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 Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Joseph Truss</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

At VVMS we value LOVE, LITERACY, and LIBERATION. We are committed to developing the whole child, exploring our interests, and changing the world. Upon 8th graduation, our students should be able to read on grade level, know more about their passions, and be empowered to address the social issues that are affecting them. Some of our strengths include our passionate teachers, quiet time meditation program, ROCK/BEACON after-school program, Electives, and English Department. During the 2017-2018 school year, we are looking to add Project Based Learning, the PAX good behavior game, and cross-curricular units. A few of our challenges are filling academic skill gaps, fostering positive behavior, and raising reading levels. Some of our key strategies for next year include literacy interventions, building classroom community, culturally responsive teaching, and English learner strategies. This will allow our school to intervene at the critical age of middle school, and prepare students for high school.
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- [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 on 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
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 2017 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
- 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.ufsd.edu/dept/roa/aacl/DataDisk/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_SQLReports_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>Instructional 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
- **NC College Data (High school only)** provides college attendance trends for high school graduates

### English Learner Report 2016-17

(AMAO Trends and performance school-wide and pathway)

| Contents |
|------------------|----------------------|
| | Instructional Core: ELD |

### CORE SQL Reports for 15-16

(SQII Performance, definitions and thresholds)

| Contents |
|------------------|----------------------|
| | Instructional Core: ELA, ELD and Math |
| | Student-Centered Learning Climate |
| | College and Career Readiness |

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 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. <strong>WASC Ch.2</strong></td>
<td>Raise SRI proficient/advanced to 40% of school</td>
<td>Based on our data we will provide the necessary instructional moves and interventions to increase our students two reading levels in one year and raise our Smarter Balanced summative assessment scores in English language arts by one index level. We will also survey our students to determine if they understand the literacy strategies/kills that are taught with a goal of 80% of our students being able to articulate the specific Falcon 5 strategies and how to use them to better access and understand text. Teachers explicitly using common language when referencing literacy strategies. Explicit focus on the cognitive dispositions that students must use to access curriculum, gain knowledge and skills and complete tasks. Use of culturally responsive teaching practices. Use of our Falcon 5 reading strategies across content areas PEAS. - Additionally, we will be focusing on increasing structured academic talk, through sentence frames, scaffolding, and modeling. This is a strategy to improve writing analysis. 50% of classroom teachers are using each of the strategies. Dedicated reading time in class, 30 minutes every day. Block scheduling will allow for students to receive small group instruction and silent reading time.</td>
</tr>
</tbody>
</table>

WASC Ch.2

On the 15/16 SBAC 16% of our students scored proficient or above. Our lowest performing subgroup were PI students. Our focal group of AA students showed 0% growth between 14/15 and 15/16. Using Scholastic Reading Inventory as a measure, 23% of our students are reading at grade level or above. Looking at 6th Grade IWA (Integrated Writing Assessment) 33% are Emerging 21% are Approaching 25% are Developing.

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-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>
<tbody>
<tr>
<td>Our data shows us that there is a correlation between students who struggle on standardized tests, as well as classroom assessment, and those who have low SRI scores. We will continue to use SRI, SBAC and IWA data to measure growth in ELA. We will also use measures such as the diversity of books that students read.</td>
<td>Increase in reading proficiency by two levels or 200 Lexile points in one year, for students reading at Basic or Far Below Basic on the SRI. Raise SRI to 40% proficient</td>
<td>Intervention classes will be offered to 80% of our students, taught by teachers, with training provided by the Curriculum and Instruction Department. Students will use reading curriculum, as well as leveled literacy curriculum. Students will have access to leveled books and use Fountas and Pinnell assessment to track their growth. Track students in illuminate Support from Talent Search Program</td>
</tr>
</tbody>
</table>

**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>
</thead>
<tbody>
<tr>
<td>8.3% of our African American students met or exceeded proficiency on the 15/16 SBAC in ELA and 12% proficient on the RI 1% of our EL students met or exceeded proficiency on the 15/16 SBAC in ELA 2% of our students with IEPs met or exceeded proficiency on the 15/16 SBAC in ELA</td>
<td>Raise SBAC proficiency for AA to 20%, 20% proficiency for non-newcomer EL and 10% for students with IEPs Raise SRI (RI) to 25% proficient for AA</td>
<td>A reading teacher will also provide small group pullout intervention to work with students most behind in reading. Special Education teachers and ELD teachers will provide small group instruction, using leveled literacy curriculum to support students. Staff from our ROCK After school program will also work with intervention classes to decrease the student/staff ratio and provide further support. Academic support from AAMA teacher and JASP program</td>
</tr>
</tbody>
</table>

### 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. WASC Ch.2</td>
<td>Increase proficiency rates on the 16/17 SBAC to 25% proficient. As we increase our SRI scores our math scores should see improvement as well. Improve interim benchmark proficiency to 25% and performance task proficiency to 60%.</td>
<td>Our teachers are working with Stanford to develop their capacity to teach problem solving strategies, create student centered tasks and build student agency. Teachers also create tasks that can be differentiated for students at different skill levels. Students identified as needing intervention will be assigned tutors to work with them before school, after school and at lunch. Math emphasis on access and equity through increased opportunities for writing.</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 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>
<tbody>
<tr>
<td>Increase in SBAC to 25% Proficient</td>
<td></td>
<td>Our math department offers 1-1 and small group student tutoring before and after school as well as lunch time. Based on formative assessments, teachers will work one on one students to push them to skill mastery.</td>
</tr>
</tbody>
</table>

**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>
</table>
2% of our AA students scored proficient or above. 3% of ELL students scored proficient or above.

15% proficient for AA and 15% proficient for ELL

Individual tutoring and small group instruction.

**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, LTELs, 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 2015/16 1% of our EL Students scored proficient according to their SRI scores. In 2015/16 30% of our newcomer students showed growth on the CELDT. 54% of our gen ed students showed growth Our redesignation rate in 2015/16 was 26%</td>
<td>Increase our EL proficiency in reading according to SRI by 10% Increase our CELDT growth rate of newcomers to 60% and gen ed students to 70% Increase our redesignation rate to 35%</td>
<td>All of our EL students will have a designated ELD class Teachers explicitly using common language when referencing literacy strategies Explicit focus on the cognitive dispositions that students must use to access curriculum, gain knowledge and skills and complete tasks Use of culturally responsive teaching practices Use of our Falcon 5 reading strategies across content areas PEAS making incremental progress Additionally, we will be focusing on increasing structured academic talk, through sentence frames, scaffolding, and modeling. This is a strategy to improve writing analysis, 50% of classroom teachers are using each of the strategies PullOut Book clubs prereading, reading, post-reading, discuss reading Intentional teaching of cognitive routines Computer in every class students are logging reading for the Big Read/Million Word Challenge (schoolwide reading competition) Weekly structured Independent reading Dedicated Reading time in class, 30 mins in every class, per week 4 essays in Reading/History class every year 1 essay in Math/Science class every year 1 revised essay per year Block scheduling will allow for students to receive small group instruction and silent reading time</td>
</tr>
</tbody>
</table>

**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>Science: 42% of our 8th graders tested at proficient or above on the 15/16 CST Social Science: Please see the analysis section of English Language Arts.</td>
<td>Science: This year there is a pilot SBAC science test. The data will not count and individual schools will not receive results. We will use the same data points that we are using for ELA and math to measure our success. Social Science: There are not subject specific standardized assessments for social studies. We will use the same data points that we are using for ELA and math to measure our success.</td>
<td></td>
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</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>Teachers reference college in their lessons and some teachers display college posters and pendants. We host an annual career day where professionals share about their jobs and experience in college. Students attend field trips to college campus through our counseling department, JASP program, and Talent Search/Upward Bound Program.</td>
<td>Increase awareness and familiarity with colleges. Students should be able to find connections between their content and high education and careers. Students should be able to name 10 colleges by the end of the year and 5 in the bay area. Teachers will have a college corner in their room with posters, facts about their college, and a brochure. Upward Bound/Talent Search Program will have a caseload of 150 students, offer 2 presentations per grade level.</td>
<td>Creation of a College Center staffed by the Talent Search/Upward Bound grant Homeroom College Names Long Term planning College Pride Wednesdays College Field Trips for each Grade Level Guest Speakers from Colleges Lesson Planning about colleges Funds for trips College Guest speakers in classes</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?

All staff professional development Long term unit planning and Project-based learning Cohort and intra school PD support from New Tech Network Culturally responsive teaching, Differentiation, and ELL strategies Support from MPD and Humanities department of Curriculum and Instruction, Restorative Practices support from pupil services Department Meetings Collaboration with C&I and NTN Grade Level Meetings Common Planning Individual Coaching Professional Learning Communities

<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 (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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
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</thead>
<tbody>
<tr>
<td><strong>Analysis of Data</strong></td>
</tr>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
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</tbody>
</table>
**Parent-School-Community Engagement**

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
</tr>
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<tbody>
<tr>
<td>Who you are teaching/missing (And how you know...)</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets</th>
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<tbody>
<tr>
<td>Increase participation of parents from 10 parents in every SSC meeting to 30 parents per meeting. Increase Parent Survey return from 200 to 300 parents for next year.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies &amp; Impact</th>
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<tbody>
<tr>
<td>What is the strategy &amp; how will you know you were successful?</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.
| We have been communicating with all our parents through a weekly newsletter, both hard copy and electronic. We have a functioning SSC and ELAC. Our new Parent Liaison has been doing specific outreach to our Spanish speaking parents and our African American parents, Polynesian parents, and Chinese parents, through cultural/linguistic specific groups. We have also combined parent engagement with cultural celebrations, corresponding with our themes of the month. | Positivity Student Led Conferences Get students involvement in community Electronic Communication Support services for families Weekly communication with families via take home newsletter and electronic bulletin, School Messenger Target of 75% registration on Parent Portal to check students grades. ROCK liaison helps register new families on Parent Vue Computers or laptops in office, register on day 1, or during visit, Create email list/group for parents Build on Food Bank, direct to a meeting, or survey Language specific groups, More Chinese Translation, Parent Leader for each group, AAPAC Morning and evening events Principal Chats, Informal talks, Put Exhibitions, Arts, Sports Night on the Calendar, One in Fall, One in Spring Put all events, big and small on calendar Utilize parking lot and drop off times for dissemination of flyers |
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 = $2,700

We are using an inclusion model to teacher students with IEPs. Some students require smaller special day classes, however others can have success in general education classes, with support by a co-teacher. In order for students to have success, teachers need additional supplies, resources, and curricula. Co-teachers plan together to develop interventions using leveled literacy, English Learner strategies, and instructional materials. Students with IEPs benefit from high interest/low reading level texts to provide scaffolds to increase their reading levels. Teachers will also use art supplies, graphic novels, and visual resources.

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 = $56,832

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

English Learner students will make up nearly 50% of our student population in the 2017-2018 school year. ELs benefit from a strong foundation in English Language Development. At VVMS, we use the English 3D course, supplemented with additional curriculum. This includes leveled literacy, visual-heavy social science curriculum, and hands-on science. Our teachers will embed art, technology, and kinesthetic learning. We are allocating $48,986 towards the salary of an ELD teacher to provide students with additional ELD instruction and meet the requirements of the Lau Plan. We will spend $10,243.06 on instructional supplies. This will include social sciences curriculum and computer intervention materials.

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 you 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 = $30,000

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?

During the 2017-2018 year, our school will begin to focus on Project Based Learning and deeper learning. Through our partnership with the New Tech Network, we will build our capacity in unit planning, alternative assessment, and student-led research. Teachers will spend time planning, collaborating, and visiting schools to learn best practices. Sub days will also be used to give teachers additional time to plan. This will include s depends ($10,852.80), extended hours ($7,051), sub days ($4,000), professional development and attendance conferences. We will access the trainings offered by NTN, the Buck Institute, and those offered by SFUSD’s curriculum and instruction office. We will also purchase supplies and instructional supplies ($5,106.36) to meet the needs of our students.

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 (TIIIG) 07940
Allocation = $296,000

If your school site receives a TIIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?
English Learner students will make up nearly 50% of our student population in the 2017-2018 school year. ELs benefit from a strong foundation in English Language Development. At VVMS, we use the English 3D course, supplemented with additional curriculum. Our courses are taught by our Newcomer teachers, funded with $194,354 of our TIBG funds. Our courses include leveled literacy, visual-heavy social science curriculum, and hands-on science ($4,468.74). Our teachers will embed art, technology, and kinesthetic learning. These funds will be used to fund teachers to focus on our EL students, to create smaller class sizes, as well as give EL students access to arts, electives, and heterogenous PE classes. We also plan to hire an additional special education teacher to provide our students with IEP with additional support in the classroom and outside. $97,177 of our TIBG funds will be allocated to this Special Education position. These funds will allow us to decrease class size for students in special education and provide more support in the general education classes.

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>$91,228 (31500)</th>
</tr>
</thead>
</table>

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

We are looking to provide our students with reading intervention classes to allow them to raise their reading proficiency. This will give our students more opportunities for future success, as well as, give them access to grade level content. This is made possible through funding part-time ELD teacher. We are partially funding an elective/intervention teacher using $48,588.54 of Title 1 Funds. Through a 7 period, modified block schedule, our students can access both electives as well as interventions classes. This allows for our school to fill skill gaps as well as meet students interests, and allow them to learn about their history and build their self-confidence. Additional funds will be used to purchase effective curriculum, intervention materials, and culturally responsive resources. In addition, we will purchase supplies ($2,139.86) and supplemental curriculum ($40,500.00) that sparks students interests, promotes hands-on learning, and collaboration in the classroom. English teachers and our librarian will work to identify interest peaking reading material to promote literacy development.

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)

<table>
<thead>
<tr>
<th>1% Title I Parent Set Aside</th>
<th>$912</th>
</tr>
</thead>
</table>

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.

We will use our parent funds to find speakers for families, curriculum for parenting, and outreach materials.

Select the Bryk Essential that most aligns to the use of these funds:
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Impact & Innovation Awards = $1,000**

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

We will have $1000 carry over funds from our Innovation Award from 2016-2017. We plan to use this to provide teachers with extended hours to plan cross-curricular projects to engage students.

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 = $105,144 (For Middle Schools and PK-8 Schools as applicable)**

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

Innovation grant awards for teachers, supplies for PBIS initiatives, supplies for grade level incentives, field trips, instructional supplies, leveled literacy, stipends for Leadership Teams, extended hours for teachers, sub release days, professional development conference fees, technology, classroom furniture, and parent engagement.

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>0</td>
<td>0</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

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

We have expanded our student schedule to include 7 classes, allowing for reading intervention class for all students. Our Literacy Coach/Specialist is helping to assess students, build curriculum, and will coach teachers as well. Our Social Worker helps to bring in therapy services, case management, lead social-emotional support groups, and lead PBIS initiatives. Our Family Liaison is helping to establish language specific parent clubs to build engagement. Our Security staff help to ensure we have a safe school campus, monitor visitors, and support positive behavior in shared spaces.
## 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: 9/27/2017
- 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: 9/27/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe Truss</td>
<td>Principal</td>
<td>Joe Truss</td>
</tr>
<tr>
<td>Cassandra Curiel</td>
<td>Teacher</td>
<td>Cassie Curiel</td>
</tr>
<tr>
<td>De Vuong</td>
<td>Para professional (support staff)</td>
<td>De Vuong</td>
</tr>
<tr>
<td>Maria Tirado</td>
<td>Parent</td>
<td>Maria Tirado</td>
</tr>
<tr>
<td>Yuelan Wu</td>
<td>Parent</td>
<td>Yuelan Wu</td>
</tr>
<tr>
<td>Alejandra Garcia Castro</td>
<td>Student</td>
<td>Alejandra Garcia Castro</td>
</tr>
<tr>
<td>Yeimy Alberto Cortez</td>
<td>Student</td>
<td>Yeimy Alberto Cortez</td>
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<tr>
<td>Jose Tirado</td>
<td>Student</td>
<td>Jose Tirado</td>
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<tr>
<td>Ryan Mountford</td>
<td>Teacher</td>
<td>Ryan Mountford</td>
</tr>
<tr>
<td>Michael Whooley</td>
<td>Teacher</td>
<td>Michael Whooley</td>
</tr>
<tr>
<td>James Cunningham</td>
<td>Teacher</td>
<td>James Cunningham</td>
</tr>
<tr>
<td>Leon Chang</td>
<td>Parent</td>
<td>Leon Chang</td>
</tr>
</tbody>
</table>