Visitacion Valley Elementary School is committed to improving the comprehensive, standards based education that is academically, socially/emotionally and culturally responsive in the development of the whole child. The vision of V.V.E.S. is for each student to reach his/her full potential through supportive services that meet the needs of it’s diverse student body in both English-Pathways and Chinese Biliteracy Pathway curriculum. Our school community believes that each and every student is a STAR and practices the tenets of being Safe, Thoughtful, Attentive and Responsible on a daily basis. We also believe that a rigorous and strong academic and social-emotional curriculum is the foundation for developing cooperative, college and career ready life-long learners. As a Title One program school, V.V.E.S. believes that by fostering strong home-school partnerships is vital in developing each students potential for success. V.V.E.S. is located in the heart of Visitacion Valley located in the southwest corner of San Francisco in close proximity to the Sunnydale Housing Projects. As one of two elementary schools located in this area, V.V.E.S. has and will always be committed to providing an education for all children in the Visitacion Valley communities and the surrounding communities.

V.V.E.S. also values the linguistic and cultural diversity that each family brings to the school. V.V.E.S. demographics consist of communities that is 50% Chinese, 13% A.A., 13% Latino, 9% 6.2 Filipino, 4% multiple races, Pacific Islander and 7.3% decline to state. V.V.E.S. is a school-wide Title 1 school with 87% of the students being socioeconomically disadvantaged and 44.3% being identified as English Language Learners. We are fortunate to have parents within our community that are involved and engaged in our schools PTA, School Site Council/ELAC, Parent Academies, and assist in celebrating school wide cultural events. This year we will continue our efforts insert the voice of our AA families in all academic and S.E planning phases for our AA students. Faculty and staff are committed to working collaboratively and professionally with consistency and rigor to purposefully focus on building each students independent knowledge, academic, social-emotional and self identify in order to be college and career ready. We will continue our focus on Reader's and Writer's Workshop and Guided Reading during the school year. The Literacy Specialist will oversee extended hours and release substitutes days while monitoring teachers work within team ROIC cycle. We will also continue to strengthen our practice in implementing Math Talks and second questioning strategies. Our access to technology will increase through collaborative efforts and Partnerships with Sales Force and Circle of Schools so that our students can interact with tech and media regularly. Our Literacy Specialist and IRF will continue to provide regular instructional rounds and coaching cycles with grade level and cross grade teams and individual teachers. Additionally, supporting regular, on-time attendance school-wide will continue to be a focal area in 16-17 with emphasis on strengthening the work of SART, TAP, and SAP teams. Key strategies will be continued implementation of RTI program using F&P LLI for our targeted K-5 students. Our focus on school climate and culture will continue with increased fte investments of our Parent Liaisons and Student/Parent advisor to strengthen our tier one programs and support students who are in tier 2 categories. Our teachers will continue the implementation of PAX Good Behavior Games and commit to weekly and monthly celebrations for good behaviors and attendance. V.V.E.S has identified the following academic and social-emotional areas as high leverage strategies which directly impact each students academic success, culture/climate and addresses the schools support of a comprehensive approach to a Balanced Approach to Literacy and C.C.S.S. math: Consistent comprehensive implementation of C.C.S.S.-E.L.A. Spiral and Units Focus on 5 selective strategies of the 16 proactive classroom management strategies (Tier 1-2, RTI, BAT) Daily Lesson Deliveries based on the Gradual Release model Implementation of daily Readers/Writers workshop strategies Daily independent reading times based on students F&P levels (students will have access to genre and leveled reading books) Interactive Read Aloud using Anchor Charts which are embedded in the lesson Daily implementation of rigorous E.L.D. instruction based on the the new E.L.D. standards Collaborative planning, teaching and encouraging student learning through academic conversation based on the R.A.L.L.I. model Consistent, purposeful and appropriate teacher/student interaction which are aligned with language and learning objectives The teaching and learning community at V.V.E.S. focuses on daily and weekly teaching and learning stems for enhancing and building the academic, social/emotional and literacy skills of our under-performing students in the core curriculum areas where they are not performing at adequate grade levels. Teach/teacher and student/teacher collaborations will be the key to modeling how working together to achieve every student's academic goals based on our teachers' commitment as specified above.

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:

- **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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   ✦ Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   ✦ Mathematics Core Curriculum
   ✦ English Language Development (ELD)
   ✦ Other Subject Areas (Secondary Schools, optional for Elementary)
   ✦ College & Career Readiness

2. Strategies in Schools:
   ✦ Leadership, Instructional Guidance & Professional Development
   ✦ Student-Centered Learning Climate
     ▪ Students with Disabilities
     ▪ School Engagement
     ▪ School Climate

3. Parent-School-Community Ties
   ✦ Family Engagement
   ✦ Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents

- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budget Guide
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 2016-2018 school years is intended to draw all schools into conversations about this vision.

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 2015-2016 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 the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

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.

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.

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
1. Balanced Score Card/ Single Plan for School Achievement

- All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

2. School Site Council Roster*, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). Note: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

4. Title I Parent Involvement Policy*

- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.
SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
</table>
| Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate | 2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task |
| CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance) | • Instructional Core: ELD | Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3- years, 2015-16 CELDT Performance Levels |
| SQII 2014-15 (SQII Performance, definitions, thresholds and targets) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate  
• College and Career Readiness | Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets |
| Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas) | • Instructional Core: ELA, Math, Other Subject Areas  
• College and Career Readiness | Overall and sub-group grades – % A’s and % D&F’s for English Language Arts, Math, Science, Social Science and GPA Average |
| College Readiness School Profile** (Performance on college readiness indicators) | • College and Career Readiness | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores |

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
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 2016-2018 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 (including Language Pathways)

**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?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Our target goal for the 16-17 school year is to strength the literacy skills overall so that 75% of our students are meeting proficiency on F&amp;P. We will be striving for accelerated growth for our focal groups to 75% for our AA students, 50% for our Latino, and 50% for our Pacific Island. These goals may seem lofty V.V.E.S. feels strongly that the school year will be pivotal in our work/teaching towards excellence as our teachers and staff skill set continues to strengthen throughout the year with the high level of collaboration and coaching we receive.</td>
<td>The instructional shifts that will be required to achieve these goals are as followed: full implementation of readers and writers workshop school-wide, with a continued focus on small group instruction instruction, school-wide Guided Reading and conferencing. Continued grade level and cross grade level meetings centered around reflection on data, student work samples and use of data to inform instruction on a regular basis. P.D. to focus on the use of R.O.C.I. (Results Oriented Cycle of Inquiry). Use of Focused Action Plans (F.A.P.) Teacher Unit/Spiral Planning, Focused ILT meetings that will focuses on the analysis of programming and instructional effectiveness.</td>
</tr>
</tbody>
</table>

**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 2015-16 SBAC results, IWA, F&P and attendance data we have seen a significant gap in achievement within our A.A. Latino and Pacific Island students all of which were the lowest performing subgroups. Our main focus will be to assist these subgroups to become ready for college and or Career Ready will be at the forefront of our planning. Our lowest performing focal is our AA students at 38.5% with their F&P scores being below the overall schools scores. Their overall performance on standardized assessments including the IAB is the lowest of all subgroups. But are within the mid-year performance band when compared to the SBAC.

**Based on the analysis of the results, what are your targets/performance goals?**

It is imperative that we accelerate the learning in order to close this gap. We will strive to increase the proficiency rates of each on the IAB (+25% points) and the SBAC (+50% points). Based on results, targeted students will score increase by 8%.

**What interventions are required to ensure all students reach mastery?**

VVES is a school that teaches literacy through the Comprehensive Approach to Literacy, therefore the interventions are most related to this approach. Curriculum The Fountas and Pinnell Leveled Literacy Intervention (LLI) System will continue to be used by the Literacy Specialist to support schoolwide students with multi-grade reading groups. These homogenous groups are formed based on their most recent F&P reading levels, regular attendance, academic progress over time and teacher input. Continue rotate students through flexible LLI groups based on Running Record data. Within classrooms, Kindergarten-5th Grade teachers will implement Guided Reading using publisher approved leveled reading books and other leveled reading sources. These books are housed within the Leveled Literacy Guided reading Library that is maintained by the Literacy Specialist, yet accessible to all kindergarten through 5th Grade classrooms. Teachers will use Words Their Way word analysis and word solving strategies is an individualized and small group instructional support for solving words, building fluency and regularly assessing student progress in solving words. Instruction Kindergarten-5th Grade teachers will implement Guided Reading as an intervention to support students “not yet meeting standard”. This intervention should be implemented with consultation and resources from the Literacy Specialist. Words Their Way word analysis and word solving strategies is an individualized support that increase fluency, build vocabulary and increase reading through solving words. Teachers will use the Lucy Calkins Writing Units of Study to support the daily practice of writing, plan pre-and post-assessment writing tasks and analyze the data in order to adjust teaching. Teachers pull small, strategic groups during writing. Assessment Because the number of students that tested contributed to the students’ performance summary scores, one strategy is to ensure that all students are assessed on the appropriate assessments during the assessment window in order to increase participation of all students.

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**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
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<tbody>
<tr>
<td>Based on 2015-16 SBAC results, IWA, F&amp;P and attendance data we have seen a significant gap in achievement within our A.A. Latino and Pacific Island students all of which were the lowest performing subgroups. Our main focus will be to assist these subgroups to become ready for college and or Career Ready will be at the forefront of our planning. Our lowest performing focal is our AA students at 38.5% with their F&amp;P scores being below the overall schools scores. Their overall performance on standardized assessments including the IAB is the lowest of all subgroups. But are within the mid-year performance band when compared to the SBAC.</td>
<td>It is imperative that we accelerate the learning in order to close this gap. We will strive to increase the proficiency rates of each on the IAB (+25% points) and the SBAC (+50% points). Based on results, targeted students will score increase by 8%.</td>
<td>VVES is a school that teaches literacy through the Comprehensive Approach to Literacy, therefore the interventions are most related to this approach. Curriculum The Fountas and Pinnell Leveled Literacy Intervention (LLI) System will continue to be used by the Literacy Specialist to support schoolwide students with multi-grade reading groups. These homogenous groups are formed based on their most recent F&amp;P reading levels, regular attendance, academic progress over time and teacher input. Continue rotate students through flexible LLI groups based on Running Record data. Within classrooms, Kindergarten-5th Grade teachers will implement Guided Reading using publisher approved leveled reading books and other leveled reading sources. These books are housed within the Leveled Literacy Guided reading Library that is maintained by the Literacy Specialist, yet accessible to all kindergarten through 5th Grade classrooms. Teachers will use Words Their Way word analysis and word solving strategies is an individualized and small group instructional support for solving words, building fluency and regularly assessing student progress in solving words. Instruction Kindergarten-5th Grade teachers will implement Guided Reading as an intervention to support students “not yet meeting standard”. This intervention should be implemented with consultation and resources from the Literacy Specialist. Words Their Way word analysis and word solving strategies is an individualized support that increase fluency, build vocabulary and increase reading through solving words. Teachers will use the Lucy Calkins Writing Units of Study to support the daily practice of writing, plan pre-and post-assessment writing tasks and analyze the data in order to adjust teaching. Teachers pull small, strategic groups during writing. Assessment Because the number of students that tested contributed to the students’ performance summary scores, one strategy is to ensure that all students are assessed on the appropriate assessments during the assessment window in order to increase participation of all students.</td>
</tr>
</tbody>
</table>
In reviewing the attendance at V.V.E.S. we acknowledge a direct correlation between chronic absenteeism and low academic performance especially among our AA and Pacific Island students. Additionally, the students who are out of class, referred to the office for classroom disruptions, and lack foundational skills at the lower levels are AA, Latino, and Pacific Island students. Of paramount importance to our teaching community is to have an increased awareness and understanding of the social and emotional issues that are impacting our students and their families. This, hopefully will strengthen their pedagogy to include culturally responsive attitudes, strategies and techniques in best practices in meeting the needs of our diverse students body. Our SAP and SART teams will continue to meet regularly to monitor the S/E, absences and academic progress of our focal students. Our ILT members will participate in discussions that will inform PD structures as we move deeper into this work. Our TAP in collaboration with CBO’s will work with specific families to address family support systems that will improve family dynamics that may be impacting S/E health our our focal students. Our librarian along with a volunteer from Salesforce will serve as tech resources to the entire school. The persons in this role will oversee our Coding Club and computer carts software programs and hardware to ensure equitable access to all students. The literacy specialist will coordinate school-wide events that promote literacy.

### Mathematics Core Curriculum

**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?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Based on our school’s data from the SBAC MATH, IAB MATH, and MATH Task; our target is for students to begin the 2016-17 school year performing close to their level of proficiency that students achieved at the end of the 2015-16 school year. V.V.E.S. will look to increase proficiency rates on the IAB to at least 50% while focal groups will strive for 25% gains on both the IAB and the SBAC.</td>
<td>The instructional shifts that will be required to achieve these goals are as followed: full implementation of SFUSD Math Core Curriculum; continued grade level and cross grade level meetings centered around reflection on data, student work samples and use of data to inform instruction on a regular basis; P.D. that focuses on building teachers’ understanding of CCSS math standards; use of Focused Action Plans (F.A.P.) Teacher Unit/Spiral Planning; ILT meetings that focuses on the analysis of programming and instructional effectiveness. V.V.E.S. lead math team will determine areas to focus on including strengthening our techniques in second questioning and the use of Math talk to build student voice and comprehension of grade level concepts. We are planning to purchase “Touch Math” and Common Core Support Coach (Foundational Math Assessment) curriculum and materials to supplement our work in the common core. It is our understanding and belief that the math program will allow greater access for all students. We will continue to seek training on honoring and supporting growth mindset and will share information accordingly with our families. Our Math LEAD teams will continue to seek out resources so that our teachers will/can participate in related conferences. Our SSC will investigate schools that employ Math resources and/or STEM/MATH Nights, and a coding class/club including a Builders Fair.</td>
</tr>
</tbody>
</table>

V.V.E.S. has been implementing the SFUSD math curriculum binders for the past two years. Our students are currently showing a proficiency rate of 49% for all 3-5 grade students on the SBAC which is a -3.38% decline and 66.3 school wide according to the Mid-Year Performance Metrics. On the Performance Summary IAB Math. Overall school wide scores maintained about the same from 2014 to 2015. In comparison to SBAC assessments all groups are above the norms. Although our AA students are performing at 20.8% near, at or above standards. Our Pacific Island students are the lowest at 14.3% of the sub groups. Since our focal groups- AA and Pacific Islanders are performing significantly below the other sub groups and their peers. Teachers, students and parents are equally challenged by the increased rigor in the math common core concepts. There is a general acceptance that these complex math tasks and math talks are a good direction to striving for more complex thinking skills by students.
Based on the analysis of the results, what are your targets/performance goals?

Effective schoolwide and grade level interventions are expected to increase the Overall Schoolwide percentages of students scoring at "meets or exceeds standard." Our results are at around the district’s mean, and our goal is to move up a few percentages. Thus, decreasing the percentages of students scoring at "not yet meeting benchmark/not proficient."

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?
--- | --- | ---
Effective schoolwide and grade level interventions are expected to increase the Overall Schoolwide percentages of students scoring at "meets or exceeds standard." Our results are at around the district’s mean, and our goal is to move up a few percentages. Thus, decreasing the percentages of students scoring at "not yet meeting benchmark/not proficient." | As a result of reading levels percentages of students at "meets or exceeds standards," K-5th grade teachers will increase students’ performance by 5% across all assessments. | Teaching strategies: Teachers will implement “Math Talk” at the beginning of every lesson. “Math Talk” is a short do-now activity in which students solve mental math problems without paper, pencil, and/or manipulatives, then share their thinking with their peers/class. This strategy is to give students practice in verbalizing their mathematical reasoning. Every classroom will also have math notebooks, which allows students to write down and keep track of their ideas, and teachers to check students’ understandings. Teachers will teach students “The Three Read Protocol” to help them solve the complex multi-step word problems that appear on assessments. Planning: Teachers will have grade level and cross grade level meetings centered around reflection on data, student work samples and use of data to inform instruction on a regular basis. Support: Students with IEP’s will receive extra support from their pull-out times.

Focal Group*: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

Analysis of results for Mathematics-Focal Group | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery?
--- | --- | ---
V.V.E.S. has been implementing the SFUSD math curriculum binders for the past two years. Our students are currently showing a proficiency rate of 49% school wide. Overall, students at the 3rd and 4th grade levels performed far below the district’s average on the SBAC. In comparison, IAB math averages for the same grade levels showed averages of 73.4 and 66% respectively for the same grade levels. Our Pacific Island students score of 14.3% is below district averages on the Mid-year Performance report. But, had a 14.29% change from the previous year. Our AA students had a -10.29% decrease on the SBAC from the previous year including our Latino -22.17% and Multiple race a -55.00% sub-groups. In comparison our AA students attained an average of 21%, and our Latino students averaged 48% on the Mid-Year Performance Metric. Our Pacific Islanders was 14.3% | Our targets/performance goals are to increase our grade level performance on the IAB Math to at or above district standards. | The interventions that are required to insure and improve that all Asian/American, 4th and 5th graders reach mastery are the following: Identify those students that are struggling with the math task. Inform teachers about who these students are and provide extra support and intentional focus in their approach with these students. Ensure students are engaged during math instruction, asking guided questions, prompting for participation, using wait time and highlight the benefits of productive struggle, noting that they can work through difficulties. Provide added support through computer assisted learning time.

English Language Development (ELD)

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery?
--- | --- | ---
| | | WASC Ch.5
As we monitor EL students’ language development, our goal is to ensure at least one level of growth per year on the CELDT assessments. Improve English Proficiency Levels for long-term English Learners. Based on the upward trend of meeting or exceeding English Proficiency levels on the CELDT, as well as the “Percentage Attained English Proficiency Levels” of students, our target goal is 30% for students with “Less than Five years of English Proficiency Level” and 55% for students with “5 Years of More”. Our goal for the F&P assessment is to have at least 65% of EL students tested to meet or exceed benchmark.

All content is taught by teachers with the appropriate EL certification based on state requirements. Teachers provide Designated English Language Development (ELD) everyday for 30 minutes. Additionally, ELD is integrated during regular class time, and students are provided extra scaffolds with best EL practices. (i.e. explicitly displaying and establishing the function of learning objectives; incorporate Structured Language Practices Strategies to enhance student engagement and promote language development). In all pathways, teachers will use the tools and resources of SFUSD’s Core Curriculum that reflect CCSS shifts to create grade-level (collaborative) curriculum maps, units, and lesson plans that provide English Learners access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports. Administrators will ensure that all English Learner students at VVES receive ELD instruction until reclassified as a fluent English proficient student. All teachers use effective integrated ELD instruction, which incorporates intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access grade-level academic content. Teachers use the following five best practices to support the development of academic language and disciplinary literacy for English Learners. Instructional practices value and build on students’ home languages, cultures, prior experiences and knowledge: Clarify new language and concepts using a variety of strategies and modalities. These include visual, kinaesthetic, verbal, organizational, and metacognitive types of learning. STRATEGICALLY PLAN AND INTEGRATE FOCUSED ACADEMIC LANGUAGE STUDY • Provide linguistic support to facilitate students’ transition from informal to academic language. • Provide varied opportunities for students to articulate learning using discipline-specific and general academic language. • TEACH STUDENTS TO ANALYZE, WRITE, AND CREATE COMPLEX TEXT • Use mentor texts with complex language to build discipline-specific vocabulary and rhetorical knowledge • Establish a purpose for reading and discussing complex text. • Preview text structure and key vocabulary. • Conduct wide and close readings of multiple texts, highlighting varied text structures, syntax, and vocabulary. • Provide opportunities for students to write and create complex text using discipline-specific vocabulary and rhetorical style. FOSTER HETEROGENEITY AND COLLABORATION • Group students heterogeneously as to English proficiency level, academic background, native language and collaborative spirit. • Structure learning experiences to provide multiple access points to meaningfully engage all students. • Ensure there are meaningful group roles requiring equitable participation and accountability for all students. • Teach empathy and interpersonal communication skills to encourage effective collaboration. USE FORMATIVE ASSESSMENT TO INFORM INSTRUCTION • Observe and monitor student learning during paired, small group and whole group work. • Provide frequent checks for understanding using a variety of techniques to othe
Other Subject Areas (Secondary Schools, optional for Elementary)

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/ goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.V.E.S staff and communities will continue our work with the vision goals to define V.V.E.S’s graduate profile. 60% of all students engaged and enrolled in K2College by the end of SY 16-17. Continues relationships with Citibank and the city of SF on the program. Continued presentations during workshops and sign up tables during school wide events. <strong>WASC Ch.5</strong></td>
<td>V.V.E.S. continue to highly motivated at continuing this work as a staff and community. With assistance from CBO’s staff will learn detailed strategies about different decision making processes and continue to collaborate about which kinds of processes should be used in certain circumstances to reach the goals set forth by the teams. <strong>WASC Ch.5</strong></td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>

Our staff have spent time in discussion around what interventions will be needed to create a vision, teaching and learning for our students and school. We have spent part of our time during cross grade and level meetings working on our Graduate Profile aligned with SFUSD’s Vision 2025. The following are discussion points for the collaborative meetings. The Profile is a set knowledge, skills, and dispositions that the students school experiences will assist each student to cultivate. By the time. At the conclusion of the students cultivation in a particular year, or a particular school site the student should have had learning experiences that helps him/her to develop in ways that meet the profile. This is the promise that our school makes to all students and their families. To continue identifying the Graduate Profile for each grade, using the categories of the overall SFUSD profile from the Vision 2025 work. The cross grade teams then split up and began looking at each grades level profile for their and the next grade level profile. The discussion and presentations by the teams centered around what each student should know as he/she entered the next grade. The cross grade level teams will continue working on refining their work based on feedback from the different grades within the group. Work has been posted on posters creating a wall chart for all to reflect on. Enrollment has increased in the K2C program. Workshops (during Family Academies activities) on the program and the advantages of the initial savings accounts for K students. Two of our teachers attended the PD session and was awarded 500.00 in scholarships to be deposited into students accounts.
Elementary Schools

What is your plan for promoting college and career readiness?

Continue to advocate family enrollment in the K2C program Partner with the CBO bank leadership on increasing awareness and enrollment in the K2College program Encourage and work with the S.F.Strong Families and related agency to ensure alignment with all aspect of the K2 program

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?

Contracted minutes devoted to P.D./staff meetings twice each month Grade Level meeting facilitated twice per month by the Literacy Coach, IRF, grade level leads and with others guided by scheduled P.D.’s Focal areas will be in Literacy, Units of Study, Guided Reading, Writers Workshop, Spiral Planning, Super Standards P.D., Math Leads,PLC with Inquiry Groups and BRTI tiers 1-III

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-45 minutes business meetings 70+ minutes PD each month Grade Level Collaboration twice per month Cross Grade Level meeting once per month during staff meeting Use of Math Leads to facilitate Math PD Literacy Focus PD once per month</td>
<td>Principal, IRF, Literacy Coach and Math lead, Social Worker, C.B.O.such as S.F. Strong Families, Sunnydale Housing Authority, TiIg, Title 1 Schoolwide resources, and Sale Force volunteers Principal, IRF and Literacy Specialist will meet weekly to discuss the PD structure and necessary support given to teachers centered around targeted data and Focal student needs. They will meet with the ILT monthly to ensure all grade level teachers have a voice in planning PD sessions. Multiple resources will be tapped to to support this work including additional planning days scheduled as necessary. Grade and cross grade level collaboration will take place each Wednesday of the month in the library ensuring that all teachers are accountable to one another in this work.</td>
</tr>
</tbody>
</table>

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 schoolwide (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

Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>100% of students with I.E.P.’s are integrated into the general education program. They are involved in either a pull out or push in R.S.P. program</td>
<td>100% full inclusion of students is maintained IEP minutes daily Our RSP students will increase proficiency rates to 5% above present levels in ELA and the same in Math.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Student Engagement/Attendance</th>
<th>Chronic absenteeism continues to be on the increase in kinder and first grades. With our AA, Latino and Pacific Island students being at the forefront.</th>
<th>Reduction to less than 10% chronic absenteeism in the 16-17 school year. We will also continue to focus on families with students that are chronically tardy.</th>
<th>Weekly SART meetings Weekly SAP meetings TAP meetings HOPE S.F. sponsored attendance incentives Parent Advisory position enforcing truancy policies and protocol Tier 1 attendance incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>Data on Basis show that the Suspension Rates are still below the district average.</td>
<td>Since our suspension rates remain low. All strategies that in place at this time will continue.</td>
<td>PBIS, Peace Corners, PAX, Safety Care Training, Office Cool Down Space,Spirit Days and Family/Community Engagement Activities, 2nd Step</td>
</tr>
</tbody>
</table>

**Parent-School Communities Ties**

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with [SFUSD’s Family Engagement Standards](#).

**Family Engagement:** Your school’s family engagement strengths and challenges (And how you know…)

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td><strong>Who you are reaching/ missing (And how you know…)</strong></td>
<td><strong>What is the strategy &amp; how will you know you were successful?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</strong></td>
<td></td>
</tr>
<tr>
<td>Parent empowerment and engagement strategies are increasing in our Vietnamese, Chinese and Latino communities and increasing in their effectiveness in family relationships with the child and their child’s education. Activities are coordinated by our Parent/Student Advisor and our Chinese and Spanish speaking Parent Liaisons. Currently we are focused on increasing our AA parents membership in our SSC and PTA to a number that is reflective of our AA student population. Increased involvement will affect our student S/E health. Studies have shown that the more parents are involved in school activities that address children needs and wants the better they perform in school.</td>
<td>A substantial number of parents that are active in our school community will show strong agreements that our school demonstrates respect for cultural, ethnic, and social differences. They will also indicate that they feel welcomed in the school</td>
<td>Our underrepresented parent groups participation and attendance at meetings that address collaborative decision making processes will increase. All Parent-School Climate surveys that are returned will indicate an increase in parent satisfaction with the Parent-School partnership.</td>
</tr>
</tbody>
</table>
### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

#### Special Education Weighted Student Formula (WSF-SpEd)

**Allocation = 1,800**

This money is used to purchase supplies for our students with special needs, including technology to add student with visual processing challenges, manipulative, and other resources to support student’s with I.E.P.’s. The money will also be used to provide teacher with sub days to complete progress reports and transition I.E.P.s. Supplies = $1330.00 2 Sub Days @ 235.14 = 470.28

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 = 79,650**

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

Supplemental EL funds will be allocated to improve services for E.L. in the following areas: 0.5 Social Worker - $48,255.00 For critical support needed for the social and emotional support to students and families in transition. Substitute Days 60 x $235.14 = $18,811.20 Planning days for teachers to collaborate in the planning of R/W units and spirals with integrated ELD for ELs Certificated Extended Days $7,267.00 Planning days for teachers to collaborate and support additional PD days beyond contractual obligations

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

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

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

**Allocation = 0**

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

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

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

#### LCFF Concentration Grant (SCG-C) 07092

**Allocation = 45,000**

*If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?*
To partially fund the following positions: $18,543 Literacy Specialist  The Literacy Specialist supports school wide comprehensive approach to literacy, support RtI Tier II support, P.D. Planning, class pull out support to below grade level readers, and literacy support to teachers 0.5 $23,732 .25 ELD Teacher $ 3,811 Certificated substitute days for core curriculum spiral planning

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 = 153,650

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?

TIIG funds will be allocated as follows - $10,000 Instructional Supplies  $5,000 certificated extended hours to support instructional planning-Classroom materials for core instructional materials that are aligned with CCSS  $4,000 Consultants to invite coaches to work with "At Risk Students" on their leadership, and social,emotional skills. Coaches will provide training for students (Junior Coaches) in Conflict management. Provide consultation to staff and parents as to how to best provide wrap around academic and social and emotional support to all students in the ExCEL program, provide added support to teachers in the implementation of Second Step, RIT, PAX and BRT behavior strategies in the classroom and the ExCEL program. $23,732 - 0.25 ELD Teacher will provide educational services to split grade level class/students in order to continue building 4/5 chinese bilingual program $15,000 OutDoor Education Consultant to teach science units according to the science standards across grade levels. $94,928 1.0 Certificated Teacher

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)
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 = 105,798 31500

**How do you plan to use these funds?**

Title 1 SWP funds will be allocated as follows - $75,942 0.8 Literacy Specialist for school wide ELA and ELD support to classroom teacher in support of underachieving students $21,772 0.5 Parent Liaison - Support the emotional and social well being of students and families who's home language is not English $6084.00 Consultants - Provide S/E support to targeted population with specialized and targeted intervention services

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 = 1058

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.

As part of our Title 1 parent involvement V.V.E.S. is committed to improved parent involvement in an organized ongoing, and timely manner in the planning, review and improvement of its school programs. The academic program is reviewed regularly at School Site Council meetings with the ELAC’s recommendation, and parent/guardian are invited for opportunities for their input during the development of the Balanced Scorecard/Single Plan for Student Achievement (BSC/SPCA) through community meetings. The following are the main program or events the allocated $1058.00 Parent involvement incentives (Literacy, Math, Science, and Arts Nights) Back to School Night (Fall) Monthly themed based evening events. School Site Council, E.L.A.C. and PTA Meetings, Parent Academy. - Used for parent meetings, parent involvement activities at V.V.E.S. means that the participation of parents in regular, reciprocal and meaningful communication involving student academic learning and other school activities. To ensure the opportunities for parents and community members’ involvement in school activities, V.V.E.S. strives to engage them in all educational processes through participation in decision making and volunteer activities. V.V.E.S. encourages parents/guardians to become actively involved in the school annual Title 1 meetings that inform parents of school wide programs requirement and by-laws of different committees.s which occur during evening events. -

**Date your school's Parent Involvement Policy** was reviewed by your School Site Council: 10/1/2016

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** = (as applicable 16-17)

**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)
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<th>QEIA Carryover =</th>
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<tbody>
<tr>
<td>How do you plan to use these funds?</td>
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<tr>
<td>Select the Bryk Essential that most aligns to the use of these funds:</td>
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<tr>
<td>- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
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<tr>
<td>- Professional Capacity (LCAP Priorities: Basic)</td>
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<tr>
<td>- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
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<tr>
<td>- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
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</tbody>
</table>

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<tr>
<th>Other (PTA, external sources, School Quality Pairing/CoP work) =</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you plan to use these funds to support your school-wide actions?</td>
</tr>
<tr>
<td>Select the Bryk Essential that most aligns to the use of these funds:</td>
</tr>
<tr>
<td>- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
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<td>- Professional Capacity (LCAP Priorities: Basic)</td>
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</tr>
<tr>
<td>- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
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</tbody>
</table>
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"

<table>
<thead>
<tr>
<th><strong>Counselor:</strong></th>
<th><strong>Social Worker:</strong></th>
<th><strong>Nurse:</strong></th>
<th><strong>Family Liaison:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.50</td>
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<td>1 x 1.0 =1.00</td>
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<thead>
<tr>
<th><strong>Wellness Coordinator:</strong></th>
<th><strong>CHOW:</strong></th>
<th><strong>Elementary Advisor:</strong></th>
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<tr>
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<tr>
<th><strong>IRF:</strong></th>
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<tr>
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<td>P.E.: 0.80</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:
**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:

<table>
<thead>
<tr>
<th>Assurances</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
<tr>
<td>☑️ 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.</td>
</tr>
<tr>
<td>☑️ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
</tr>
<tr>
<td>☑️ English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td>☑️ Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td>☑️ Other (list)</td>
</tr>
<tr>
<td>☑️ 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.</td>
</tr>
<tr>
<td>☑️ 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.</td>
</tr>
<tr>
<td>☑️ The school held two (2) community meetings prior to the completion of the school site plan.</td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
</tr>
<tr>
<td>☑️ 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:</td>
</tr>
<tr>
<td>☑️ 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.</td>
</tr>
<tr>
<td>☑️ 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.</td>
</tr>
<tr>
<td>☑️ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
</tr>
<tr>
<td>☑️ This school plan was adopted by the SSC on: 10/1/2016</td>
</tr>
</tbody>
</table>
## School Site Council Roster and BSC/SPSA 2016-2017 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”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnnie L Spearmon</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Erin Gutierrez</td>
<td>Parent - Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Esmeralda Zavala</td>
<td>Parent - Chairman</td>
<td></td>
</tr>
<tr>
<td>Cindy Trinh</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Cecilia Vu</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Shun Yi Jiang</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Monique Williams</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Adelila Martinez</td>
<td>Parent Liaison - Spanish</td>
<td></td>
</tr>
<tr>
<td>Betty Cheung</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Josh Wartens</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Rachel Perry</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Selina Tso</td>
<td>Parent Liaison - Chinese</td>
<td></td>
</tr>
<tr>
<td>Maria Elena Tirado</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ana Chan</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Joana Dizon</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>