2017-2018 Balanced Score Card:
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Visitacion Valley Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>April Scott</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

Visitacion Valley Elementary School is committed to providing a comprehensive, standards based education that is academically, socially-emotionally and culturally responsive in the development of the whole and complete child. The vision of V.V.E.S. is for each student to reach his/her full potential through supportive and services that meet the needs of our diverse student body by combining academic rigor with creativity, fun, and love for the outdoors. Both our English Plus Pathway and Chinese Bilingual Pathway academic programs. We believe that each and every student is a STAR (SAFE, THOUGHTFUL, ATTENTIVE, and RESPONSIBLE). We believe that a rigorous academic and strong social-emotional curriculum is the foundation for developing cooperative, college and career ready life-long learners. As a Title 1 Program school, V.V.E.S. staff and community believe that fostering a strong school-home partnership between teachers and parents/caregivers is vital in developing each student’s full potential for success. The adult community at V.V.E.S.—parents, families, local community members, corporate sponsors, and staff—collaborate to provide strong support for students to thrive. Staff design learning experiences within and across grade-levels that provide multiple ways of learning, empower students to come to know themselves and active learners, and challenge them to develop and grow as compassionate young people who embrace diversity, inclusion, and justice.
TABLE OF CONTENTS

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 Budgeting and Central Services 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. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply, to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

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

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, 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 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
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, QEI, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- All 2017-2018 Title I funds should be 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
### 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/roa/aoa/DataSet/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “#_Mid-year_Summary_2016-17”
2. “#_EnglishLearnerReport2016-17”
3. “#_Core_SQLI_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instruction Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

#### Contents

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D & F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NSC College Data (high school only)** provides college attendance trends for high school graduates

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

#### Contents

- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td></td>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

#### Contents

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions,
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

#### 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 to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- 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 this section. Data needed to complete this section of the BSC is included in Section II above.

*Focal Group: Sites 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 17-18 school year is to strengthen the literacy skills overall so that 70% of our students are meeting or exceeding proficiency.</td>
<td>The instructional shifts that will be required to achieve these goals are as follows: Continue full implementation of readers and writers workshop</td>
</tr>
<tr>
<td>V.V.E.S. uses Reader’s and Writer’s Workshop in its implementation of a Comprehensive Approach to Literacy instruction.</td>
<td>on the F&amp;P reading assessment. Our target SBAC goal for 2017-18 is 60% of students meeting or exceeding proficiency. SBAC goals for each of our focal groups are as follow: AA 38%, Latino 44%, PI 42%, and Males 49%</td>
<td>school-wide, with a continued focus on Guided Reading where teachers will do on-going assessments to monitor students’ development. In addition teachers will provide students with small group instruction (i.e. literacy centers, strategy groups, etc.), and one-to-one 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. Continue professional development of on-going assessment to monitor student progress and adjust instruction based on student needs during guided reading or conferencing. Grade level release time throughout the school year to continue to build and edit teacher created Spiral Units of Study. ILT meetings that will focus on the analysis of programming and instructional effectiveness. Continue the use of a cycle of inquiry to adjust ELA instruction. Continue the use of Focused Action Plans (F.A.P) and maintain a system to monitor Focal Students’ progress.</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?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-</th>
<th>Based on the analysis of the results, what are</th>
<th>What interventions are required to ensure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>your targets/performance goals?</td>
<td></td>
</tr>
</tbody>
</table>
Effective school-wide and grade level interventions are expected to increase the Overall School-wide percentages of students scoring at "meets or exceeds standard" F&P. With 59.8% of students scoring within this band, we have seen a positive increase in scores between Windows 1 and 2 by 11.5%.

Our goal for the 2017-18 school year is to increase the F&P levels for our students of our students. We want to decrease the percentage of students who are reading below grade level to 30% from 40%. Our goal for 2017-18 is to decrease the percentage of students who are "not proficient" on the Reading Inventory to 43.2% from 56.7%.

Fountas & Pinnell Reading Assessment (F&P) Window 2 indicates that 40% of students assessed are not meeting grade level standards. Reading Inventory (RI) Window 2 Summary Report indicates that 56.7% of students assessed are not meeting standards. Summary Report for District Writing Task Window 2 indicates 71.9% of our students are not meeting grade level standard. Students classified as Social Economic Disadvantaged makes up 88% of our school population. 42% of these students are not meeting grade level expectations on the F&P, 59.2% are not meeting expectations on the RI, and 71.9% are not meeting expectations on the District Writing Task. According to the Performance Summary District Assessments Window 2, 174 of our school population are designated as English Learners (ELs). 40.2% of ELs are not meeting grade level expectations on the F&P, 71.7% are not meeting expectations on the RI, and 82.9% are not meeting expectations on the District Writing Task.

Our goal for 2017-18 is to decrease the percentage of students who are "not proficient" on the District Writing Task to 42% from 71.9%.

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 STOL?

Analysis of results for Language Arts Focal Group

<table>
<thead>
<tr>
<th>Based on 2015-16 SBAC results, F&amp;P, RI, District Writing Task 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 College and Career Ready. This will be at the forefront of our planning. Our lowest performing subgroup is our AA students. Their overall performance on standardized assessments is the lowest of all subgroups. Our F&amp;P data from Window 2 indicates 46.7% of our AA, Latino students 56.9% and our Pacific Island students 57% students meet or exceed grade level standards. Our RI data from Window 2 indicates 18.8% of our AA, Latino students 35.3% and our Pacific Island students 0% students meet or exceed grade level standards. Our District Writing Task data from Window 2 indicates 4.3% of our AA, Latino students 10.7% and our Pacific Island students 0% students meet or exceed grade level standards.</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>
</thead>
<tbody>
<tr>
<td>Our goals will be to strengthen overall literacy skills so that our students are meeting proficiency in ELA. We will be striving for accelerated growth for our focal groups. For K-5 F&amp;P Assessment: 75% proficiency (increase of 28%) for our AA students (from 21 students proficient to 35 students) 75% proficiency (18% increase) for our Latino students (33 students to 47 students) 85% proficiency (28% increase) for our Pacific Island students (12 students to 18 students)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coding Club and computer carts software programs and hard'n review the attendance at 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 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 student body. Our SAP and SART teams will continue to meet regularly to monitor the social emotional needs of our students, 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 Community Based Organizations will work with specific families to address family support systems that will improve family dynamics that may be impacting the social emotional health our our focal students. Our librarian along with a volunteer from Salesforce will serve as tech resources to the entire school. The

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 the data results, our target goals are based on our subgroups within the larger test group. Our school’s data indicated that on the 2015-16 SBAC, the proficiency levels of African American students was 4%, and our target goal is to increase the number of students by 5 within the group to increase grade level proficiency to at least 24%. Our Latino students show proficiency levels of 20.7%, so our goal is to move at least 6 students to proficiency for 41% proficiency. Lastly, our final subgroup is Pacific Islander Students. This group has a proficiency level of 14.3% but with the increase of...</td>
<td>The instructional shifts that will be required from our school will aid in increasing proficiency levels on the SBAC, Math IAB, Math Tasks, and most importantly, in building our students’ skills and mindset in mathematics. The instructional shifts will be to: Increase knowledge building of CCSS Math Standards in order to thoroughly teach the students the concepts needed. This will be done by the staff. Increase the use of collaboration time among teachers to review standards, lessons and tasks during lesson planning and collaborative...</td>
</tr>
</tbody>
</table>

Window #1 of the Math IAB, the percV.E.S. has been implementing the SFUSD Math Core Curriculum for the past 3 years. On the SBAC, our students are currently showing a proficiency rate of 48.9% proficiency. This is a which is -3.1% decline from 2015-16 school year when the overall math proficiency level was 52% for all 3-5 grade students. This is not much of a change from year to year. From the work of the Core Curriculum and the assessment, there is a need for support in the closer alignment and connection between the curriculum and the assessment in the SFUSD District Assessments, however, the proficiency levels of the students student proficiency of 2 students, our goal can be closer to being met. Choosing to support the subgroups versus the larger school context will allow the school to support traditionally underserved populations. Ultimately, the increase of proficiency of these groups will lead to greater gains within the entire school on the SBAC. Keeping the goals for the Math IAB and Math tasks near the SBAC proficiency levels and above is how our school and monitor the SFUSD District assessments.
classwork and Milestone Tasks. As the familiarity with tasks continues to grow then the states a different narrative. For example, proficiency is 36.5% school-wide, a decline from the previous year of -15.1% from Window #1 of 2015-2016. This double digit decline indicates that the difference between the SBAC and District assessment is less aligned for us from the beginning and end of the year expectations. Because our students were able to show more mastery in the later part of the year, the data shows that time and more instruction allowed the students to show more proficiency on the SBAC. In support of more time and instruction, MATH IAB Window #2 proficiency levels of this year increased to 51% giving us a 14.2% increase this year from the previous one. This is closer aligned to the scores of the SBAC. Our SFUSD Math Tasks that were administered during Window #1 and #2 are nearly the same this 2016-2017 school year at 53.1% and 50.1% respectively.

The data from the previous year Window #1 also shows that there was only a 0.8% difference from the previous year. This analysis points to the fact that our work on Math Tasks is nearly the same as the efforts last year. By reviewing and scoring Math Tasks in grade level team meetings, our teachers are better prepared for the type of math being assessed and taught. Our staff is becoming more familiar with the SFUSD Math Core Curriculum’s daily proficiency levels have a greater chance of increasing. In terms of student attendance during math instruction, our subgroups that formerly received the highest levels of absenteeism made great strides in decreasing their absenteeism, which ultimately supports the math proficiency levels.

curriculum and instruction accelerate students who have mastered the concepts but need further support. Decrease in student and instruction feedback is given when the lesson is in order to target the students who are not understanding the concepts for immediate support. Increase knowledge building of SFUSD Math Core Curriculum by the school staff. As staff better understand the standard and tasks, they are more able to provide instruction that is structured. Partner with community organizations that support after school instruction and align the needs with the activities. Plan math professional development during Staff Meetings and additional days relating to math support of students in heterogeneous, strategy groups. Math Lead Team will determine focus areas based on SBAC, Math IAB, Math Tasks and other misunderstood concepts. Grade level teams will meet to increase skills on needed topics. Purchase resources needed for increasing math proficiency. Include math instruction and data in the analysis of planning during the Instructional Leadership Team (ILT). Plan a celebratory and instructional night of math for families and students to engage in math in fun ways such as Family Math Night. Staff can share strategies and demonstrate how learning of math facts and challenges can be fun.

It is our understanding and belief that the math program will continue to seek training on honoring and supporting growth mindset and will share information accordingly with our families. 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.

---

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

---

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-intervention</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>
</thead>
</table>
Effective schoolwide and grade level interventions are expected to increase the Overall Schoolwide percentages of students scoring at "meets or exceeds standard." Our percentages of students meeting or exceeding standards by window2 is at around 50% across all assessments with the Math IAB being at 51.1%, Math Task at 50.1%, and SBAC Math at 48.9%. Our percentages for the Math IAB increased by 14.2% between window1 (36.9%) and window2 (51.1%). However, our Math Task decreased by 3% between window1 (53.1%) and window2 (50.1%). Also, our SBAC Math decreased 3.1% between window1 (52%) and window2 (48.9%).

Having a decrease in the Math Task despite having significant growth for the Math IAB informs us that interventions are required to assist teachers and students reach mastery of the SFUSD Math Core Curriculum, which is what the Math Task is based on and what is explicitly taught in our classrooms. Our goal is for K-8th grade teachers to increase the number of students who meet or exceed standards by 5% on the Math Task.

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. Teachers will be provided with a class set of notebooks for math, 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 will receive extra time and support during class time to understand the math assignment or task from the teacher. 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. 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 with math programs.

**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?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-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>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>Our goal is to increase the number of African American, Pacific Islanders, English Language Learners and Special Education students who will meet grade level standards on the Math SBAC, Math IAB, and Math Milestone tasks. The percentages of each focal group that we are aiming to move up in the Math SBAC are as follows: African Americans from 4% to 24% (+5 students), Latinos from 20.7% to 43% (+6 students), and Pacific Islanders from 14.3% to 43% (+2 students).</td>
<td>The interventions that were implemented were for all teaching staff were to choose 2-4 focal students within the targeted group to monitor. While not all students met mastery of the grade level content in math, student groups made academic gains in the SFUSD Math Tasks. This was done and should continue to be done by: Continuing to select focal students for both ELA and math. Collect data to analyze the effectiveness of the support. Move the practice of supporting students within the classroom to more heterogenous groups and small strategy groups by the teacher. This will allow the students the opportunity to have direct support for problem solving in math. PD for staff members on grouping students in strategy groups. Students with IEP’s will receive extra support from their pull-out times. 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 with math programs. Continue to increase attendance and on-time arrival in order to decrease absenteeism.</td>
</tr>
</tbody>
</table>
V.E.S. has been implementing the SFUSD math curriculum binders for the past three years. Our students are currently showing a proficiency rate of 49% school wide in the SBAC. African American students showed mixed positive and negative growth in math over the school year. In the Math IAB between Window#1 (4.8%) and window#2 (10.5%), there was a positive increase of 4.7%. However, in the SFUSD Math Task, African Americans scored between Window #1 (28.2%) and Window #2 (22.2%) creating a decrease in scores by 6%. Pacific Islanders students who are numerically only one student according to the SFUSD Data Assessment Summary, showed little growth in math over the District Assessment school year. In the Math IAB between Window#1 and window#2 there is no growth. However, in SFUSD Math Tasks, the subgroups increased or stayed the same. The number of students tested within the subgroup is spread out among the Pacific Island group–Pacific Islander, Hawaiian Native, Samoan, Multiracial and other Pacific Islanders. The numbers of students tested are low for all groups with the greatest number being four for Samoan students. In terms of attendance, Pacific Islander students decrease absenteeism by 13.8% which may also be representative of increase in their math achievement. In comparison, our English Language Learner (ELL) students attained ... increase in their Math Tasks from year to year in Fall 2015 to 2016 of 7.5%. Unfortunately, The Math IAB for ELLs fell by 21% from Window#1 of 2015 to Window#1 2016. Students receiving special education services showed an overall increase in SFUSD assessment this year between window1 and window2 within the current school year. There is a 13% increase in the Math IAB from 14.3% to 27.3%, and a 4% increase in the Math Task from 16% to 20%. In terms of attendance, students receiving SpEd decrease absenteeism by 14% which may also be representative of the increase in their math achievement.

---

**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)**?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, recently reclassified)</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>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
<td>Improve English Proficiency Levels for long-term English Learners. As we monitor EL students’ language development, our goal is to ensure at least one level of growth per year on the CELDT assessments. Our goal for the RI assessment is to have at least 25% of EL students tested to be proficient or above proficient. Our goal for the F&amp;P assessment is to have at least 70% of EL students tested to be proficient or above proficient. Our goal for the SBAC ELA assessment is to have at least 45% of EL students tested to be proficient or above proficient.</td>
<td>WASC Ch.5 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; using and posting Sentences Frames; incorporate Structured Language Practices Strategies to enhance student engagement and promote language development). In all pathways, teachers will use the tools and frameworks of the ELD program.</td>
</tr>
</tbody>
</table>
54% of students at V.V.E.S are English Language Learners. CELDT On the CELDT, out of 177 ELL students, 18% scored Advanced, 25% scored Early Advanced, 33% scored Intermediate, 13% scored Early Intermediate, and 9% scored Beginning. RI Based on the SRI, 62 EL students were tested. 19.4% (12 students) were proficient at or above proficient. F&P For Grades K-2, of 65 EL students tested in the F&P assessment in the middle of the year, 61.5% percent were at/above proficient. For Grades 3-5, of 82 students tested 54.9% were at/above proficient. This shows us that over half, about 58% of the tested ELs at our school are at or above proficient. SBAC ELA Based on the SBAC ELA, 115 EL students were tested. 39.1% were at or above proficient.

resources at SF-USD’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, kinesthetic, 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 gather evidence of learning. • Provide explicit feedback to students about learning or misconceptions. • Use peer and self-assessments to support student metacognitive development. • Use the information gained from formative assessment to plan for next instructional steps. All English Learners will: • receive instruction in English Language Development for at least a 30-minute block at the elementary level and a class period at the secondary level following SFUSD’s EL Placement Guidelines for Designated ELD placement; and • be provided support for academic language development in core content courses (Integrated EL).
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.</td>
<td>WASC Ch.2</td>
<td>WASC Ch.5</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>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

Strategies in Action: Schools

In Transform Learning, Transform Lives, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties.

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

How will you structure site-based and district professional development/learning?

<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>
</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 (RTI) 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
### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students with IEP'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 in their least restrictive environments. Our RSP students will increase proficiency rates to 5% above present levels in ELA and the same in Math</td>
<td>The RSP teacher and Gen Ed teachers will collaborate from the beginning of the school year re; scheduling and class/school modifications (incl. push in/out services and any needed physical, emotional/behavioral supports) We will maintain a Master IEP calendar of services and meetings that teachers have access to RSP and GenEd Teachers will maintain consistent communication with families and the appropriate school community members. The following SEL, Social-Service, Attendance services will be made available to students with IEPs: FYIT &amp; FYS programming (for those who are eligible) Inclusion in SAP discussion Attendance Programming Tier 1, 2 and 3 Social Emotional programming and services (including PBIS, Second Step, SEL groups, therapy, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

| Student Engagement/ Attendance | 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. Overall, chronic absenteeism at VVES has reduced from the previous school year in most target areas (Lowest performing racial group- PI, EL, SpEd, and SES). VVES’s school total in chronic absenteeism dropped from Fall 2015 to Fall 2016 by 1.6%, equaling a total of 12.4%. This indicates that our 2015-2016 and 2016-2017 absenteeism prevention programming has been somewhat effective and we would like to continue to implement and promote them in the 2017-2018 school year. | Reduction to less than 10% chronic absenteeism in the 2017-2018 school year. We will also continue to focus on families with students that are chronically tardy, and who are in higher risk groups (such as PI racial group, low SES and SpEd). | Weekly SART meetings including the Student Advisor, CWAL, Social Worker, SF Hope Liaison and Administrator. Weekly SAP meetings where students attendance data is discussed and problem solved around Truancy prevention programs targeting our families who are at-risk of truancy, such as: A; DA Breakfasts and Informational/Collaboration Meetings regarding Attendance Rules and breakdown family/community barriers; B. caregivers’ Truancy Assistance Program (TAP); and C. students’ lunch group Visitacion Valley Attendance Support Programs (VVASP)— as implemented in conjunction with our District, SF Hope and Community partners. HOPE S.F. sponsored attendance incentives (ex. tablet giveaways for good attendance and attendance improvements) Student Advisory position enforcing truancy policies and protocol; maintaining communication with parents at risk of truancy and attending SSTs for at-risk students. Schoolwide, Tier 1 attendance incentives (attendance ribbons, awards, attendance assemblies, animal shows, etc.) Promoting family and school wide education on attendance programming and policies (dispersal of pamphlets and flyers, etc.) Partner with families and caregivers to discover and breakdown the barriers that inhibit them from attending school regularly and on-time (ex. setting up a Walking School Bus through our partnership with Hope SF; inviting families to SST meetings; educating on resources available to them such as medical 504s and FYIT programming, and connecting them to outside agency service providers for other life needs, including housing and medical, etc.) Host K-1 Family engagement programming (ex. breakfasts or dinners where community bonding, academic and school policy education and partnership occur between the school and families) promoting engagement of Hope SF families, as well. |

| School Climate | | | |
Data on Basis show that the Suspension Rates are still below the district average + BASIS Data SQII data. Below district average in the following areas among students: ____. Lowest rates are: _____. This indicates that our students are lacking a sense of safety. Research indicates that a person’s sense of self-efficacy can directly impact their sense of safety. This influences our idea, that if we can target building our student’s sense of self-efficacy it will positively effect the schools safety indicators, as well. Also add about growth mindset....

1. Continue having a bRTI team that meets monthly, is data driven, and ensures the efficacious implementation of schoolwide PBIS programming. 2. Peace Corners with appropriate and necessary cool down/RP materials in every classroom and an office cool down space. 3. Restorative Practices integrated into all tiers of support (by all school staff + training for all school staff by SSW) (e.g. reflection sheets, community circles, RP conversations and conferences, Peace Agreements) 3. Peer Mediation/Jr. Coach (building student efficacy, responsibility) Taught, promoted and clearly posted student-friendly Conflict Resolution tools throughout the school (e.g. “What can I do?” problem solving wheel posters; peace path on the yard; restorative questions and Second Step posters) PAX implementation school wide (incl. PAX vision, PAX quiet, Good Behavior Games, etc. in each classroom) Safety Care Team meeting tri-annually for maintenance and analysis of intervention + after major crises. Safety Care to train and communicate school crisis response to all school staff at beginning of year + review mid-year. Safety Care Team to be made up of at least one teacher from each recess/lunch period + other support staff, one RSP team member and administrator. Maintain an Office Cool Down Space with appropriate, safe pass to office method. Provide at least monthly Spirit Days & Family/Community Engagement Activities quarterly at minimum (e.g. Spring Fling, Art, Science, Math, Reading Night, Talent Show, Community Meals, etc.) SEL Curriculum: Second Step (including supplemental “Safe Touching” K-2 + “Bullying” K-5) Fostering Self Efficacy: Growth Mindset Culturally Responsive Approach (next year PD goal) Morning Intake Meetings

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.

Parent-School-Community Engagement

| Narrative describing Parent-School-Community culture | Targets | Strategies & Impact
| Who you are reaching/missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...) | What is the strategy & how will you know you were successful? |
| 26% (109/419) of parents completed culture climate survey PTA: 1-8 parents at monthly meeting SSC/ELAC: 6 parents Principal Chat: 5-6 monthly on average Back-to-School Night: Community Mtg: 15 parents (Selina) PTC: 75-80% of parents attend Community connection—(name community orgs connected with and who volunteer in our school) Attendance Data |
Increase engagement of PI and AA parents (evidenced by 75% attending Back-to-School Night and PTC weeks).
Increase Parent Feedback re: schoolwide issues (Culture Climate Survey,
Community Meeting, PTA, SSC/ELAC,
Principal Chat, Parent Groups)- by end of
year 60% of our parents will have participated/attended at least one of these
events. SSC/ELAC: 8 parents attend 75%
of mtgs

Morning Intake Meetings Community Board
Monthly Family Newsletter Parent
Letter/Goal: each parent asked to attend one
of ____ feedback meetings Have all dates
for parent engagement events/meetings from
beginning to school year + disperse school
year events calendar to parents by Back-to-
School Night pair with flyer re: rights as
parents to attend school functions and get
time off from work attach parent sign up for
committees include community partner
events (YMCA, VVSF, etc.) Teacher send
home introductory letter incl. syllabus and
material needs within first 2 weeks of school
(parent signature return) + translate
Incentivizing parent engagement activities
(e.g. raffles, free meals, student prizes,
stipends for % of attendance to ELAC/SSC
meetings) Match feedback events with
Student Performances YMCA to provide
childcare during family/community
events/meetings when appropriate Provide
parent continued education
classes/workshops (e.g. parenting classes,
supporting student learning, issues effecting
our families in their communities) Family
Liaisons to attend district’s AAPAC: African
American Parent Advisory Council Implement
and Track Positive Parent-School Home
Communication program (2 postcards
"tootles" or similar + 1 phone call in a school
year) Communicate with Afterschool
Programs to help promote VES family
events teacher walkthrough neighborhood at
beginning of school year with Community
Partners as tour guides Writing and sending
home family "tootles" Staff introduce self to
families and provide friendly greeting to
parents at school and in community Principal
Chat Garner parent feedback for support
(their ideas re: their child) Monthly Parent
Newsletter, add new sections: Caregiver Tip
Class Highlight Community and School
Events Principal note Pilot "Room Parents"
program in K-1 classes (this rep helps
connect with families for that class-- help
disseminate info from school → families)
VES staff collaborates with central office,
YMCA, B&G Club, PIYA, Mercy Housing,
VVSF to help build support for families (via
Community Org Ed Liaisons, SSTs, School
Programming, Target communities and
students, etc). work and presence of Bilingual
parent liaisons (Spanish and Cantonese)
Building of our Culturally Responsive
Approach (in and out of class)
SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)
Allocation = $1,600

The funds will be used by our Special Education teachers to provide students with IEPs the necessary equipment to access the core curriculum and their individualized IEP goals. Additionally, the funding will support acquiring technology to aide our students diagnosed with other health impairments and visual processing difficulties.

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 = $70,443

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

In accordance with the recommendations of ELAC, these funds will continue to be used to fund our half time bilingual family liaison. A portion of the funding will also be allocated to extended days for targeted EL student intervention to accelerate EL student achievement and reclassification. Furthermore, primary language and supplemental informational texts aligned with the CCSS, instructional materials and equipment for students will be funded.

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 = $55,000

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?

Monies will continue to be spent on a half time teacher to support the EL students in the Chinese Bi-literacy program - targeted intervention will be provided to accelerate learning in ELA or Mathematics. Additionally, supplemental instructional materials and programs that support classroom social emotional learning will be funded to improve or increase student engagement and school climate (i.e. Education Outside).

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

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation = $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?

These funds will be used to fund materials and equipment that support targeted intervention to our underserved students and to provide access for all students to high quality programs- literacy, math, and science nights. Funding also supports release days for teachers to analyze data and plan instruction to improve academic outcomes for our underserved student populations.

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)
### Categorical Expenses

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

<table>
<thead>
<tr>
<th>Title I</th>
<th>$109,335 (31500)</th>
</tr>
</thead>
</table>

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

These funds are used to fund our Literacy Coach. Our Literacy Coach uses our school-wide data to support specialized targeted academic interventions for our EL and underserved populations. Supplemental instructional materials will also be funded to support student acquisition of basic fundamental literacy skills.

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 | $1,100 |

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.

$1,100 will be used to fund parent involvement activities for EL and low income students and their families - this includes funding for childcare, workshops, and materials. To provide involvement and workshop opportunities focused on engaging our socio-economically disadvantaged families.

**Date your school's Parent Involvement Policy was reviewed by your School Site Council:** 9/13/2017

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

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

| Impact & Innovation Awards | $0 |

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 | $0 (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 | $0 (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)

| Other (PTA, external sources, School Quality Pairing/CoP work) | $0 |

**How do you plan to use these funds to support your school-wide 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)
### 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>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td>.5</td>
<td></td>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VAPA - 0.4</th>
<th>Librarian - .80</th>
<th>P.E. - .80</th>
<th>Instrumental Music - .2</th>
</tr>
</thead>
</table>

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

Student attendance will improve through the interventions put in place by the Family Liaisons, Social Worker, and Elementary Advisor. Increased students health and parent knowledge of healthy eating habits, wellness, and academic success will be a strategy used by the Social Worker, School Nurse, and Family Advisor. Increased student academics and teacher coaching will be a part of the strategic plan implemented by the IRF.
SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.

- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  
  - [ ] English Learner Advisory Committee (ELAC)
  
  - [ ] Community Advisory Committee for Special Education Programs
  
  - [ ] Other (list)

- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.

- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.

- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/28/2017

- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.

- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.

- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

- This school plan was adopted by the SSC on: 9/28/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>April Scott</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Monique Williams</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ramona Mann</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Monique Williams</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Selina Tso</td>
<td>Chinese - Family Liaison</td>
<td></td>
</tr>
<tr>
<td>Jenny Dela Paz</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Christina Mauia</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Bobby Johnson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Erin Gutierrez</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>