to that of their White and Asian peers.	To make gains in the UC a-g readiness for the Latino and AA students. Target goal for 2018-19 is 5% growth in this metric.	The addition of a full time college counselor who is focused on providing more opportunities for the target group of students to visit college campuses and to counsel students apply to college is expected to bring a positive benefit to students ensuring that they are UC ready. The addition of the AVID program is also being put into place to support students in their college preparation by supporting them in their overall college preparation coursework.

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?

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?

Lowell has embarked on a multi-year PD initiative to bring greater equity in all aspects of the school community from classroom practices to access to resources and opportunities for all students. We are in the second year of implementation of highly structured PD to address issues of inequity and institutional racism. This will continue to be one of the key focus areas in the 2018-20 plan. This will be structured in the annual PD calendar and will have the following components: Provide time to discuss, practice, and implement strategies for increasing equity at Lowell Continue Lowell Equity PD, incorporating strategies such as Critical Friends Protocols where teachers, staff, and students explore issues of equity Incorporate strategies into classrooms, school culture to ensure broad inclusion of equity strategies in overall community Evaluate and modify Lowell Equity PD to ensure continuing relevance, adapting as necessary A second goal for school-wide PD is increased communication between all stakeholders. The shift from School Loop to Synergy as the platform for grading and communication has resulted in a decrease in the effectiveness and frequency f communication between classroom teachers and parents. Professional development to address the teacher's needs will be in place for the 2018-19 school year.

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)
• PD Schedule • Master schedule • Student and teacher surveys • Meeting feedback forms • Student and teacher surveys • Meeting feedback forms • Yearly master schedule • PD schedule	Site Budget, use of regularly scheduled PD time which is built into the schedule.
Assess what teachers need in order to use Synergy as effectively as possible Convene a Synergy task force consisting of experts in the use and application of Synergy Provide Professional Development on targeted, identified useable functions of Synergy Identify weaknesses of Synergy program as a tool of communication for the entire school community Create alternative processes for communication where Synergy is deficient Provide Professional Development on alternative processes for communication where Synergy is deficient	Work with the District personnel who have implemented this system and schedule PD to address specific concerns. Provide on-site assistance by teachers who have successfully implemented Synergy. Extended calendar will be used to provide this additional support.
AP teachers: funding support from PD coordinator (AP of Curriculum and Instruction) for teachers who are asked to participate in an AP Summer Institute program prior to teaching a particular AP class. In addition, many AP teachers attend supplemental AP "refresher" PDs. Teacher statistics: 98% of teachers at school site are fully credentialed and teaching within their areas of competency. New teacher meetings: led by an Assistant Principal	The site budget includes funds for ongoing professional development to support the AP program. Additional meetings that are planned outside of the school day are supported through the use of QTEA funds. These funds may not be available in the 208-19 SY as this central funding was rolled into the teacher salary increase. Extended calendar may be used in its place for the coming year.

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.)	There are 118 students at Lowell High School with individualized educational plans (IEPs). Two mild/moderate classrooms serve students with varying academic and personal skill levels. Some of the students are on a diploma track, and some students are on a certificate of completion track. The students are mainstreamed in elective coursework, including Visual and Performing Arts, Physical Education, Health, and World Languages. Student participation in these departments is determined during the IEP process. All students also participate in a general education Registry (Homeroom). Four Special Day Classes serve students whose designation is Severely Impaired (SI). SI students are mainstreamed to the degree that their abilities allow.	The Lowell LR program maintains a very high rate of on track IEP SEIS data tracking and making sure case management and the tracking tools are up to date. The LR department communicates well with Gen Ed teachers to provide them with timely notification of IEP's and with the strategies and interventions required for each student. To continue to support the LR program at Lowell with inclusion of students into the mainstream program as appropriate. Many of the SI students are actively involved in the greater Lowell community, working with other Lowell students as student assistants in the main office or the bookroom, these are strategies to continue. The Lowell LR program maintains…..Many of the students with an IEP are actively involved in the greater Lowell community, working with other Lowell students as student assistants in the main and attendance offices as well as the book room, while also participating in Best Buddies and Special Olympics.	Working with DH's to ensure that Gen Ed teachers can attend IEP's by providing coverage of classroom duties as appropriate. Strategies and Intervention Students with IEPS are assigned a Registry (Homeroom) with their grade level peers, and mainstreamed in a variety of courses, such as Physical Education, Health, and Visual Arts. Some are accompanied with a paraprofessional for support according to identified accommodations and modification needs. All general education teachers who have a student with an IEP are provided a summary of the needs of the student, and are required to attend the yearly IEP to share the progress of the student with the student's case manager, and to be updated with any changes to the student's IEP that will modify the student's experience in the classroom.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Lowell has a number of Foster youth and homeless youth who need support services as identified through the Wellness Center or the Counseling Department. We do not have dissaggregated data regarding our LGBTQ youth with respect to SEL, however historic and national statistics suggest that support in this area is needed to positively impact both academic and social needs of these students.	Early identification and connection to services is key to providing support. Onsite counseling has been a factor in this area. Providing students with financial support for extracurricular opportunities and access to computers is another area of need for homeless youth.	A new consultancy is being developed to address the needs of LGBTQ student cohort. While we have a designated club with sponsors, national and local data regarding suicide and stress rates among LGBTQ youth suggests that we can do more to support our students in this population.
Student Engagement/ Attendance	Lowell's absenteeism rate is generally low at 3.7% schoolwide for SY 2016-17. The absenteeism rate for African-American students has dropped over the past three years to 3.9% from 8% in SY14-15. The Analysis Lowell's 2017/18 overall absenteeism rate has not increased and remains flat at 4% school wide. Of that 4%, 15.7% of the SPED, 10% of the African American, 9.1% of the Hispanic/Latino and 7.8% of the ELL students were chronically absent. Of the 15.7% students who are SPED, some are African American, Hispanic/Latino and ELL students, which makes the data percentages overlapabsenteeism rate of Hispanic/Latino, English Learner, and Special Education student populations is considerably higher than that of the school-wide community.	To continue to lower the rates of absenteeism of chronic absentees in the target sub-groups. Numbers of students who are absent remain relatively low with Special Ed students exhibiting the highest rate: 10.4, which is still lower than the District average for the Gen Ed population. This, our highest percentage is generated by 14 students in the Sp Ed program.	Work with case managers to increase communication with families to minimize the number of absences due to parent-generated appointments.
School Culture/Climate			

	The Youth Voice Survey, which was taken by a little over 30% of Lowell students in 2017-18. 79% of students feel that they have an adult on campus that they feel close to teachers, counselors, coaches, librarians, administrators, and Wellness staff. 88% feel that teachers care about them as a person. 21% of students report spending 1-2 hours per night on homework, 28% spend 2-3 hours per night, and 23 percent spend 3-4 hours per night.	Lowell students seem to be lacking is in the category of Self-Efficacy. Only 45% of student respondents have confidence in their ability to succeed and to exert control over their own motivation, behavior, and environment. This contrasts with data in which students self-report that they feel positively about their ability to have free time within their day and choose their own classes and courses of study. This is an area that is related to the stress that students feel to perform, and is an area the school continues to monitor and address through Professional Development and working within departments to address homework policies.	Create a student stress task force to examine academic and social stressors at Lowell, review existing data and research, identify if new data are needed to inform action Task force, identifying major contributors to student stress, creates ameliorative plans (considering policy and practices in academic domains, new mental health and stress reduction programs), coordinating with other support groups Task force to create overall plan for implementing anti-stress plans and protocols within school community Review and revise Action Plan to incorporate anti-stress plans and protocols for long-term, ongoing implementation.
Social Culture/Climate	The school culture climate survey 86% of students reported favorably that they feel safe at Lowell. 65% of students reported that Lowell creates a climate conducive to learning 61% reported that rules and expectations about student and adult behavior are clearly communicated, and 63% of students reported a positive sense of being accepted, valued, and included at Lowell. Teachers and staff had somewhat higher rankings of students, responding positively to all aspects of school climate at a rate of 82%. Families responded positively at an even higher rate, 92%. In the Social-Emotional Learning Survey, Lowell students scored highest (82%) in the Self-Management category work independently with focus. students also score relatively high 72% and 70%, respectively in the categories of Growth Mindset and Social Awareness (students have the ability to take the perspective of and empathize with others).	Lowell is in its third year of implementation of PBIS, the school climate committee meets every other week to expand on the work started in the first two years. Community Circles continue to be a highlight of some registries across the school. The committee is investigating ways to alleviate stress and anxiety among students as well as to address racial inequities on our campus.	Some of the committee members have taken on the charge of starting an AVID (Advancement Via Individual Determination) program, to be launched next school year. Other members are leading a research project to study the potential benefits of mindfulness and meditation for our students. The purpose of these discussions, the research study, and the AVID program initiative is to take a stand for a positive culture shift at our school.
Wellness Policy	The Lowell Wellness Center has focused on building greater capacity for meeting the needs of the students by establishing support groups that meet weekly. Over the last 2 years the number of self-referrals has risen and in the SY 2017-18 there has been an increase in the number of students presenting with serious emotional difficulties including thoughts of suicide. The direction of the Wellness Center is to expand preventative and educational efforts and outreach to students. Crisis management and intervention remains a central focus for students at risk. The social workers in the Wellness Center work on case management and support of high risk and vulnerable students. The collaborate with other support providers such as academic counselors, SFCESS, SPED, and outside agencies. They provide leadership and consultation regarding student support systems and projects.	The Wellness Center staff meets on a regular basis with the onsite Nurse as well as District personnel to ensure that best practices are in place. This coordinated effort has served to increase services to more student groups as well as promoting health, coordinating efforts with School Health with the wellness fairs each semester. Presentations to faculty at meetings and conducting after-school teacher workshops on suicide prevention are ongoing. They provide teacher, parent and student workshops on trauma informed practices. Youth Outreach Workers implement a peer leader mentor program.	Our Community Health Outreach worker is funded centrally. PD provided by the Wellness Center for teachers is supported through QTEA hours. With the rise in the number of students presenting with 504 plans, many which are documented as mental health issues, an increase in the number of PD workshops to assist staff in supporting these students is recommended. Funding would be sourced through Professional development. The Americorp program was developed and funded with assistance from a Lowell Alumni Association grant to increase capacity and provide programs including presentations, fairs, classroom visits, club workshops, push ins, and groups.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

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

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

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

Continue outreach to incoming freshman parents of African American and Latino families through multiple means including family nights. Promoting two-way dialogue with parents by eliciting responses on on the SEL climate survey. Celebrating diversity through multicultural events and awards nights which include the participation of parents.

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

Examine disaggregated data from SEL Climate survey and other metrics which indicate academic and social emotional wellness of students including: attendance, D/F lists, academic performance and participation in school cultural events and extracurricular activities.

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?

☑ Academic Support ☐ Behavioral Health & Wellness ☑ College & Career ☐ Expanded Learning/After-School ☐ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☑ VAPA or Literary Arts ☑ Youth Leadership/Youth Development ☑ Parent/Family Support or Partnership ☑ Other: **Lowell Alumni Association**

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

Both the PTSA and LAA support the ongoing efforts to bring about cultural shifts which support the academic performance of Tier Two students and at- risk students. Each of these organizations have provided and continue to support both systemic initiatives and individual efforts within the classroom to bring equity of opportunity to all students. Funds are used directly in classrooms to support teachers and in school wide professional development opportunities to explore new strategies in assessment and classroom management with respect to homework and grading.

What are your specific goals or objectives for these partnership?

Continue to build a collaborative partnership to address the needs of the Lowell community in a dynamic and strategic manner. Both organizations have been instrumental in addressing the economic needs of the school with respect to maintaining course offerings. Support is also evident in the ability of teachers to take students on field trips and other academically enriching experiences.

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

Maintain schedule of meetings, continue to communicate with all parties through scheduled meetings, bulletins and email. Hold special meetings to address needs as they arise.

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

The number of teachers who apply for grants and the tangible effects of these supports are evidence that the need exists and is being addressed.

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 = $14,600

Classroom instructional supplies and support: $10,000. Professional development $4,600.

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 = $23,150

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

Building a community of learns and establish a supportive environment for our EL population will be done through the following use of resources: Language development resources and classroom library: $6,000' Computer programs and ancillary equipment for use by students: $5,750; Professional development and teacher implementation: $9,400; Parent outreach and community meetings: $2,000. Students in this program need a dedicated set of resources to use to support language development. The successful implementation of school wide language objectives will be done with professional development and collaborative coaching.

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 = $269,224

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

SCG-LI Funds are used to support students in the 6 off-semester mathematics classes, the ELD class, the Study Skills classes and the support structures put into place for under-performing groups of students and students at academic or social-emotional risk. African American Common Core Education and Support (AACCES), Latino Equity and Achievement Program (LEAP) Filipino and Pacific Islanders Academic Support Program (FPIASP) • Individually Managed Programs for Asian and Caucasian Teens (IMPACT) are the specialized programs which monitor the progress and coordinate support for these students. The classroom support by allocating $233,720 for 1.4 Mathematics instruction is key to our goal of closing the achievement gap in the target group of students. Non-FTE allocation in the amount of $35,504 will be used to support the designated programs named above.

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

LCFF Concentration Grant (SCG-C) 07092
Allocation =

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation =

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

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

CATEGORIAL EXPENSES

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

Title I = (31500)

How do you plan to use these funds?

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

1% Title I Parent Set Aside =
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

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

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

Impact & Innovation Awards =

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

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

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

How do you plan to use these funds?

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

Equity Grant =

Identify Sub-group & specific actions

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

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

How do you plan to use these funds to support your school-wide actions? (**Limit: 250 words**)

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
1.0		1.0	
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
1.0	1.0		6
IRF:	**Literacy Coach:**	**Academic Rtl Facilitator:**	**Hard To Staff:**
Other:	**Other:**	**Other:**	**Other:**
VPA 0.4	Librarian 0.5	JROTC 0.9	Peer Resource 0.25

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.

These central supports are integral to our student support plan which addresses both student academic and social/emotional needs on a school-wide basis. The Wellness team has been essential in developing protocols for school-wide implementation around suicide prevention and developing communication strategies with classroom teachers. The security team and nurse are instrumental in maintaining a safe campus, and assisting students in crisis and during illness. The funding for Peer Resources has also had a positive impact on school-wide programs to assist students in making the transition between middle school and high school, as the Peer Mentors from this program have had an expanded role this year.

SECTION V: Recommendations and Assurances

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

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

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	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: **9/17/2018**
☐	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **9/24/2018**

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
Andrew Ishibashi	Principal	
Tom Chambers	Parent/Community - Chair	
David Beauvais	Staff- Counselor	
Doug Bullard	Staff- Teacher	
Evan Chan	Student	
Amy Chan	Student	
Stan Goldberg	Parent/Community	
Steven Gong	Student	
Louis Grice	Staff- Teacher	
Esther Hollander	Staff- Teacher	
Susan Lin	Staff-Teacher	
Amber Chung	Student	
Karl Hoffman	Staff-Teacher	
Rachel Lewis	Staff- Classified	
Missy Sue Mastel	Parent/Community	
Terry Abad	Parent/Community	
Katherine Melvin	Staff- Teacher	
John Raya	Staff- Teacher	
Michael Ryaboy	Student	
Michael Woo	Parent/Community	