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

School	**Redding Elementary School**
Principal	Jeanne M Dowd

SCHOOL VISION & CONTEXT

Redding Elementary School serves a culturally, linguistically, and ethnically diverse group of students who come from all over San Francisco and the world! To the Redding School community, social justice and equity mean providing the highest quality education possible to all students in order for them to succeed in the world community. Our staff commits to providing a nurturing and safe learning environment in which all students are expected to achieve their maximum potential in all curricular disciplines. We offer a thematic, interdisciplinary program that aligns with State and District Standards and integrates arts education. Teachers work in collaboration with parents to ensure that students do their best work to experience success in their endeavors. At Redding, we believe that joyful learning means teachers providing stimulating and varied experiences for all students, regardless of performance level. We celebrate the achievement of all of our students, and diligently monitor student attendance through our Student Attendance Review Team. We maintain ongoing communication with families (through interpreters as necessary.) Staff value knowing every student's current achievement level and suggest strategies and/or interventions to advance each student to the next level. We expect our students to be successful in their educational journey here so that they can be responsible, respectful citizens who positively contribute to our society. We are a community of lifelong, joyful learners! Redding Elementary School rich culturally, linguistically, and ethnically diverse student body challenges teachers and staff to view each student as an individual learner who brings assets to the school community and learning environment. In turn teachers connect personally with each student and family to create a rigorous learning environment that nurtures and challenges its students. With so many students speaking a variety of languages, Redding must integrate ELD strategies during the whole school day as well as providing a strong ELD program daily. During the 30 minutes of designated ELD time, students receive structured lessons that use strategies to accelerate English proficiency. Redding Students 35.6% of our students are English Learners Racial Breakdown (from EPS Data) 24.2% Hispanic, 21.9% Asian, 16.9% White , 11.4% African American, 9.1% Two or more races, 5.5% Filipino, and 1% American Indian Primary Languages breakdown as follows: 38% English, 16% Arabic, 14.7% Spanish, 5% Cantonese, Vietnamese 5%, 3.6% Filipino, 1.8% Hindi, 1.4% Urdu Success/Strengths: Redding has an experienced staff that brings a wealth of knowledge and creativity to the table in support of student learning. As we continue our staff development on Writers Workshop model as presented by SFUSD Comprehensive Approach to Literacy (CAL), we will begin to deepen our knowledge and understanding of Readers Workshop through the study of SFUSD CAL and the Common Core State Standards. Redding provides strong support of our EL students through our newcomer language and grade level ELD programs. It continues to be our goal that all students gain English language proficiency be the time them leave Redding for middle school. Our SAP team works closely with teachers, support staff and families to ensure students receive the support and interventions necessary to be successful in school and in life. Challenges/Growth: One of the most wonderful aspects of Redding -- its diversity -- also poses a challenge in meeting the needs of a varied student population. This gap appears most distinctly on our Latino, African-American and SES population in both ELA and Math. Attendance is also an on-going challenge for these same subgroups. Family engagement is also an area of challenge for Redding. While staff, families and students feel a strong sense of community; we don't draw strong family involvement. One reason might be language barriers (Redding serves more than 24 different home languages as recorded by home survey), but also the socio-economic conditions vary greatly in our community. It is important to continue to find ways to invite more family engagement.

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/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):
Looking at the long term data trends from SBAC ELA and Math with SFUSD interim assessments of the Reading Inventory (RI), Fountas and Pinnell (F&P), Integrated Writing Assessments (IWA), Math Milestone Tasks,and Math IABs, and EL Assessments (CELDT), Redding ES is showing significant growth for many of our student populations. However, the three focal groups listed below show assessment data that falls below the school-wide averages. While the the English Learner group is showing growth in SBAC ELA and F&P performance, their RI scores indicate that there is work to be done to increase these students' reading fluency and comprehension skills and writing skills to a proficient level. When taking a closer look at individual and classroom data, it is clear that while most students at Redding Elementary show at least one year's growth in math and ELA, a significant number of students still are either not meeting expectations in the SBAC, the RI, and the F&P assessments. English Learners-EL (35.6% of Redding student population) Latino students- (24.2% of Redding student population) African Americans-AA (11.4% of Redding student population) Redding ES provides a robust education and a nurturing environment for all students. The staff at Redding is experienced with a career length ranging from 1-30 years with many teachers spending their entire career at Redding. Teachers and staff work strategically with students and families to provide a rich and robust education and a caring social/emotional environment. Redding provides a multi-tiered approach to teacher to ensure that all students are given academic and SEL support needed. The school social worker works closely with administration, staff and families to support students socially and emotionally through programs that provide family outreach (parenting classes held onsite), community outreach, and small group work and 1-1 mentoring. The school's Instructional Reform Facilitator (IRF) supports students and teachers by facilitating grade level meetings and assisting in professional development, coaching teachers, assessing student academic growth and assisting teachers in analyzing test score data in order to better guide instruction. Redding ES teacher, staff, SAP team and Elementary Advisor have been working to combat a rising trend in the number of students who are chronically absent. Amongst the three focal groups chronic absenteeism remains high with the AA population (41% in 2016-17) and Latino populations (24% in 2016-17). Our EL student's rate of 8% in 2016-17 is below the school average of 19%. Continued work in school-wide absenteeism and tardiness is necessary. Redding Elementary will focus on the following focal groups. English Learners (35.6% of Redding student population)- Hispanic students (24.2% of Redding student population) African Americans (11.4% of Redding student population) To ensure an equitable approach and access to the curriculum for all groups and a continued approach that strives for academic success and social and emotional well being of the above groups, Redding ES will closely monitor formative and summative assessment measures of the above mentioned focal groups.

__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

F&P 2017-18 Window 1- 70.3% Meets or exceeds standard 2016-17 Window 1- 53% Meets or exceeds standards RI 2017-18 Window 1-30.6% meets or exceeds standards 2016-17 Window 1- 26.3% meets or exceeds standards. SBAC ELA 2016-17 42.7% of students met or exceeded standards 2015-16 45.5% of students met or exceeded standards.	F&P Goal For 2018-19 Redding ES to grow by having 80% of the students meeting or exceeding the benchmarks by Window 1. RI Goal For 2018-19 Redding ES to grow by having 50% of all students meeting or exceeding grade level benchmark. SBAC Goal For 50% of Redding students to meet or exceed standards on the SBAC ELA.	Redding ES uses a Comprehensive Approach to Literacy to provide a meaningful experience for students. Additionally, many of Redding teachers have been trained by The Learning Lab Program in Reader's and Writer's Workshop. Teachers will utilize the workshop model to fully engage learners. Continue to use data derived from F&P and RI to guide instruction. Continue the use of Imagine Learning software program to support readers and writers performing below grade level. Build classroom libraries. Provide time in each school day for independent reading.	Continue to analyze and plan units of study together. Continue to refine lesson plans for each unit of study that call for instructional shifts of the CCSS. Specifically, reading from informational texts, complex texts, citing sources, close reading, building academic vocabulary and teaching literacy through all content areas. Redding teachers need to collaborate on assessing each others student's writing. The process of calibrating and scoring student work together is a valuable model for improving student performance. Balanced Assessment 1. Instruction includes frequent conferencing and checks for understanding. 2. Monitor learning results of identified students and plan in class and out of class interventions.

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?
F&P EL Students 2017-18 Window 1 63.6% Met or Exceeded 2016-17 Window 1 43,3% Met or Exceeded Hispanic Students 2017-18 Window 1 -58.3% Met or Exceeded 2016-17 Window 1 46.9% Met or Exceeded African American 2017-18 Window 1 52.6% Met or Exceeded 2016-17 Window 1 45.5% Met or Exceeded	Goals: EL students will meet or exceed in the 2018-19 Window 1 F&P Standard at a rate of at least 70%. Hispanic students will meet or exceed in the 2018-19 Window 1 F&P Standard at a rate of at least 70%. African American students will meet or exceed in the 2018-19 Window 1 F&P Standard at a rate of at least 60%.	Continue to utilize best practices in ELA classes included but not limited to:reading in flexible, small groups to support students' reading proficiency. Provide targeted instruction in small groups, re-engagement lessons, word study, and close reading strategies. Expectation of language is scaffolded with sentence frames, conversation starters, and conferencing. Continued use of ELD best practices to encourage more student to student talk. Use of volunteers to give students one-to-one literacy tutorial time. Volunteer groups are: a)Jewish Foundation for Literacy b) Cathedral Hall Prep School c) Stuart Hall Prep d) Triage e) BPM f) Lever

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):
Looking at the long term data trends from SBAC ELA and Math with SFUSD interim assessments of the Reading Inventory (RI), Fountas and Pinnell (F&P), Integrated Writing Assessments (IWA), Math Milestone Tasks,and Math IABs, and EL Assessments (CELDT), Redding ES is showing significant growth for many of our student populations. However, the three focal groups listed below show assessment data that falls below the school-wide averages. While the the English Learner group is showing growth in SBAC ELA and F&P performance, their RI scores indicate that there is work to be done to increase these students' reading fluency and comprehension skills and writing skills to a proficient level. When taking a closer look at individual and classroom data, it is clear that while most students at Redding Elementary show at least one year's growth in math and ELA, a significant number of students still are either not meeting expectations in the SBAC, the RI, and the F&P assessments. English Learners-EL (35.6% of Redding student population) Latino students- (24.2% of Redding student population) African Americans-AA (11.4% of Redding student population) Redding ES provides a robust education and a nurturing environment for all students. The staff at Redding is experienced with a career length ranging from 1-30 years with many teachers spending their entire career at Redding. Teachers and staff work strategically with students and families to provide a rich and robust education and a caring social/emotional environment. Redding provides a multi-tiered approach to teacher to ensure that all students are given academic and SEL support needed. The school social worker works closely with administration, staff and families to support students socially and emotionally through programs that provide family outreach (parenting classes held onsite), community outreach, and small group work and 1-1 mentoring. The school's Instructional Reform Facilitator (IRF) supports students and teachers by facilitating grade level meetings and assisting in professional development, coaching teachers, assessing student academic growth and assisting teachers in analyzing test score data in order to better guide instruction. Redding ES teacher, staff, SAP team and Elementary Advisor have been working to combat a rising trend in the number of students who are chronically absent. Amongst the three focal groups chronic absenteeism remains high with the AA population (41% in 2016-17) and Latino populations (24% in 2016-17). Our EL student's rate of 8% in 2016-17 is below the school average of 19%. Continued work in school-wide absenteeism and tardiness is necessary. Redding Elementary will focus on the following focal groups. English Learners (35.6% of Redding student population)- Hispanic students (24.2% of Redding student population) African Americans (11.4% of Redding student population) To ensure an equitable approach and access to the curriculum for all groups and a continued approach that strives for academic success and social and emotional well being of the above groups, Redding ES will closely monitor formative and summative assessment measures of the above mentioned focal groups.

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	Based on the analysis of the	What instructional practices	What instructional shifts and

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	results, what are your targets/performance goals?	are required to ensure all students reach mastery?	supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
English Learners (35.6% of Redding student population) Math SBAC Scored 32.7% in 2016-17 Math SBAC Scored 12.1% in 2015-16 Math SBAC Math Benchmark IAB Scored 32% in 2016-17 Scored 26.3% in 2015-16 Math Task Scored 67.4% in 2016-17 Scored 64.7% in 2015-16 Hispanic students (24.2% of Redding student population) Math SBAC Scored 17.9% in 2016-17 Math SBAC Scored 23.5% in 2015-16 Math SBAC Math Benchmark IAB Scored 44.8% in 2016-17 Scored 38.5% in 2015-16 Math Task Scored 67.4% in 2016-17 Scored 64.7% in 2015-16 African Americans (11.4% of Redding student population) Math SBAC Scored 16.7% in 2016-17 Math SBAC Scored 18.2% in 2015-16 Math SBAC Math Benchmark IAB Scored 25% in 2016-17 Scored 27.3% in 2015-16 Math Task Scored 69.2% in 2016-17 Scored 60.9% in 2015-16 All three of the focal scored below Redding ES averages in the SBAC and Math IAB assessments. The data shows when it comes to the Math Task, which is more closely aligned with the SFUSD curriculum, that the focal groups scored a much higher level. The next step will to be to support the focal students further so that they can be proficient when presented with a comprehensive math assessment. Goals: 1)All three focal groups to achieve a 40% meeting or exceeding the standards in the SBAC and Math IAB assessments. 2)All three focal groups to achieve a 75% meeting or exceeding standards in the Math Task Assessment.	1-Staff will continue to use the SFUSD Math Units of Study. Supplemental materials will continue to be used where appropriate. 2. Grade level teams will continue to analyze data from formative and summative assessments in order to develop plans to support student learning. 3. Teachers will continue to use strategies such as Math Talks, Three Read Protocol and visual supports such as sentence frames and anchor charts. Computer programs such as Reflex and game based programs will be used. 4. Teachers will meet with their grade level partner or the IRF and analyze math tasks by calibrating scoring and discuss the teaching and student mathematical learning involved in the tasks.	1.Teachers will plan SFUSD units of study that are aligned with the CCSS and includes 21st Century Skills:communication, collaboration,critical thinking, and creativity. 2) Three Read Protocol and MathTalks will continue to be used as strategies. Re-engagement activities will take place when needed to clear up student misconceptions, supply background information and practice skills related to fluency. 3) Continue to work with the SFUSD math coach and IRF to plan release days and lessons during GLTs.	1. IRF, SFUSD Math Content Specialist, RSP teacher and classroom teachers will collaborate during weekly GLT to understand and leverage best math intervention practices to support students with IEP and those struggling with math understanding. 2. Classroom teachers will implement small group instruction to provide additional differentiated support to EL, IEP and focal students 3. Computer Lab instruction will allow students to learn and practice test taking skills that will enable them to better shift their focus on the particulars of math rather than technology.

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

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
As stated previously, the focal students performing below grade level need more instruction and practice in order to become more independent problem solvers and critical thinkers.	Targeted Goals for all three focal groups: Math SBAC 30% meeting or exceeding standards in 2018-19 Math SBAC Math Benchmark IAB 50% meeting or exceeding standards in 2018-19 Math Benchmark IAB Math Task 75% meeting or exceeding standards in 2018-19 Math Task	Continued use of SFUSD math strategies i.e. Math Talks and Three Read Protocol. Use of re-engagement strategies. Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. At SAP, focal students will be identified. Targeted support will be determined at these meetings. Incorporate digital resources as recommended by Computer Lab teacher, IRF & ILT. Targeted students will use the web-based interventions such as Imagine Learning Math for additional practice at school and at home. Implementation of Math centers to target small group instruction. Use of volunteer groups to give students one--to-one assistance from these groups: The Towers Cathedral Hill Prep Stuart Hall Boys Lick Wilmerding

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
Redding ES is awaiting the rollout of the SFUSD adopted Amplify Science program. In the meantime teachers are continuing to use the FOSS science kits and, in addition, Redding has purchased a school-wide license for Mystery Science to enhance FOSS kit lessons. Students are engaged in hands-on science lessons. At various grade levels students rotate between classes to receive in depth science and social studies instruction. This is one way that ensure that science and social studies are taught on a regular basis.	Redding awaits direction from SFUSD Science Department.	The NGSS will require six conceptual and instructional shifts: 1) K-12 Science Education Should Reflect the Interconnected Nature of Science as it is Practiced and Experienced in the Real World. 2) The Next Generation Science Standards are student performance expectations – NOT curriculum. 3) The Science Concepts in the NGSS Build Coherently from K–12 The NGSS Focus on Deeper Understanding of Content as well as Application of Content. 4) Science and Engineering are Integrated in the NGSS, from K–12. 5) The NGSS are designed to prepare students for college, career, and citizenship. 6) The NGSS and Common Core State Standards (English Language Arts and Mathematics) are Aligned

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
Data: Percent of reclassified students: *24% so far in the 2017-18 SY 5% 2016-17 14% 2015-16 14% 2104-15 CELDT Growth 57% 2016-17 41% 2015-16 43% 2014-15 Fountas and Pinnell According to our 2017-18 mid-year report, 63.6% of our EL students are meeting or achieving standards in the F&P reading assessment. The data shows a significant drop-off of reclassified students in the 2016-17 school year, while the percentage of students showing at least one level of growth on the CELDT test increased. However, during the 2017-18 year 25 students (24% of EL students) have been reclassified.	2017-18 Reclassification Goal 20%-Met These results are directly related to Redding's PD and focus on building a strong ELD program. As SFUSD is transferring from CELDT to ELPAC, no goal will be set on these assessments at this time.	Redding has focused intensely on developing a string ELD program to support EL. We will continue to work with SFUSD's Multi-Lingual Department to deepen our knowledge and skills in teaching designated and integrated ELD. We will continue to target new comers with ESL & ELD daily. Teachers will continue to collaborate with our ESL consult to support EL students. Imagine Learning will continue to be used to support EL students. Classroom teacher, literacy intervention teacher, ESL consultant and SAP team will work together to identify EL students in targeted interventions in English language acquisition as well as additional support needed to support grade level learning.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results,	**Based on analysis, describe site's goals for a balanced, comprehensive health**	**What shifts will be required to achieve these school-wide goals? What resources**

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.	education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	or support will be required to achieve these goals?
	All teachers have access to the twenty health education lessons which are monitored by the health advocate. Many of our classes receive Second Step lessons regularly. Teachers are provided support by the school social worker. Community partners for dental, vision and hearing screening are a robust part of our on-going health education program. Our fifth grade students receive 4 days of lessons on puberty presented by a specialist.	To ensure that all students systematically receive the required health lesson there will be GLT time at the beginning of the year and periodically throughout the year, where teachers plan a yearlong sequence of social-emotional learning curriculum. Second Step PD will be provided at the beginning of the school year and periodically throughout the year. Our district provided School Social Worker will continue to provide multi-tiered support for our students, parents, and staff in all areas of Social-Emotional Learning. This will be a challenge due to the fact that our Social Worker has been cut by 50% for the SY 2018-2019

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?
To ensure that each child gets the opportunity to access a wide variety of arts activities-visual, musical, instrumental, drama we will continue to partner with our VAPA and our after-school partners at CYC to provide additional arts enrichment.	All students, including ELs and students with IEPs are fully included and have equal access to arts and music programs. Our goal is for all students to participate in a variety of art forms, (music, visual art, dance, song) and to develop an appreciation for the arts which are representative of their own or other cultures. Increase connection between art classes and classroom teachers.	Our Arts Coordinator, VAPA teachers, ILT and teachers will continue to work together in selecting the appropriate art supports at each grade level to ensure by the end of 5th grade students will have been exposed to and have a well-rounded experience in a wide range of art disciplines.

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?
	Our P.E. goals are to continue providing a regular 100+ minutes of P.E. instruction per week, seek funding to continue our partnership with SF Parks and Recreation-Let's Move Recess Support, as well as continue to provide movement classes of some various kinds through the use of Arts Funding	We will continue to utilize the centrally provided SFUSD P.E. specialist to work directly with students and teachers to improve our students' overall physical health. The P.E. specialist will continue conducting rigorous and standards-based direct P.E .lessons as well as providing demonstration lessons & support for our classroom teachers.

All Redding students receive high-quality, standards-based physical education instruction that helps students learn not only the skills and knowledge to be physically fit and active, it also gives them the confidence and positive attitude necessary to participate in physical activities. Redding students TK-5th receive the required 100 mins./week of physical education. This is accomplished through the collaboration of our SFUSD P.E. department instructor and classroom teachers. The SFUSD P.E. instructor delivers instruction two days per week (one 30-45 mins. session per class per week) while classroom teachers provide the rest to ensure a well rounded P.E. experience. In addition, students in TK receive dance and movement instruction. TK-1st students develop fine/gross motor skills through a weekly Perceptual Motor Skills activities. 2nd & 3rd grade students receive ballet instruction with the SF Ballet. While 4th & 5th graders have additional classes in a range of dance styles. SF Parks & Recreation Dept. provides structured and supervised recess games such as volley ball, dodge ball, tennis and more for all student through their LET'S MOVE RECESS SUPPORT program. According to the California Physical Fitness Report for SY 2017-2018, 25/43 - 5th grade students pasted the 'over all fitness' test.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

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

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?

Solid foundational skills in literacy, math, science, technology and the arts are strong indicators for college and career readiness. Continued use of SBAC, RI, ELPAC, F&P, Math Milestone assessment data along with on-going formative classroom assessments and other SQII data used to guide classroom instruction as well staff professional development is an essential part of preparing our students for future success in college and career. Grade Level Teams (GLT) are scheduled to meet once a week for at least 60 minutes to work collaboratively to keep our student on the college and career track. In addition to the above-mentioned data, we have developed long-term relationships with Cathedral Hill Middle School, Stuart Hall High School and Lick Wilmerding Highschoo in which students are mentored and tutored by middle, high and college age students. Our community relationships with Burr Pilger Mayer Accounting & Consulting Firm and Triage Consulting Group, Inc. engage our students with the world around the through field trips such as UC Berkeley, The Exploratorium as well their own offices while introducing them to the business world through their mentoring support. In addition, BPM provides an audience for students' writing through quarterly writing contests and a pen pal program. As educators, we are constantly promoting college and career readiness through engaging, differentiated lessons, field trips and assemblies introducing students to a wide variety of experiences ranging from hands-on Mission Science and Exploratorium workshops to the outdoor experiences of Audubon Canyon and Angel Island fieldtrips to student workshops with the DeYoung, MoAD, SF Ballet and others to promote a love for the Arts.

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?

Faculty meetings will continue to be 1 business meeting per month (60 mins) and 1 PD per month (60 mins) with quarterly more in depth PD using Prop.A. Our PD faculty meetings will alternate between Comprehensive Approach to Literacy, Math, Science and ELD led by our teacher leader teams, IRF, department TSA/Content Specialists. Our teachers meet four times per month in GLT and ILT representative will lead the GLTs in discussions and actions in data, Literacy, Math, or SEL. Our ILT and Sped Teams will continue to meet once a month. Our SAP team meets weekly.

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)
1. Plan and facilitate a year-long PD sequence around Comprehensive Approach to Literacy, Mathematics, ELD and Social Emotional Learning 2. Structure and expand time for grade level teams to meet for collaborative learning and reflective practice - analyzing student work and planning for next steps 3. In the Spring, plan and facilitate an ILT learning walk to identify success and need and determine school wide focus for the 2017-18 academic year 4. Engage Staff in PD on Comprehensive Approach to Literacy, ELD, and Mathematics 5. Collaborate with Site Literacy Specialist and develop 2 week coaching cycles with teachers further their capacity in workshop work 6. Calendar GLT meeting that align with the district's spirals to analyze student data and develop unit plans 7. Collaborate with Mathematic Content Specialist, Math Teacher Leader to plan on-going PD around the Common Core State Standards for Mathematics 8. Collaborate with Multi-Lingual Content Specialist, ELD Teacher Leader to plan on-going PD around the Common Core State Standards for English Language Development 9. Collaborate with ELA Content Specialist, ELA Teacher Leader to plan on-going PD around the Common Core State Standards for Comprehensive Approach to Literacy 10. Collaborate with Social Worker, SAP and ILT to plan on-going PD around the Social Emotional Learning.	1. Union contract provides time for two staff meetings per month. 2. Union contract provides time for up to 6 additional hours of site-based meetings. 3. Literacy Teacher - WSF, LCFF & PTA funded 4. Social Worker - Centrally funded 5. Department TSA/Content Specialists - Centrally funded 6. IRF - LEAD funded

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.)		Goal is to have 50% of our SPED students score proficient or above in both Math and ELA.	

	Of our 16 Redding students with disabilities, K-5, are included in the general education program and receive support from our SPED teacher and paraprofessional. Our RTI and Student Assistance Process SAP encouraged teachers to identify 6 weeks of specific interventions in support of students prior to recommending to SAP. As such, our referrals to assessment for SpEd were restricted to students who met criteria. SBAC scores SPED students: 2015-16 Math SBAC 0% proficient 2015-16 ELA SBAC 0% proficient 2016-17 Math 50% proficient 2016-17 ELA 16.7%		Continue to increase and improve the multi-tiered support for our students. Provide teachers and staff continued training in Inclusive Practices to ensure that students are fully included in the GE classroom and have full access to grade level curriculum.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Continue to identify the number of students from identified at risk populations and plan supports for these students through our SAP team.	For the 2018-19 school year, continue to identify the number of students from identified at risk populations and plan supports for these students.	Continue to monitor students through an active SST and SAP process. Engage teachers, staff and families in on-going workshops geared towards inclusive practices.
Student Engagement/ Attendance	During the 2017-18 school year, Redding ES chronic absenteeism rate is 17.3%	By the 2018-19, Redding ES will strive for a absenteeism rate of 7%.	Continue to keep close tabs on student attendance; continue to have direct conversations and attendance conferences with parents/families regarding absenteeism and loss of educational opportunities
School Culture/Climate	During the 2107-18 school year our suspension rate is 0%.	Redding ES aims to keep our suspension rate at 0%	Continue to create a f a positive school culture and climate by supporting students through the SST and SAP process and deepening our commitment to the use of Restorative Practices.
Social Culture/Climate	Redding ES scored an 87% favorable rating by the students for having a positive climate in support of academic learning.	The goal for the 2018-19 school year is to have Redding ES score an 95% favorable rating by the students for having a positive climate in support of academic learning.	Continue to create a f a positive school culture and climate by supporting students through the SST and SAP process and deepening our commitment to the use of Restorative Practices and Second Step.
Wellness Policy	Redding's Wellness Policy is in alignment with our district's Wellness Policy.	Continue to align our school's wellness policies with those of the District. Continue to have our school's wellness programs of mentoring, friendship groups, counseling along with our healthy foods policies continue to contribute to the student's wellness	Continue to review, compare, and align our school's Wellness Policy with our district's Wellness Policy. Continue to have our Social Worker and Elementary Advisor assist in coordinating the programs that contribute to the wellness of the students at Redding ES.

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:

At Redding, we have made progress in improving parent participation and involvement across our community. We have increased communication between school and families by sending out translated)Spanish and Arabic) weekly newsletters from the office. We've experienced an increase parent participation in our Parent/Teacher Club (PTC) with Spanish and Arabic translation. We have been working at building stronger parent involvement and cultural representation in our English Language Advisory Council Meetings, and School Site Council Meetings. Our strategy is to continue to have all documents translated into Spanish and Arabic. We will have translation at our school events and meetings in Spanish and Arabic. This includes providing translation during parent teacher conferences. We are working to improve our electronic communications to our community so there is more access to our families.

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

Our success will be determined by attendance at meetings and events, culture & climate survey data, academic data and overall student attendance.

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:

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

- Community Youth Center - Community Youth Center of San Francisco - Tutoring Partnerships with Towers (seniors), Cathedral Hill Prep. Middle School, Stuart Hall Boys High School, Lick Wilmerding High School, Jewish Literacy Coalition - Business Partnerships: Triage Consultants, BMP Consulting, Lever and Google

What are your specific goals or objectives for these partnership?

- In addition to already existing collaborative efforts with the Community Youth Center (CYC) regarding our before/existing after-school programs, we would like to work with the CYC leadership in order to develop additional funding proposals to widen the capacity & the scope of our before/after-school programs. - We would like to organize our tutoring partners through our SAP team to ensure students are receiving the appropriate support based on their needs. - We would like to increase our business partnerships to include outside fund raising and field trip support.

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

In order to deepen our relationships with our partners we will begin with early planning meetings to ensure our partners are working with appropriate grade levels and that supports are equitably distributed among students and grade levels. We will work with our business partners to plan possible fund raising that addresses specific needs of our school.

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

Our success in building stronger partnerships will be reflected in the number of Redding students partnered for tutoring and the results of their F&P, SBAC, Math Milestone & Math Benchmark assessments. Our fundraising efforts will be measured by the number and types of fund raising events as well as the review raised.

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 = $1,000

These funds will be utilized toward the purchase of classroom supplies for Special Education students and curriculum/teacher materials for Special Education teachers.

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 = $41,745

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

These funds will be utilized to fund .4 FTE ($41,581) of our Computer Lab Teacher who assists EL students with our technology curriculum including accessing Imagine Learning which supports England language development. This position also supports ELs to navigate Interim District Assessments and Smarter Balanced Assessments as well as provides designated ELD daily.

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

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

Allocation = $0

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = $45,000

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?

These funds will be utilized to fund .1 FTE ($10,395) of our Computer Lab Teacher who assists ELs, SES, & students in transition/foster care with our technology curriculum including accessing Imagine Learning which supports England language development and a variety of other programs to support learning in ELA and Math. This position also supports ELs, SES, & students in transition/foster card to navigate Interim District Assessments and Smarter Balanced Assessments as well as provides designated ELD and writing support daily. In addition, these funds will be utilized to fund .25 FTE ($16,849) of our Elementary Advisor/Attendance Support who provides school safety and security, a calm lunchroom and playground environment as well as support of students/families around attendance and tardies. These funds also help fund .14 FTE ($14,553) of our Literacy Intervention Teacher who serves ELs, SES, & students in transition/foster care who are 1 year or more behind in reading (according to F&P). $1,922 of these funds are used to provide teachers with substitutes while they work with and assess students using the F&P. $1,281 of these funds are used for classroom supplies.

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 = $42,192

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?

Part of these funds will be utilized to pay .50 FTE ($33,698) of our Elementary Advisor/Attendance Support who provides school safety and security, a calm lunchroom, playground and overall learning environment as well as support for students/families around attendance and tardies. In addition, these funds will be used to pay for .29 FTE ($7,808) of our noon monitor office support who provides oral and written Arabic translation for our entire community. $495 of these funds are used to provide teachers with substitutes while they work with and assess students using the F&P.

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 = $61,253   (31500)

How do you plan to use these funds?

These funds will be utilized to fund .5 FTE ($51,976) of our Computer Lab Teacher who assists ELs, SES, & students in transition/foster care with our technology curriculum including accessing Imagine Learning which supports England language development and a variety of other programs to support learning in ELA and Math. Additionally,these funds will help support .08 FTE ($3,071) of our noon monitor office support who provides oral and written Arabic translation for our entire community. $269 of these funds are used to provide teachers with substitutes while they work with and assess students using the F&P. $48 of these funds are used for classroom instructional supplies.

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 = $613
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**.

These funds will be utilized for parent outreach, including translation services, publications, and meeting supplies. In addition we will utilize these funds toward materials necessary for our SFUSD Enrollment Fair.

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) = $10,395

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

These funds also help fund .1 FTE ($10,395) of our Literacy Intervention Teacher who serves ELs, SES, students in transition/foster and others care who are 1 year or more behind in reading (according to F&P).

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:**
1.0			
Other:	**Other:**	**Other:**	**Other:**
.4 VAPA Specialist-ART	.2 VAPA Specialist-Instrumental Music	.4 Librarian	.4 P.E. Specialist

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

Our (.5 FTE) School Social Worker will continue to provide Multi-tiered Support for our students, parents, and staff. Our PE Specialists will continue conducting direct PE lessons with our students as well as providing demonstration lessons & support for our classroom teachers. Our (1.0 FTE provided by LEAD funding) will continue to work in collaboration with teachers at GLT meeting focusing on data driven planning. The IRF is also responsible for the development of a vital,student centered, data driven Instructional Leadership Team (ILT) along with the site administrator.

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: **9/24/2018**
☑	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
KATHY TRAN	PARENT	
CHO ANDRZEJEWSKI	PARENT	
NICOLAS BOWER	PARENT	
SHEILA MONTEMAYOR	PARENT	
TINA HEPTON	COMMUNITY MEMBER	
JEANNE DOWD	PRINCIPAL	
BRIDGET SLEVIN	TEACHER	
LORI BARAK	TEACHER	
JEREMIAH JEFFRIES	TEACHER	
KHAREY RILEY	OTHER SCHOOL STAFF	