

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet[X] Choice

Name of Principal Ms. Meiquin Mellisa Jew

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ulloa Elementary School

(As it should appear in the official records)

School Mailing Address 2650 42nd Avenue

(If address is P.O. Box, also include street address.)

City San Francisco

State CA

Zip Code+4 (9 digits total) 94116-2714

County San Francisco

Telephone (415) 759-2841

Fax (415) 759-2845

Web site/URL https://www.sfusd.edu/school/ulloa-elementary-school

E-mail sch862@sfusd.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Matt Wayne E-mail waynem@sfusd.edu

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Francisco Unified School District Tel. (415) 241-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Kevine Boggess

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 72 Elementary schools (includes K-8)
13 Middle/Junior high schools
14 High schools
0 K-12 schools
- 99 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	87
1	88
2	88
3	87
4	88
5	85
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	523

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 80.9 % Asian
 - 0.7 % Black or African American
 - 5.8 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 3.7 % White
 - 8.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2021	532
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Burmese, Cantonese, Mongolian, Japanese, Khmer, Mandarin, Pashto, Portuguese, Russian, Spanish, Tagalog, Toisanese, Thai, Vietnamese,

English Language Learners (ELL) in the school: 6 %
31 Total number ELL

7. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 298

8. Students receiving special education services with an IEP: 8 %
Total number of students served 41

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>10</u> Autism	<u>12</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 4

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	100%	98%	99%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2011

16. In a couple of sentences, provide the school's mission or vision statement.

At Ulloa Elementary School, we believe when creating equitable access for the most marginalized, we are creating equitable access for all. We strive to provide support necessary for all students to achieve equitable academic, social, and emotional success to become confident and engaged citizens. We commit to creating a fully inclusive community where every member feels nurtured, feels a sense of belonging, and is valued for their multiple identities and experiences.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.sfusd.edu/services/know-your-rights/non-discrimination-policy>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

SFUSD uses a choice enrollment process. Students may request placement in any school within the district. When there is more demand than seats available at a school, grade, or program, assignments are determined by a process of tiebreakers that vary in elementary, middle, and high schools and by language programs. Ulloa Elementary School is considered one of the Elementary Attendance Area Schools. Attendance areas are geographic borders drawn around one SFUSD elementary school. Attendance areas give students a tiebreaker preference to attend a nearby elementary school in their attendance area if requested. Families do not have to request their Elementary Attendance Area School, nor are they guaranteed placement in that school.

PART III – SCHOOL OVERVIEW

Ulloa Elementary School is a Title 1 school in the outer Sunset neighborhood of San Francisco. Our classes average 22 students per classroom from kindergarten to fifth grade, with one Cantonese Biliteracy Pathway strand, and three General Education strands going from kindergarten to fifth grade. One-half of the students come from our local zip code, and the remaining students come from the South side of the city, including many lower-income zip codes. We serve families from diverse backgrounds across the city. Ulloa families speak over 13 languages, and most live in multigenerational households. The majority of Ulloa families (57%) fall into the Lower Socioeconomic Status category, an anomaly compared to the other elementary schools in the affluent neighborhood we are located in. Approximately 30.8% of our students are English Learners, with some of them being newcomers and requiring additional support. At Ulloa, our largest demographic is Chinese (66%), and many are first to second-generation immigrants. The remaining student population consists of a diverse group of students, including Black/African American, Filipino, Middle Eastern/Arab, Vietnamese, White, Hispanic/Latino, Multi-Racial, and others.

Ulloa is known for our commitment to strong academics and educating the whole child. We are able to achieve consistent excellence due to our collaborative school culture amongst the adults at our school, not only among staff members but also with families. Since our student success is closely tied to the partnership with families, partnering with families inside and outside of the classroom has become a norm at our school. We strive to create multiple entry points for families to have access to their students' school life, especially through language. The majority of our staff speak at least one language other than English, many of them speak Cantonese, the language most needed at our school. We regularly partner with the District to communicate with families that speak the less common languages at our school. Translation and interpretation is a priority when communicating with our families.

The collaborative culture at Ulloa extends beyond the home-school connection, school staff members do routine and frequent check-ins with each other to be in the “know” to support each other and each student within the Multi-Tiered System of Supports framework. Teachers within and across grade levels collaborate on a weekly and monthly basis to maintain curriculum coherence and alignment. Teachers partake in cycles of inquiry based on grade level and focal students' needs. For the last eight years, Ulloa has allocated site budget funds to reduce class sizes in the upper grade classes (4th and 5th grade classes). The lower teacher to students ratio in the upper grades has been instrumental in helping to maintain high student achievement through increased time working directly with the teacher and increasing the teacher's ability to form stronger bonds with the students and their families.

To serve the whole child, Ulloa has developed a strong enrichment program that includes: the arts, an expansive garden program and increased access to technology. We work collaboratively with our Ulloa Parent Teacher Association to fund robust additions to our enrichment program. Our gardening program has been going strong for over 20 years. Students engage in planting, harvesting and composting while experiencing nature in our five gardens. Throughout their elementary careers, Ulloa students experience many different types of visual and performing arts through LEAP Arts (drawing, cultural dance, multimedia, and architectural art) based on grade level interest and through the SFUSD (San Francisco Unified School District) Arts Department. In addition to the arts, Ulloa students learn to code, explore technology and apply this knowledge to their classroom projects as we move towards the goal of developing their digital identities from our SFUSD Graduate Profile.

A strong school culture is another component of Ulloa's success. We engage the whole school community with a focus characteristic each month. Students are recognized in a weekly morning school-wide assembly. Our full-time social worker leads our school's Coordinated Care Team to support our staff using the Positive Behavioral Interventions and Supports framework to cultivate a positive school environment. Classroom teachers regularly teach Social Emotional Learning lessons through the use of Second Step, supplemental materials, and community circles. We utilize Restorative Practices to support students in learning from conflicts and developing conflict-resolution skills.

This year, Ulloa has prioritized our work around diversity, equity, and inclusion (DEI). Ulloa is proud to

have our first Equity Design Team, consisting of community members, teachers, and families. As a team, we have started work on envisioning a school with equity as its core. We have developed a school-wide equity statement that outlines the work that we will be doing to make our DEI vision a reality for all of our stakeholders: staff, students, and families. We have also begun to develop an equity-based school-wide system to solicit feedback from all stakeholders routinely. In addition to continuing our Black Student Union, we now offer other affinity groups for students: Rainbow Club and Diversity Club. We have been working to thoughtfully incorporate the cultural and racial identities of our students through the thoughtful selection of literature, and lessons that incorporate aspects of ethnic studies and celebrations. Ulloa strives to build a strong sense of community by increasing the sense of belonging and students' agency and voice through our endeavors.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

In order to help all students achieve at their highest levels in English Language Arts (ELA), teachers at Ulloa use a variety of curricular materials, instructional strategies, and assessment formats.

Ulloa follows the SFUSD ELA Core Curriculum, which is written by the district and aligns with the Common Core State Standards. Our District is currently using the Balanced Literacy model and is in the process of adopting a new curriculum. Lessons are grouped into a series of four or five spiraled units for every grade level. Each “spiral” includes a Knowledge Building Focus that is related to a science or social studies standard. This content integration allows teachers and students to approach reading and writing through an interdisciplinary lens.

In grades K through 2, the ELA curriculum also includes a foundational skills component that consists of explicit phonics instruction, phonemic and phonological awareness routines, and fluency practice. Teachers enrich these lessons using a variety of supplemental curricula and texts. In grades 3 through 5, teachers continue to teach foundational skills standards using a range of word study and grammar lessons.

Teachers at Ulloa utilize a mixture of whole class, small group, and individualized lessons in order to meet the differing needs of all learners. Students have the chance to engage with complex texts during interactive read-aloud, shared reading, and close reading. Throughout these whole-group activities, teachers focus on comprehension strategies, vocabulary acquisition, and critical thinking skills. Students also meet regularly with their teachers in differentiated small groups that target specific reading and writing strategies. These groups shift and change throughout the year based upon data from formative and summative assessments. Finally, through the use of the reading and writing workshop model, students conference individually with their teachers throughout the school year. Students are encouraged to read and write independently on a daily basis through the use of diverse classroom libraries and authentic writing projects.

Throughout each school year, teachers use a variety of formative and summative assessments to inform and differentiate their lessons. Within individual classrooms, teachers compile and use data sources such as writing samples, conference conversations, and anecdotal notes to help them form small groups and choose target focal lessons.

Students also participate in summative district assessments three times per year. In grades K through 2, the Fountas & Pinnell Benchmark Reading Assessments are administered at the beginning, middle, and end of each school year. The results from these one-on-one assessments allow teachers to monitor reading progress and help students to set updated individualized goals for the following trimester.

Students in grades 3 through 5 take the online Reading Inventory, which provides data regarding reading and comprehension levels. Teachers utilize this information to match students with appropriate books and to design and plan instruction for the class. The third through fifth graders also take the Smarter Balanced Assessment (SBAC) Consortium tests for the state of California. Information collected from these assessments provides the school community with an overview of the progress made by different subgroups of students. It helps to inform goals and practices for the following school year.

1b. Mathematics curriculum content, instruction, and assessment:

The mathematics program at Ulloa is based upon the Common Core-aligned SFUSD Math Core Curriculum. Lessons and classroom activities are designed to provide students with the opportunity to discuss, collaborate, and engage in the eight Standards for Mathematical Practice. The Math Core Curriculum focuses on building deep conceptual understanding before introducing procedures and algorithms. Manipulatives and visual aids are encouraged as a way to help students access the learning. Each unit within

the curriculum includes four math tasks: the Entry Task, the Apprentice Task, the Expert Task, and the Milestone Task. These performance tasks allow students to reflect upon their own learning and to apply that knowledge to new situations.

In order to increase opportunities for student discourse, we utilize specific instructional strategies such as Math Talks or the Three Read Protocol. Math Talks take place several times a week and allow students to practice critical thinking skills, approach problems from multiple angles, and communicate their ideas in a respectful manner. Students are asked to solve a problem and to explain how they arrived at their solution. We teach and use specific sentence stems so that students can respond to others and build upon their thoughts. The Three Read Protocol is another strategy that focuses on deepening student understanding. This protocol asks students to approach complex math word problems using close reading and key questions. Each word problem is read three times with a different goal each time. The first read focuses on the context, the second read analyzes the mathematics, and the third read prompts questions based on the scenario. Students are then asked to collaborate in groups in order to solve the problem.

Teachers at Ulloa are encouraged to adapt and supplement the Math Core Curriculum in order to meet the needs of different learners. For example, some classrooms use weekly guided math groups for students who need additional challenges or support. Other teachers connect concepts from math units with projects in science, social studies, or language arts. In the lower grades, songs and videos are frequently included to make learning more interesting and accessible for all students. Technology is also utilized to support differentiation. Students at Ulloa have subscriptions to Dreambox Learning, a personalized online platform that is adaptive to the unique needs of each student.

Throughout each unit, we use a combination of individual and collaborative performance tasks in order to assess student learning. Every unit ends with a Milestone Task, and two of these are used as district assessments each year. We use the data collected as a tool for planning and differentiating instruction for each student. We also look at whole-school data in order to identify trends in student growth and to focus upon closing any existing achievement gaps. Lastly, students in grades three through five take part in the standardized Smarter Balanced Assessment Consortium tests each spring.

1c. Science curriculum content, instruction, and assessment:

The science curriculum, instruction, and assessment at Ulloa is fully aligned with the Next Generation Science Standards (NGSS). We use lessons and kits from Amplify Science as our core curricular materials. These Amplify lessons are designed around three units per grade level that cover Life Sciences, Earth Sciences and Physical Sciences. Each inquiry-based unit begins with a central question and a relevant, real-world problem. Students participate in hands-on experiments, engage in collaborative discussions, and build scientific models in order to arrive at solutions for each problem. Our goal is to integrate literacy within our science curriculum, so students are provided with a rich collection of nonfiction texts to help them develop research and close-reading skills. Students record and write their data and reflections in their Student Investigation Notebooks. Fifth graders at Ulloa also culminate their year with a Science Fair project that includes a presentation to the rest of the Ulloa student population.

Throughout each science unit, teachers collect data about student progress using targeted observations, exit tickets, journal entries, and performance tasks. Summative assessments often consist of presentations and group projects as a way to showcase student learning. Teachers compile these multiple sources of data in order to look for student trends and to plan for future instruction.

In addition to the lessons inside the classroom, our teachers partner with a wide variety of community organizations in order to organize guest speakers, field trips, and other special events for the students. Past visitors include medical students from UCSF, garden educators from San Francisco's Environmental Education Program, and rangers from the U.S. National Park Services. Recent educational field trips include destinations such as science museums, botanical gardens, redwood forests, waste management stations, and local shore habitats.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The social studies lessons and topics at Ulloa are based upon the History-Social Science Content Standards for California Public Schools. Units in the past have included a wide range of topics, including community, citizenship, geography, state history, and current events. The district provides suggested topics and guidelines for inquiry-based units in each grade level. These units target four main goals: Community Responsive Teaching, Inquiry, Historically Responsive Literacy, and Taking Informed Action. In light of these goals, Ulloa teachers add on a diverse collection of primary and secondary sources using interactive read-alouds, online articles, book collections, and digital media.

Most social studies units at Ulloa begin with central questions that engage and build student interest. Teachers encourage discussions and collaborations throughout the units, and incorporate opportunities to practice critical thinking skills through close reading and text analysis. Many grade-levels use authentic projects that allow students to research real-world topics and issues that impact their daily lives. These students are then encouraged to write and present their findings to the school in order to advocate for change.

Teachers at Ulloa integrate experiential learning into their social studies lessons through both virtual and in-person field trips. Many classes travel to local parks and historical sites that help students to learn about important California history. For example, some grades learn about the cultural history of San Francisco through visits to the Chinese History Society in Chinatown, while others study local government by traveling to the State Capitol in Sacramento. Teachers also utilize virtual tours and videos to enrich lessons about different countries and cultures from around the world.

Teachers assess and monitor student learning using observations, writing pieces, presentations, debates, and speeches. Collaborative culminating projects such as posters and dioramas are also used as summative assessments for some units.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Each week, students participate in performing arts lessons led by a district-assigned teacher. The focus of these classes differ depending upon the grade levels of the students. In kindergarten and first grade, students have the chance to act out popular children's books during their Theater Arts classes. In second and third grades, students learn and perform traditional Taiko drumming. And in fourth and fifth grade, students begin instrumental music lessons for violin, trumpet, clarinet, or flute.

Thanks to additional funding from the PTA, each grade level also selects and collaborates with a local artist from an organization called Leap Arts in Education. Some grades take part in weekly Visual Arts lessons while others participate in Creative Movement and Brazilian dance. The scope and sequence of these courses often correlate with the topics covered in other parts of the school day, and provide a way to extend and enrich the classroom learning experience.

2b. Physical education/health/nutrition

Socioemotional learning is an important part of the overall curriculum at Ulloa, and all grades utilize lessons from Second Step as well as supplementary activities from a variety of sources. Teachers use projects, role plays, and read-alouds to focus on topics such as growth mindset, kindness, and teamwork.

The district allocates a P.E. teacher four days a week to teach weekly lessons for each grade level. In addition to these lessons, teachers build in a variety of games and sports into their weekly schedules. Fifth graders also train and practice throughout the year in order to be ready for all six components of the California Physical Fitness Test.

Through partnerships with organizations such as Let's Eat Healthy and the Dairy Council of California, teachers incorporate health and nutrition lessons for all students. The district also provides themed units and lessons through the HealthSmart elementary health curriculum. Lastly, the school participates in many city-wide events such as Bike & Roll to School Day and "Operation Smoke Out" in order to spark classroom conversations about health topics and standards.

2c. Foreign language(s), if offered (if not offered, leave blank)

Approximately 25% of the students at Ulloa take part in the Cantonese Biliteracy program. Students applying for this language pathway program typically speak Cantonese as their home language. Many are newcomer English language learners, while others are bilingual and biliterate in both Cantonese and English. The biliteracy program offers students the opportunity to learn and excel in English while simultaneously building and maintaining their skills in their home language of Cantonese.

Most of the core curriculum in the biliteracy program is taught in English, with support provided for English language learners using Cantonese. Along with English Language Arts, students also take part in daily Chinese Language Arts lessons. Teachers in the program are fully bilingual and teach both the English and Cantonese portions of the curriculum. The program also includes cultural components, such as Chinese dance classes, for students in all grade levels.

2d. Technology/library/media

Ulloa is a 1:1 school, providing each student access to their own district-provided Chromebook. The school has a full-time Computer Consultant who meets with each class for 45 minutes per week. The consultant uses SFUSD's creative computing curriculum, which covers algorithms and programming, computer systems, the Internet, and the impacts of computing. The consultant also works with the upper-grade students on more complex coding and design projects that relate to their science and STEM lessons.

In addition to the weekly computer classes, technology is also integrated into all parts of the core curriculum. Teachers utilize many of the online learning apps provided by the district, including adaptive learning software such as DreamBox for math and Lexia Core5 for ELA. Many teachers incorporate digital assignments and assessments into their units, including opportunities for students to work on collaborative digital projects.

Ulloa has a school library with a rich collection of high-interest texts for all grade levels. The books are frequently updated, with emphasis placed upon the curation of a diverse and culturally responsive collection. A school librarian is present 2 days a week to help recommend books, lead interactive read-alouds, and assist students with research projects.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

Ulloa provides support for students performing below grade level standards in a wide variety of ways. Each classroom teacher is well-versed in providing Tier 1 and 2 support. Teachers collaborate weekly with their grade-level team on how best to provide Tier 1 and 2 support to their students and share ideas for resources.

One of the most robust ways we support students performing below grade level is through our differentiated intervention groups. In these groups, classroom teachers will pull a small group of students, typically - three to four, specifically designed for targeted skills practice for those who need it. These students are chosen based on both formal and informal assessments. With the use of the school's leveled Book Room, purchased academic software, Raz-Kids, and supplementary curriculum, we use resources that allow us to best meet each student's level. These groups typically happen two times a week in each classroom with student groupings changing according to students' needs. To implement these groups, staff received several professional developments and participated in instructional walkthroughs for the purpose of receiving constructive feedback and sharing best practices. When students are not participating in these intervention groups, they may also receive support from one of our four general education paraprofessionals or a tutor from one of the many organizations with whom we partner (Book Nook, Jewish Coalition Literacy, and a local high school). Within our Tier 1 and Tier 2 supports are also our Student Assistance Program (SAP) and Student Success Team (SST). In SAP meetings, a classroom teacher collaborates with support staff and colleagues to develop interventions for a specific student who may not be performing at grade level. In the higher tiered intervention, the SST, additional support staff are invited into the process as well as the student's guardian(s).

3b. Students performing above grade level:

Students who are performing above grade level are given multiple opportunities to extend both their learning and thinking. Students are challenged to go further in depth and detail into the work that they do in presentations. Students are also tasked to expand their creativity through incorporating art, design, and technology into their work. In math specifically, students are encouraged to represent their thinking in multiple ways (words, numbers, charts/diagrams) to challenge them to go more in depth on performance tasks.

Students who are performing above grade level are also encouraged to be mentors and coaches in the classroom. As a way to challenge their knowledge and ability in subject matter, students are asked to teach a peer who may not be performing as high on a particular skill or assignment. This presents another opportunity for students to demonstrate their knowledge and explain it in a way that a peer can easily understand.

Students also engage in learning apps, such as Zearn, BrainPop, Dreambox, and Prodigy to extend their learning. Students can work independently with these learning apps according to their level both at school and at home. Classroom libraries have a wide range and variety of books that are appropriate to each student's reading level. Students who are above grade level are encouraged to adopt a growth mindset to their learning, pushing them to make learning the goal, not just a good grade. To do this, students are asked to examine and reflect on their work so that they are looking for ways to improve even if they are performing above grade level.

3c. Students with disabilities:

At Ulloa, our social worker consults with teachers and discusses specific concerns. Depending on whether a student's needs are due to mental health or physical health, our social worker coordinates meetings with parents, classroom teacher and administrator to plan and write out 504s. Teachers participate and are given accommodations to support students with 504 plans.

Students with IEPs (Individualized Education Programs) are fully included in general education classrooms. Depending on the services, they get push-in and/or pull-out services from their Resource Specialist Program (RSP) teacher/case manager and/or paraeducator. In pull-out sessions, the RSP teacher may reteach lessons or skills connected to the general education curriculum, or may utilize a more specialized curriculum, like SPIRE. The RSP teacher also collaborates with the classroom teacher to design specific accommodations and modifications to best support each student's needs during regular class time. Special Education (SPED) paraprofessionals are also trained to provide many of the same accommodations and supports. At the beginning of each school year, the RSP teacher meets with each classroom teacher to review their students' SPED services such as accommodations, modifications, service minutes,

individualized goals, and strategies to meet those goals.

To help close the achievement gap, our school intentionally builds strong partnerships between the school and students' home-life. For students who have a personal behavior chart, parent input is used to identify the desired behavior, as well as brainstorm appropriate motivators for the child. The RSP teacher also joins parent-teacher conferences and sends home a progress report for each report card period addressing the child's goals stated in their IEP.

3d. English Language Learners:

The achievement gap between the general education students and English Language Learners (ELL) at Ulloa is steadily closing from a gap of 40% to 18% from 2017 to 2022. In the English Language portion of the Smarter Balanced Assessment of California (SBAC), ELLs' proficiency rate has increased over the years: 38% in 2017-2018, 50% in 2018-2019, and 63% in 2021-2022, respectively. Such results are mainly due to a number of supports and interventions that have been implemented. The first support that Ulloa uses in supporting ELLs is a daily 30-minute school-wide designated English Language Development (ELD) block, where students are grouped based on their level. During these sessions, ELLs engage in lessons and activities that support reading, writing, speaking, and listening. Teachers in grade-level teams, confer weekly to align and plan for students' needs based on data. To further support ELLs throughout the rest of the school day, Ulloa teachers use research-based strategies to provide students with ample opportunities to use structured language practice in various modes: writing, speaking, and drawing. Teachers at Ulloa, like others in San Francisco Unified School District (SFUSD), target ELLs by embedding collaborative structures (turn and talk, fishbowl protocol) and routines in their lessons. Furthermore, teachers provide ELLs equitable access to complex text through close reading, shared reading, vocabulary study, grammar usage in context, and checking for understanding with timely feedback.

General Education paraprofessionals are placed in Ulloa classrooms with newcomer students and work with students 1:1 to support learning. When possible, support staff who speak the same language as the students are paired together. Specifically at Ulloa, teachers participate in a school-wide walkthrough with a focus on fostering and facilitating academic conversations in the classroom. Data is used by grade-level teams to collaborate and differentiate instruction.

3e. Other populations, if a special program or intervention is offered:

One achievement gap that existed previously at Ulloa was amongst the Latinx population. In the 2021-2022 school year, Ulloa's Latinx students from kindergarten to second grade scored at 40% proficiency on their reading assessment. For spring of 2023, this same group rose to 73.3% proficiency. Likewise, Latinx students in the third to fifth grades have shown improvement on their SBAC tests both in English language and Math over the years (2017-2022). Ulloa successfully closes this achievement gap largely due to the implementation of data-driven, differentiated small groups. Ulloa teachers identified our students with the highest needs and implemented these small groups across the whole school. These smaller groups allow classroom teachers to target instruction to specific students' needs. Teachers measure and track teaching effectiveness over the course of six weeks before reassessing the groups' roster. Both formal and informal assessments are used to provide teacher feedback on each student's progress and their follow-up teaching priorities.

In addition, Ulloa also makes affinity groups available to our families, focusing on marginalized families like the Latinx population. These affinity spaces open communication between families and the school leadership to better understand and address each other's needs. Affinity groups also help all to feel more engaged in the school's decision-making. Ulloa's school admin started and runs our Diversity Club for students, occurring two times a month. In doing so, the school has built positive relationships and a welcoming environment for all students to learn, including our Latinx students. Our social worker has been essential in addressing the social and emotional needs of our Latinx population. Students are invited to have weekly sessions in the wellness room to talk about concerns. This socio-emotional support allows our students to have better focus, a stronger growth mindset, and a closer connection to the school community.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Ulloa, teachers strive to create a positive environment for our students in numerous ways. One of the ways we do this is through tailoring lessons and projects to reflect students' interests, culture, and community. Teachers work hard to get to know the students individually so that they can make shifts in lessons to ensure that student identity is affirmed and showcased. Teachers solicit students' interests and incorporate them into the class curriculum to promote engagement. Ulloa teachers work collaboratively to plan for pertinent extensions to the end of each unit, where field trips or relevant showcases or presentations serve as meaningful celebrations. This approach has proven especially effective during distance learning years in the midst of the pandemic. Our student achievement, enrollment, and attendance remained high during the pandemic.

Ulloa teachers explore topics deeply by engaging students inquiry-based, student-led, individual, and group projects. This personalized learning approach elevates students to learn project management skills, negotiate ideas, work as a team, and conduct research. The inquiry-based and student-led projects allow students to direct their own learning and foster a sense of pride and ownership in the work as they develop a closer rapport with each other.

Building a strong and safe school climate is the key to helping students feel included and engaged as active participants. Ulloa teachers incorporate weekly social emotional learning lessons with Second Step curriculum to ensure our students work certain skills and strategies are needed to navigate social situations. With frequent practice in incorporating these socioemotional skills, students transfer these skills outside their classrooms, creating a safe, encouraging, and positive environment for all.

Our school social worker and activity coordinator create additional opportunities for student engagement through school-wide activities (i.e. staff vs. fifth-grade kickball games, spirit days, etc). The social worker works closely with our administration team to plan community advocacy projects that promote diversity and inclusion across the entire school community. In addition to community advocacy projects, our social worker and activity coordinator collaborate with students to provide opportunities for student leadership roles. Students can run for student council government and classroom representatives. They can partake in our Shark Spotters program. Shark Spotters are selected and trained upper-grade student-supervisors who serve as role models for other students during recess. They facilitate activities and provide a helping hand to any student in need.

2. Engaging Families and Community:

At Ulloa we believe that incorporating family and community members into the school community is essential to student success and school improvement. Families are also key partners, serving on advisory and parent leadership bodies, such as School Site Council (SSC), English Learner Advisory Committee (ELAC), the Parent Teacher Association (PTA), the Equity Design Team and affinity groups. Ulloa has an engaged parent community that demonstrates strong partnership with the school and sees itself as critical to student achievement and success. Along with these groups, we design numerous outreach events to welcome our families back to campus, participating in a variety of activities and events in this post-pandemic era. Ulloa keeps our families informed with our weekly newsletter in multiple languages.

Ulloa works closely with Sunset Neighborhood Beacon Center (SNBC) to provide an after-school program where students can extend their learning through enrichment activities and academic supplements. To further meet extended care needs, Ulloa has a long-standing relationship with the owner-operators of our onsite private child care program, offering before care, after-school care, and homework support.

Ulloa partners with multiple community members to address student and family needs in STEM. One of our partnerships is with supervisors from District 4 of the San Francisco Board of Supervisors. Funds from the District 4 Supervisor allow us to provide further enrichment and support in STEM and technology for our

students. Ulloa is also in an active relationship with UCSF and the Scientist and Education Program (SEP) to bring more science into our classrooms. Outside of the physical classrooms, Ulloa teachers work alongside many organizations, such as The CA Academy of Sciences Rock Fund Program to give our students many field trip opportunities.

Being in a diverse and culturally rich city like San Francisco, schools like ours benefit from the numerous programs such as The San Francisco Symphony for the Adventures in Music (AIM) and Opera Together that bring professional musicians into our school and give our students the first-hand experience partaking in the performing arts. Students are exposed to the writing and publishing process when accomplished authors visit our school.

3. Creating Professional Culture:

Our school has a professional culture that puts trust in the knowledge and experiences of our teachers. As a school, we utilize the instructional framework and guidelines developed by the San Francisco Unified School District (SFUSD). We focus on the collaborative work of our teachers to design and implement engaging instruction that is grade-level aligned. Teachers regularly meet in grade-level collaboration and are provided planning days during the school year and in the summer. Teachers are also given opportunities to work across grade levels to develop school-wide coherence. Administrators encourage this collaborative learning by providing resources such as professional materials, books, or stipends. For new teachers, the assistant principal supports them through coaching sessions. New teachers are also paired up with grade-level mentors. They are given stipends to plan and confer together.

Members of Ulloa's Instructional Leadership Team (ILT) conduct two school-wide walkthroughs per school year to observe and provide feedback for school planning and improvement. These teacher leaders confer with our principal to provide recommendations for school priorities. They also lead grade-level meetings with their peers to disseminate data and next steps. School-wide professional development from these recommendations follow after. Administrators and the social worker will lead training throughout the school year around school safety and protocols. Teachers in different committees will take turns providing professional development sessions based on school needs. For example, a main focus this year was to build a strong sense of belonging; our Social Justice Committee has been invaluable in leading numerous training on DEI-related topics.

The administrative team encourages all staff to pursue outside professional learning. Teachers and leaders consult with experts and attend conferences and trainings to stay abreast of innovative and research-based best practices that support school priorities and needs. Teachers are often compensated when engaging in professional learning. Many of our teachers take advantage of these opportunities. Teachers participated in college-level computer science courses, inquiry work with San Francisco's Exploratorium, and summer institutes with New York's Teachers' College. Upon returning, participants often train the rest of their grade level or the whole faculty on their new learning.

4. School Leadership:

In the past two decades, Ulloa was under the leadership of a sole principal with a strong focus on academics. Structures set up by this former principal included the submission of weekly lesson plans, weekly grade-level meetings, and the practice of data collection and analysis. The foundation of vigorous data analysis facilitated data-directed, student-centered teaching. Data-driven differentiated lessons and groups become the norm of how teachers look at their practice and birthed our Tier 1 and Tier 2 targeted intervention small groups. Grade-level teams worked closely together to track data as part of their grade-level meeting protocol.

In the school year 2022-2023, a new administration team came onto Ulloa with the same strong focus on academics while also adding an emphasis on school culture. The new principal, a former Ulloa teacher of 17 years, and the assistant principal, an experienced administrator, look at creating a school that is fully inclusive and equitable. Transparency of leadership is the forefront of how this new team works to create trust, rapport and partnership with the members of the Ulloa community. The new administration team

creates systems and protocols within the school using the Liberatory Design Approach to build buy-in from different stakeholders, through empathy interviews, surveys, needs assessments and multiple feedback points. Ulloa's leaders believe that every member of our school community plays a vital role in nurturing our students to success and have developed multiple structures to support a shared leadership philosophy. Both the principal and the assistant principal are passionate about equity-driven education, data-driven practices and the synergy of a healthy adult community. Partnering with teachers, staff, families, and community stakeholders, they are committed to Ulloa's school vision of increasing the sense of belonging and voice. One example of this commitment is when the leadership expanded the School Site Council from ten representatives to 14 representatives, including members of our marginalized groups. For the first time in many years, the current Ulloa leadership also revived the English Learner Advisory Committee (ELAC) and separated the ELAC from Ulloa's School Site Council.

The Instructional Leadership Team (ILT) helps guide our focus on student achievement. The ILT is composed of administrators and teacher leaders who dedicate time to both teaching and instructional leadership, including mentoring teachers, leading professional learning, designing intervention supports, running grade level teams and implementing MTSS for students. The ILT brings teacher-level input to school-wide instructional decisions.

5. Culturally Responsive Teaching and Learning:

In order to meet the diverse needs of the school, Ulloa administrators took a multi-pronged approach in addressing staff, families and students' needs. In the Fall of 2022-2023, Ulloa faculty partook in a three-part series of training around the topic of diversity, equity and inclusion (DEI). Teachers and administrators partook in learning about setting up brave spaces, developing culturally responsive mindsets, and being antiracist educators. The administrators hired a DEI consultant to coach them, teacher leaders and parent leaders. With the consultant's help, Ulloa created our first equity design team with multi-stakeholders.

At Ulloa Elementary School, we believe when creating equitable access for the most marginalized, we are creating equitable access for all. To meet the needs of our most marginalized students, each classroom is equipped with a culturally relevant class library. Teachers can also check out from our DEI library for lesson plans. We view diversity as a strength and it is to be celebrated. We do so by offering affinity clubs (Black Student Union, Diversity Club, Rainbow Club) to our students. We weave the study of ethnic studies throughout the year with the help of our Social Justice Committee teacher leaders. Ulloa strives to provide support necessary for all students to achieve equitable academic, social, and emotional success to become confident and engaged citizens. Therefore, student-led advocacy projects, such as our third graders' efforts to do Native land acknowledgment during our assemblies, are encouraged by the whole staff. The Ulloa administration team seeks out professional development from organizations such as National Equity Project to continue in their own learning and sustain our work in DEI. Students and staff build, repair and develop deeper relationships with each other through the use of the restorative practice. Ulloa commits to creating a fully inclusive community where every member feels nurtured, feels a sense of belonging, and is valued for their multiple identities and experiences. We do this by continuously evaluating and designing our infrastructure and process to disrupt inequity. We prize collaborative partnerships with educators, families, and communities. Finally, we continuously learn and reflect as we develop equity-centered partners with our community by providing workshops, affinity groups, and empathy interviews throughout our practice.

PART VI - STRATEGY FOR EXCELLENCE

Ulloa is instrumental in treating each student as an individual and tailoring instruction and resources to meet their specific needs. We do this by focusing on individualized instruction, family support, and celebrating identities.

Individualized instruction starts with knowing each of our students as learners. At the beginning of the school year, Ulloa faculty analyzes our school-wide data. We look at disaggregated data by subgroups and individual students. In their grade levels, teachers further study their class data and use this analysis to identify individual needs and differentiate for students. Teachers plan out cycles of inquiry for their targeted groups by identifying the root causes and action plans before implementing them. Finally, teachers observe and evaluate the effectiveness of their strategies for each student in their small groups in four to six-week cycles. Through the constant inquiry cycle, teachers can create tailored action plans, strategy groups, differentiated instruction, and flag as needs arise through the school's Response to Intervention (RTI) structure.

Next, we also tailor our support to students' families. For many families, Ulloa is their first introduction to the United States educational system. At all levels, many Ulloa staff represent and identify closely with the families and students who enroll. Consequently, we serve as their mentors as they navigate the US school system and the US culture. Ulloa staff serves our families by providing parent workshops, translating in conferences, and getting community resources (healthcare, employment, translation services) out to our families.

Finally, students' identities play a big part as individuals. Ulloa believes diversity is our strength. The life of each student is unique and filled with differences and challenges. Ulloa strives to recognize those differences by creating a safe space for every student to be heard, whether it is through various affinity clubs or recognizing them for Student of the Week. In addition, students can showcase various works in the hallway and the main lobby for all to see. Most importantly, we are nurturing empathy by fostering a culture of embracing everyone's uniqueness.

The culmination of these three areas is the foundation of our success. Ulloa staff, from administrators to custodians, take the "village" approach to care for our students as individuals. Every student, quirks and all, is important to us.