



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Stevenson, R.L. Elementary School
Principal	Diane S Lau-Yee

SCHOOL VISION & CONTEXT

When visitors ask what sets Robert Louis Stevenson apart in the San Francisco Unified School District, we believe it is because when students, parents, grandparents, staff, and community come to our school, they are invited to join a "family." We put out the welcome mat and invite all comers to feel the school climate and see our staff, parents, and students at work. Our Balanced Score Card sets the direction for providing our diverse student population of 44% ELL, 53% eligible for free and reduced price meals, and 9% special education students with an equal chance to excel. At Stevenson Elementary, academic excellence begins with rigorous instruction, delivered in an aesthetically pleasing physical environment that sends the message that we value the work that goes on here. We are committed to implementing the Common Core Curriculum that is made accessible to every student through differentiated instruction and by providing students with activities and programs such as field trips, visual and performing arts consultancies, a library/media center, Special Olympics, and a variety of school enrichment programs like the Morning Math Academy, the EXCEL Academic Support and Enrichment After School Program, Mandarin Chinese classes, folk dance, piano, academic chess, STEM engineering classes, and more. Robert Louis Stevenson Elementary has been recognized for a number of our successes. Our school received the California Tile I Academic Achievement Award in 2005, 2006, 2007, and 2008; and honorable mention for the National Center for Urban School Transformation (NCUST) Award 2008-2009. The entire staff, our student scholars, the families, and community members, that have helped create a positive school environment that promotes the high academic achievement as well as the physical, social, and emotional growth of all students. We are an award winning National Blue Ribbon School which represents the highest honor given to schools in our nation. Our commitment to providing an exceptional educational experience for our students is inspired by a quote taken from our namesake, author, Robert Louis Stevenson: "We are a success... When we fill a niche and accomplish a task. When we leave the world better than we found it, whether by an improved idea, a perfect poem, or a rescued soul. We are successful if we never lack appreciation of earth's beauty or fail to express it. If we look for the best in others and give the best we have." Our mission is to guide the development of a well-rounded human being who has the ability to contribute positively to self, family, community and society; to prepare the child for responsible life in a free society with the understanding of the need for peace, tolerance, equality and friendship among all people and the desire to leave the world better than they found it. There is a saying: "Children are a telegram that we send to the future." We invest in our students hoping we are sending a message of a brighter future in a better world. As we continue to develop school-wide systems for classroom success our work will focus on creating a challenging curriculum and providing students with engaging instruction. Professional Development opportunities for staff will target access to the Common Core for all students and differentiated access to the core for identified, focal groups. Our English Language Learners (ELL) will focus on academic language and literacy. Our second challenge is to continue developing a positive school community by creating and putting in to practice a school-wide system of support using positive behavior management and a research based social emotional curriculum. Our first area of focus will be our continued work with the ELA Common Core Standards and looking at three best practices 1) close reading, 2) academic conversations - academic language and 3) opinion and argument. These are just three of the major shifts that will help us better meet the needs of all students including our target populations, ELL and students with disabilities. Our second focus will be to acquire a more in depth look into the Common Core Math Curriculum. Stevenson has recruited 3 Teacher Leaders that form our Math Leadership Team to facilitate shared learning at their sites by planning monthly collaboration days. Teacher Leaders will foster understanding of the development of mathematical concepts in the Core Curriculum units and pedagogical structures that support the Standards for Mathematical Practice. They will receive professional development on curriculum, pedagogy, and supporting peer collaboration from the Curriculum and Instruction Department. RTI will be our site's third area of focus. Stevenson will again send a team to attend the Professional Development designed to follow and expand what we learned in RtI Dos. The objective of Response to Intervention is to utilize data and a continuum of evidenced-based supports and interventions matched to the level of student need as well as to promote a school culture of positive learning. The team will then be responsible for planning and implementing a series of PD workshops designed to create a system of support for all students. We will be working closely with our RTI/BAT coach to create site specific Restorative Practices, Culture and Climate, and other PDs to help our staff incorporate PBIS and RTI. Additionally, as a school, we will be working on shifting the culture of how we modify and accommodate lessons for our student with Sped services, how to embody Inclusive Practices, and looking at how to more effectively cluster and/or mainstream our students, providing a combination of push in and pull out services for our students with Special needs, depending on their specific learning needs. We will be designing some staff PD around how to make SAP referrals and participate in SAP meetings, and how to effectively mainstream students, for example. Our fourth focus will be Digital Literacy and Technology. We will be teaching our staff and students to use Google apps, keyboarding, online test taking skills, reading through Raz Kids, and other skills to foster digital literacy on laptops, Chromebooks, and iPads.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001* as well as for the Local Control Accountability Plan (LCAP).

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the [**School Site Council must have parity**](#).
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

SECTION II: School Data Profile

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

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

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/ao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> ▪ Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, Math, Other Subject Areas ▪ College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> ▪ College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results
NOTES: <ul style="list-style-type: none"> ▪ All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups. ▪ Refer to Illuminate Report List to link to student level data 		

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

***Focal Group:** Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

EL Students, 1st grade students 2018-19, SPED

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	Students in grades K-2 showed growth from the beginning of the year to the middle of the year. Kindergarten and first grade students showed the lowest rates of gain. We will need to monitor the growth of this group of students from this school year into the next school year, as well as focus on discrete skills in word study, phonemic awareness, and other strategies to prepare our K students as readers. Our goal is to maintain and increase performance level from one grade level to the next. In our first grade students, we would like to decrease the number of students not meeting grade level on the Fountas & Pinnell Assessment to 10 % by the end of the school year and/or Round 3. We would like to see an increase of growth in 2nd grade from Rounds 1 to 2, and decreasing the 15% of students "still not meeting benchmark" on the Fountas & Pinnell Assessment to less than 5%. Our goal is to raise our overall proficiency rate from 61.3% to 80% of Stevenson's 3-5 grade students meet or exceed benchmarks on the Reading	Use the SFUSD Scope and Sequence to further develop grade level designed Curriculum Maps and Unit Spirals Continue to implement Comprehensive Approach to Literacy with the focus on writing in all content areas Utilize grade level collaboration meetings on writing standards across grade-levels and calibrate student work using rubric and standards Ongoing professional development and grade level collaboration to deepen the understanding of components of the Comprehensive Approach to Literacy & Student centered learning including strategic group instruction Data Analysis (F&P, SRI, IWA, IDA, SBAC & ELPAC): whole school and/or by grade level to determine instruction and students' needs	

<p>F&P: Minimal growth in F&P K-2 from cycle 1 to cycle 2</p> <p>Kindergarten: (KRI in lieu of W1) window 2 - well below district (59% district, 44% RLS) 16-17 W1 to 17-18 W1: 69.7% - 67.0% -2.7% proficiency 17-18 W1 to W2: 67.0% - 67.4% +0.4% proficiency 1st Grade: 16-17 W1 to 17-18 W1: 89.1% - 82.0% -7.1% proficiency 17-18 W1 to W2: 82.0% -84.3% +2.3% proficiency Reading Inventory: 3rd Grade: 16-17 W1 to 17-18 W1: 54.4% - 55.7% +1.3% proficiency 17-18 W1 to W2: 55.7% - 66.3% +10.6% proficiency 4th Grade: 16-17 W1 to 17-18 W1: 46.5% - 51.5% +5% proficiency 17-18 W1 to W2: 51.5% - 70.1% +18.6% proficiency 5th Grade: 16-17 W1 to 17-18 W1: 54.5% - 52.4% -2.1% proficiency 17-18 W1 to W2: 52.9% - 67.7% +14.8% proficiency IWA</p> <p>Sp18: IWA- 22% proficient 3rd-5th (very low); lower for ELLs/SPED</p> <p>3rd Grade: RL- 15.4% Proficient District- 22.8% 4th Grade: RL- 21.5% Proficient District- 34.2% 5th Grade: RL- 26.7% Proficient District- 35.3% SBAC: 3rd Grade: 1516 to 1617: 54.5% - 67.2% +12.7 proficiency 4th Grade: 1516 to 1617: 65.2% - 62.0% -3.2% proficiency 5th Grade: 1516 to 1617: 85.5% - 80.3% -5.2% proficiency For ELLs, IWA is higher at district level than RLS Minimal growth in F&P K-2 from cycle 1 to cycle 2</p>	<p>Inventory. Our goal is to raise Integrated Writing Assessment (IWA) Score for third grade students, with 70% approaching or meeting standards. We will need to devise some targeted intervention strategies in the 4th grade classes in order to close the gap between our scores and the district average. Our goal is to reverse the decreasing proficiency trend, and close the gap of average ELA SBAC scores between us and the district. For 2017-18, our target is to raise the number of students proficient in the SBAC ELA tests by 10% for 4th and 5th grade.</p> <p>Goal #1: Analysis of Student Work: By the end of 2018-19, our site will move from "Beginning implementation" to "integrated implementation. Teachers will frequently and collaboratively schedule time and plan to analyze student work for evidence of the CCSS instructional shifts. They will use student work as formative assessment data to determine next instructional steps. Goal #2 Reading Workshop: By the end of 2018-19, our site will move from "Beginning Implementation" to "Integrated Implementation": Evidence will show that most teachers are implementing most aspects of the Reading Workshop to support literacy and language development. Teachers will begin workshop with a mini-lesson in which the teacher models an explicit reading strategy with one clear teaching point. Mini-lessons will follow the Connection/ Teach/ Active Engagement/ Link format. Students will read self-selected texts daily with independence, initiative, and stamina during independent reading. Teachers will conduct daily conferences and guided reading lessons with small flexible groups. Goal #3 Writing Workshop: By the end of 2018-2019, our site will move from "Beginning Implementation" to "Integrated Implementation": Evidence will show that most teachers are implementing aspects of the Writing Workshop by establishing routines and following a predictable structure for Writing Workshop. Each mini-lesson will contain one clear teaching point and connect with subsequent mini-lessons on the craft of how writers work (genre, generating, process, audience, purpose) and conventional rules for written language. Students will work with independence, initiative, and stamina.</p>	<p>Dedicated & Facilitated Common Planning Time for grade level teams (K-5). At grade level meetings, bring student work and calibrate scores using a rubric, developing anchor papers for each spiral. During site based release days, grade level teams will delve deeper into student work analysis, looking at running data to ensure informed and quality instruction. We will site fund a Literacy Teacher to work with teachers on implementing Reading and Writing Workshop strategies and to work directly with focal students identified by classroom teachers, using F and P data in collaboration with our RTIF, tech para, and Administrator in analyzing data and forming strategic groups. The Literacy Teacher will also help teachers set up Guided Reading groups within the classroom and coach teachers to effectively teach guided reading and implement other components of balanced literacy. During staff meetings and PD, we will work with the site based literacy teacher on implementing components of the reading workshop. We will also send some staff members to Summer Institutes around the topic of Reading workshop to come back and share with the entire staff. We will also work with a literacy consultant at the beginning of the year for a pre-service day, intro to Reading Workshop, setting site expectations and schedules around strategic implementation. In the classroom, teachers will conduct daily conferences that focus on the growth of the reader/writer and contain one clear teaching point (strategy or skill). We will use data to identify focal students that may need guided reading strategies or additional differentiated instruction to strengthen reading skills. We will use our RTIF and Literacy Teacher to collaborate with classroom teachers to devise and implement intervention strategies for focal students. The support of these teachers may also be used to reduce class size for portions of the day when working with focal students.</p>
<p>ELA SBAC 16/17-17/18 3rd: 67.2% to 71.9% 4th: 62.0% to 74.6% 5th: 80.3% to 82.2%</p>	<p>Goals 1, 2 and 3: In 2018/2019 we will continue our goals to moving our site from the Beginning Implementation phases to the Integrated Implementation phases.</p>	

			Rather than a Literacy Specialist, we have funded an IRF to support our school in content coaching, facilitating PD, co-leading our ILT, and help to facilitate GLCs in implementing student work protocols in order to create reflective cycles of continuous improvement. Also, we have continued to fund an ARTIF to meet with small groups of struggling readers.
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/ performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
We note that ELPAC scores haven't been calibrated yet, and we have no indication of how ELPAC scores can be related to prior CELDT scores. We note the continued stagnant CELDT level growth. 21.7% of our ELs schoolwide recorded growth between CELDT levels between 15-16 and 16-17. This is down -42.1% from 14-15 to 15-16.	Want to close achievement gap between EL and EO in all measured ELA assessment data by 5%	We will use the instructional moves from Academic Conversations and RALLI engagement strategies for ELD to reach our ELL students. We will differentiate curriculum in terms of level and quantity to make sure that all students can access core curriculum, despite their proficiency levels. We will also use the support of RTIF, Literacy Coach, and Bilingual para to help teaching staff differentiate and reach target groups. These specific staff members will help build capacity of our current staff as we work with our student groups. SPED team will continue to work closely with General Education teachers in monitoring and supporting support students receiving SPED services. There will be continued PD in differentiation and SPED engagement strategies and inclusive practices.
Our 2017-2018 ELPAC data is at these levels: Level 4: 58% . (87 students) Level 3: 19% . (29 students) Level 2: 13% . (19 students) Level 1: 11% . (16 students)	Our goal for the 2018-2019 school year is to reclassify all of our 5th Grade students before Middle School.	Our staff has agreed to focus on Academic Conversations for the 2018-2019 school year. We are working together to streamline differentiated talk move tools for every class. Additionally, we will use the support of the IRF, ARTIF, and the ILT to help build staff capacity on this topic by planning PD.

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):

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
Math Milestone Kinder W1: 88.7 W2: 64.8% -23.9% 1st Grade W1: 81.8% W2: 65.9% -15.9 2nd Grade W1: 70.8% W2: 79.5% +8.7 3rd Grade W1: 76.7% 4th Grade W1: 61.9% 5th Grade W1: 95.8% Math Benchmark (Fa17): 3rd: 68.1% 4th: 78.8% 5th: 64.0% SBAC 3rd Grade 1516: 62.5% 1617: 82.1% +19.6 4th Grade 1516: 71.2% 1617: 69.0% -2.2% 5th Grade 1516: 82.6% 1617: 80.3% -2.3%			We will investigate strategies that support academic discussion, mathematical thinking, and language acquisition. We will look into structures that provide different ways to organize students for conversations, and ideas for creating a classroom where respect and equal access to participation are valued norms.

	<p>We note a slight achievement drop in measurable assessment data in 3rd and 5th grades, but consistently remain above district averages. We also note a discrepancy between Math Benchmark scores and Math milestone scores. We wish to close this gap by at least 5% by the end of 2019-2020. By the end of 2019-2020, we wish to lower the percentage of students not meeting curriculum based milestone standards by 5% in each grade. We wish to cease the downward trend we've been seeing with our Math SBAC proficiency rates in 4th and 5th grade. Our goal is to see a 5% increase in SBAC Math proficiency in 4th and 5th Grade.</p>	<p>Access to technology will increase across all grade levels to help facilitate digital learning. Intervention staff will shift focus to computer based testing to allow for more student exposure to online systems. Student lessons will center on problem-solving (making meaning, defending their reasoning, engaging in mathematical arguments, and/or using mathematical models). Teachers will use Math Talks, the 3-Read Protocol, and consider/discuss the Math Progressions during Grade level meetings and collaboration meetings. Students will work collaboratively on rich, math tasks in groups, as well as share their thinking to their peers and instructors. Teachers will continue to hold students accountable for producing and articulating explanations that others can understand, as well as help students revise their explanations to make them easier to understand. Teachers will also reflect with their colleagues on instructional decisions that help students improve their explanation regularly at Grade Level Meetings and during Math planning days. We will investigate strategies that support academic discussion, mathematical thinking, and language acquisition. We will look into structures that provide different ways to organize students for conversations, and ideas for creating a classroom where respect and equal access to participation are valued norms.</p>
Math SBAC 16/17-17/18 3rd Grade: 82.1% to 78.7% -3.4% 4th Grade: 69.0% to 77.6% +8.6% 5th Grade: 80.3% to 67.0% -13.3%		

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?
EL Data: Math Benchmark 3rd: 45% 4th: 55.6% 5th: 41.7% We note a proficiency gap of at least 23% between ELLs and grade averages. 4th Grade Math Milestone: RL: 61.9% District Avg: 62.3% Our Math Milestone proficiency rate for 4th grade is low relative to the performance of our other grade levels. We also note that our 4th grade math milestone proficiency level is below the district average.	Our goal is to close the achievement gap between ELs and grade levels by 5%. Our goal is to raise our number of 4th grade students meeting or exceeding milestone standards by 10 percent to achieve an overall proficiency rate of 70%.	We will site fund an RTIF to look at assessment data, work with grade level teams in using that data to identify focal students and strategies. The RTIF will also push into classrooms to help reduce class size while working with small groups of focal students. We will also have paraprofessionals working in this capacity. In particular, we have a Morning Math program designed to help bridge the gaps in proficiency levels within the 4th and 5th grade classes. This program is by teacher recommendation.

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	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?
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		

<p>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?</p> <p>WASC Ch.5</p>		
<p>Kindergarten, 1st, and 4th grade teachers teach science 1 hour each week. Teachers utilize FOSS hands-on kits for hands on experiments and observations. Teachers also utilize the Mystery science online platform. 2nd and 3rd grade teachers teach science 120 mins per week, 60 mins within their classrooms, and 60 mins in a science rotational setting, where teachers focus on a specific NGSS topic. 5th Grade students receive science instruction for 120 minutes per day. We have a dedicated science teacher, math teacher, and ELA teacher. Our school is also a pilot school for Amplify Science, a program utilizing NGSS standards. Education Outside</p>	<p>We wish for all students to have access to hands-on science learning at least twice a week for a total of 90 minutes minimum. In 5th grade, students design and conduct investigations, interpret the data and make claims that they support with evidence DAILY. They also embed ELA standards in their science writing. Our goal is to see these practices start being implemented school-wide.</p>	<p>Have site PD led by our 5th grade science lead teacher to introduce and coach classroom teachers. Incorporate input from C&I regarding NGSS and Amplify Science school-wide implementation.</p>

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).

<p>Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</p> <p>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)?</p> <p>WASC Ch.2</p>	<p>Based on the analysis of the results, what are your targets/ performance goals?</p>	<p>What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery?</p> <p>WASC Ch.5</p>
<p>EL Assessment Data K-2 F&P: W1: 73.2% W2: 63.1% District Avg W2: 56.9% 3-5: RI: W1: 20.5% W2: 27.9% District Avg W2: 10.9% IWA (Spring Only): 4.5% Proficient District Average: 8.9% Our 2017-2018 ELPAC data is at these levels: Level 4: 58% . (87 students) Level 3: 19% . (29 students) Level 2: 13% . (19 students) Level 1: 11% . (16 students) Redesignation Rate 16-17: 23.2% (+11.4%) CELDT Growth 15-16 to 16-17: 21.7% (-42.1%)</p>	<p>Our goal is to continue to maintain our ELL's high achievement in F&P and RI when compared to the district averages. We note a high area of need to develop our ELL students' writing skills. Our goal is to our achievement gap close by 2% on top of our site-wide goal of increasing our student's IWA proficiency by 5%. We also note a period of stagnant CELDT level growth with our ELL students from 15-16 to 16-17. Since we have no new ELPAC benchmark at this time, we will revisit this goal at a later date.</p>	<p>Our focus will be to increase the support our English Language Learners receive by using the instructional moves from Academic Conversations and RALLI engagement strategies for ELD to reach our ELL students. We will differentiate curriculum in terms of level and quantity to make sure that all students can access core curriculum, despite their proficiency levels. The bilingual para will also support students through vocabulary and comprehension small groups as well as use primary language when needed to help students access core curriculum. The Family Liason will help to bridge the home and school connection in order to support ELL student success. The Family liason will also serve on CARE/SST team to closely examine data, identify ELL focal students with the collaboration of classroom teacher input, and be a part of the school SST team to push ELL focal students to higher levels of proficiency. As a school, we will start to use ELD engagement strategies (the 8 SLPs/Engagement strategies) throughout the instructional day to promote academic conversation, understanding, and rigor.</p>

HEALTH EDUCATION CORE CURRICULUM

<p>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program</p>	<p>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</p>	<p>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</p>
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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.	What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	
4th and 5th grade students responded favorably: Climate of support for academic learning: 78% Knowledge and fairness of discipline, rules and norms: 76% Sense of belonging (school connectedness): 73% Self-Management: 72% Areas of need: Self Efficacy: 52% Social Awareness 61% Safety: 61% Growth Mindset: 61%	We will work to promote Self-Efficacy and Growth Mindset. We noted that only 37% of 4th-5th grade students believe that they can master the hardest topics in their classes. We will work to promote their self-confidence in accessing the curriculum independently or by asking for help.	Our school social worker will continue providing multi-tiered support in all the areas of Social-Emotional Learning to our students, parents, and staff.
Climate of support for academic learning: 71% (-7%) Knowledge and fairness of discipline, rules and norms: 71% (-5%) Sense of belonging (school connectedness): 64% (-9%) Self-Management: 69% (-3%) Social Awareness: 59% (-2%) Safety: 57% . (4%) Growth Mindset: 56% . (-5%) Self Efficacy: 48 % (-4%)	We will continue to work on Self Efficacy and Growth Mindset. However, because Sense of Belonging decreased by 9% we are working on a Social Emotion School Wide Goal.	We are working to identify the reasons for the decline over the past 3 years. We will work with AAO to create a survey that we can give to our 2nd through 5th grade students in order to have a larger data field to track.

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 site focuses on developing the whole child and believes that the Arts is an important part of that development. Every student has the opportunity to work with our VAPA Visual Arts teacher in addition to learning from Performing Arts consultants so that students are exposed to a variety of genres. In 4th and 5th grades, students have the opportunity to learn a musical instrument as well. By extension, art is infused throughout the curriculum, whether it be drawing diagrams or building models in Science/Math, painting or creating artwork to accompany writing pieces, creating projects using digital media, or using words as an art form itself, such as poetry, theater, or Spoken Word.	A teacher is designated as the school Arts Coordinator, and the school gathers input from each grade level, to implement the SFUSD Arts Education Master Plan goals and align to school priorities. Every student will have the opportunity to have lessons in Visual Arts and Performing Arts. The goal is to expose students to as many diverse experiences and opportunities as possible in hopes of students discovering new and inspiring passions. The residencies vary from movement, dancing, drumming, architecture, puppetry, theater arts, poetry, and world dance. PEEF money and PTA money will be utilized to pay for a variety of art consultants at each grade level.	School site administration and teachers will collaborate with VAPA teachers and arts providers for direction and planning on a regular basis throughout the year. Visual and Performing Arts Specialist will continue to provide support in conducting standards-based VAPA lessons to all our students. Artists in Residence will also help to round out arts program, providing students with opportunities in performing arts.

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?

<p>Robert Louis Stevenson offers a balanced and comprehensive PE program through PE specialist and classroom teacher taught PE minutes. An elementary school PE curriculum provided by the PE department gives ideas and lesson plans for both the specialist and classroom teachers to implement during their given PE times. Additionally, resources such as report card scope and sequences and assessment lesson plans created by the PE department have helped to create a PE program with structure and scaffolding that aligns to standards and ensures developmentally appropriate lessons for students. The master PE schedule at RLS confirms that students receive the necessary minutes per week. It also designates specific areas of instruction so that yard space is ample for the teacher and class and indicates any possible overlaps to ensure that equipment is available. Overall, through the given structure from the PE department and through implementation of staff and the PE specialist, RLS provides balanced and appropriate PE lessons to all students.</p>	<p>At the elementary school level our goal is to teach a developmentally appropriate curriculum that gives students the foundations of things such movement, fitness, cooperation and teamwork through various games, activities, and play. We strive to include physical, cognitive and socio-emotional objectives in all lessons in order to provide a well-rounded PE program. While younger students in lower grades may not utilize an ePortfolio, the upper grade students could certainly use them in fitness testing, goal setting, and over-all health. 5th grade students during fitness testing time are setting goals, practicing fitness skills and performing the activities during a designated testing window. With an ePortfolio, students would be able to view their scores, compare them to their goals, and reflect on the fitness testing process. As 4th graders, students learn about goal setting and monitoring heart rates. They not only could track and reflect goals as the 5th grade students do, but also analyze their cardiovascular fitness results in helping to understand the heart rate tracking process and target heart rate zone. In an effort to make PE a more reflective program, students could also view logged information in the ePortfolio from the entire year to see how they have improved on assessments and what they can work on to get the most out of their PE experience.</p>	<p>In order to reach these goals, RLS needs to maintain the master schedule that provides these minutes for each student. The PE specialist and classroom teachers should have more collaboration time in order to streamline classroom teacher PE time and make sure that it is working on consistent skills in order to prepare students for assessments. Additional support may also be needed in scoring students in PE assessments. Teachers are provided the information for scoring students but also must be actively involved in PE lessons in order to know what to look for when grading or ensure that the PE specialist is present during assessments in order to clarify questions and scores. In order to implement an ePortfolio, students and teachers would need access to the ePortfolio and designated times to analyze their scores and results in order to make that time effective. As we only have 30 minutes with the PE specialist per week, it may not be possible to include ePortfolio review time during the PE class itself and may require outside time. However, overall, most goals are already met in providing a balanced and comprehensive program. A continued effort and encouraging reminder that it is an important part of the student school day will help to continue to build a great a program.</p>
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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
We are preparing our students to be college and career ready by supporting them in developing 21st Century skills, Growth Mindset and identity by embracing creativity, communication, collaboration and critical thinking skills. Administration works closely with school staff and community to design activities and events that are relevant and appropriate in supporting the development of these skills. These include student-centered and hands-on learning experiences, rigorous curriculum, outdoor learning, collaborative team work, computer science courses and field trips.	All students have multiple opportunities to participate in learning and activities that promote career and college going culture.	We are preparing our students to be college and career ready by supporting them in developing 21st Century skills, Growth Mindset and identity by embracing creativity, communication, collaboration and critical thinking skills. Increase emphasis on the Practices Standards outlined in the CCSS-ELA (Student Capacities), CCSS-Math & NGSS. Foster developing a Growth Mindset Continue the participation in District supported initiatives: NGSS Amplify Curriculum Pilot and Computer Science Pilot

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?

One of our areas of continued growth is our Digital Literacy and Citizenship Classes. We have a full-time Technology para teaching our upper grade students how to navigate and utilize their SFUSD google accounts to create assignments and presentations, with an emphasis on how to collaborate with peers on shared assignments. Our school has also adopted SFUSD's Digital Citizenship Advocate program, which utilizes common sense media's lessons on Digital Citizenship to expose kids to the digital world early, and responsibly. Our hope is that by developing healthy habits now, in the future students will practice best practices on how to stay safe on the internet, as well as effectively research topics. These skills will be necessary for their continued education within SFUSD, as well as beyond. We also continue our financial literacy program with our K2C program. Many of our classes enjoy field trips to the bank to hear about financial literacy.

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?

We are working with our site based Literacy and RTIF interventionists to look at data, identify focal students, and collaborate with teachers during Faculty PD and grade level meetings on how to group students. We are looking at periods in the day where RTIF and Literacy can push in and co-teach in rooms so that Guided Reading groups and students can read at their just right level. We are scheduling PD with the Humanities Department to further roll out Workshop model in our classrooms. Each teacher is also identifying and working with 3 focal students to make gains in proficiency. The ILT is also looking at data to inform instruction and lead discussions in grade levels on how to look at student work, calibrate scoring, how to raise the rigor of tasks to encourage higher level thinking, and planning PDs. The Literacy teacher and Humanities Literacy coach are going to each take on coaching cycles for each grade level to coach in teachers Literacy for 6 weeks at a time. Lastly, the CARE team is scheduling class wide SSTs with the Social worker and Literacy interventionist to see where most support is needed.

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)
School wide, our teachers will meet in collaboration and Leadership teams to go over data, plan instruction, and attend PLC PDs on Literacy. Teachers will be allowed up to 3 sub days to be used for data collecting, assessments, calibrating anchor papers, observing one another, and lesson planning. School site literacy teacher will work on building capacity with teachers in coaching cycles.	For the teacher collaboration meetings, they are structured into the school hours, 3-4 pm. If they occur after hours, we will use Prop A and occasional extended hours (site funded). The trainers are site funded Literacy teacher and also Humanities TSA in collaboration. For sub release days, we are also using our Site Budget.

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			SPED team will continue to work closely with CARE team, administration, and GenEd teachers.

(implementation of care plans, administration of medication, etc.)	RLS is growing in its inclusive practices across the grades. With the implementations of adapted and /or modified lessons, support including para support, and RtI strategies, SPED students demonstrated positive growth in all academic areas and social/emotional development.	Continue to encourage collaboration between SPED teachers and GenEd Teachers. We will also continue to provide PD on inclusive practices, accommodations, and modifications.	
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			
Student Engagement/Attendance	According to our data, our school attendance rates/chronic absenteeism rates are low (<3%), however, of that 3 percent, 16% are SPED kids. Morning tardiness has also been a problem as of late.	We want to reduce our tardiness rate and increase our SPED attendance rate.	RLS will continue to conduct Attendance focused SST Meetings and support families with excessive absences/tardies through counseling and the use of attendance contracts. We will also continue to connect with District resources to support school efforts. We will devise individual incentive programs to motivate students & families who are chronically tardy through a daily check-in process
School Culture/Climate	Our school culture and climate survey results are in line with district averages, with very high favorable results from the family survey. However, we note a slight drop in kids who "feel like they belong within the school community," as well as kids who could self-manage their emotions and academic habits.	We want students to feel like they belong within the school community amongst peers and adults. We also want students develop self regulation skills.	We will work with a student council where students can bring Student Voice, concerns, and hopes to the table. We are also developing a Student Wellness center where students can talk things out, meditate, using calming kits, or go to as their safe place.
Social Culture/Climate			
Wellness Policy			We promote Wellness Wednesdays to promote healthy eating, SPA water, aromatherapy, fitness, and mindfulness. The Wellness Center is open for staff and students throughout different parts of the day to relax and re-focus. Healthy food and nutrition policy encourages students and families to prepare healthy snacks and lunches for students.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

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

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

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

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

The Parent/Family Liason, Social Worker, Administrator, and Staff will ensure parent-school communications are translated and intepreted in Chinese, Spanish, Vietnamese, (and other languages if available.) Our site will: -Provide document translations for principal and teachers' messages on weekly and monthly basis in Chinese (and Spanish when available). -Provide Chinese Cantonese, Chinese Mandarin, and Spanish interpretations during Back to School Night, Fall and Spring Parent Conferences, SST meetings, IEP meetings, walk-in visits, Morning Intakes, telephone conferences -Publish school monthly calendars in English and Chinese -Provide document translation and interpretation for PTA, SSC, and ELAC whenever needed -Hold monthly Principal Coffee Chats, -Hold bi-weekly Walking School Bus with families -Coordinate Community Meetings 1 and 2 -Hold Parent Workshops -Conduct the Family SEL Culture and Climate surveys and hold a simple raffle for all those that participated -Monitor attendance, encourage regular on-time attendance, and hold truancy conferences when needed -Encourage all families to return the Family Income Forms; monitor the student breakfast and lunch programs -Hold regular SAP/CARE meetings and set appointments to communicate with families when needed -Engage full in the Family Enrollment Fair and BSC Planning Summit

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

We will consider all data from SEL Culture and Climate Surveys, Community Meetings, PTA meetings, academic data, and 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?

<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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List 1-3 current or potential community partner(s) who are address these needs.

EXCEL KEEP Mandarin All Stars Experience Corps Volunteers Supervisor Katy Tang Education Outside Sunset Mental Heath YMCA -- Counselor intern ExCeL -- DCYF Lincoln Teacher Academy Experience Corps Volunteers Student teachers USF and State Safe Routes to Schools

What are your specific goals or objectives for these partnership?

We wish to continue working with KEEP and ExCeL to develop wrap-around academic and socio-emotional supports for students in after school care. Supervisor Katy Tang continues to fund our developing technology program, and we are utilizing this money to increase access to technology across all grade levels.

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

We will utilize our employees that double as after school program employees, as well as our consultant partners to streamline lines of communication between RL and CBOS. This will also promote CBO presence within the school day. Our CARE team will continue to be liaisons to our CBOs to facilitate individualized supports for students.

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

We will measure assessment data of students receiving CBO services and supports and track growth progress.

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 = \$4,300

This money is used to purchase instructional supplies and materials for our students with special needs, including weighted blankets, sensory objects, developmental items, etc. (\$3488 for instructional supplies.) We are also using \$1312 to fund 5 substitute days for planning and collaboration.

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 = \$79,316

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

We will use our SCG EL funds to support our ELL students and families. We will continue to fund a Family Liason with SCG funding .375 FTE (\$18,621 salary and \$6,653 benefits). The Family Liason will work directly with supporting EL students and families in their primary languages of Cantonese and Mandarin to promote school engagement, ultimately affecting the students' academic and social emotional success. The Family Liason will also work with all families through Parent Workshops, serving as a link and active member in CARE team, PTA, SSC, and ELAC committees, and coordinating events. The Family Liason will help to translate orally during conferences, parent meetings, and in weekly written school communications. We will hire a Bilingual Para to work directly with ELL students .6875 FTE (\$27,957 salary and \$11,133 benefits). The bilingual para will help EL students access the curriculum through small group work in the classroom, intentional work with students new to the country, supporting through primary language, vocabulary building, reading and language arts, and working with classroom teachers to help students access all areas of the core curriculum. We are also adding an additional hour to our Tech Para to help with ELD Coordination/ELPAC test Coordinating, .125 FTE (\$5,083 salary and \$2,024 benefits) We will use \$7,610 to fund 29 substitute days to look at student assessments and data for report cards and to further inform next steps in instruction. We will also use days for our ILT to do an Instructional Rounds, observing colleagues teach and to pinpoint trends and next steps at our site. We will use some money to purchase instructional materials and supplies to support ELL's in differentiated learning, such as high interest, leveled non-fiction books, rugs, shelves and easels for small group use. (\$236)

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

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

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

Allocation =

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$28,000

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

We will use our Concentration funding to partially fund our RTIF teacher .2 FTE (\$14,889 salary; \$5,902 benefits) to help our focal students/students struggling both academically and behaviorally. This teacher will help to strengthen Tier 1, 2, and 3 practices at our school while working closely with our Social Worker and CARE team. We will use some of our Concentration funding for 27 sub release days in order for our teachers to collaborate and calibrate their strategies around their focal students. We are holding class wide SST sub release days with our CARE team. 27 days= (\$5,566.32 salary, \$1,518.49 benefits) We will use a portion of our funding to purchase instructional materials (\$125)

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

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

Targeted Instruction Improvement Grant (TIIG) 07940

Allocation =

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

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)

- Professional Capacity (*LCAP Priorities: Basic*)
- Student-Centered Learning Climate (*LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes*)
- Parent-School-Community Ties (*LCAP Priorities: Parental Involvement*)

CATEGORIAL EXPENSES

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

Title I = (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside =

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

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

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

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

Impact & Innovation Awards =

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

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

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

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

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

Other (PTA, external sources, School Quality Pairing/CoP work) = \$50,000

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

PTA is continuing to raise funds this year. This year, we raised enough to support a STEM/Gardening program with Education Outside, a yard support program with SF Rec and Park, and a SEL curriculum program with Soul Shoppe.

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 FTE		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

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

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (list)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/25/2018
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/25/2018

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
Diane Lau-Yee	Principal	
Michelle Low	Teacher/Co-Chair	
Julie Bui	Teacher	
Jamie Sutton	Teacher	
Sarah Yee	Parent	
Kenny Chiu	Parent	
Angela Lin	Parent	
Mimi Sarkesian	Community	
Ellyn Donarye	Community	
Gloria Yu	Other Staff	
Susan Woo	Teacher (alternate)	