



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Ulloa Elementary School
Principal	Carol L Fong

SCHOOL VISION & CONTEXT

Nestled in the fog of San Francisco, Ulloa Elementary School is the shining gem of the Outer Sunset District. We are a community of diverse families, students, and teachers. At Ulloa, we are committed to educating our students to successfully meet the challenges in the 21st century. Our goal is to ensure our students are equipped with academic knowledge and social skills to positively impact their communities. We want our students to be catalysts for global changes and become leaders who can collaborate and build strong global communities. Ulloa has a strong standards-based curriculum with a focus on math and literacy. Our school test data has demonstrated stellar achievement in Math, Science, and English Language arts. Our test data consistently ranks above the State and District averages by 30%. Math and English Language Arts continue to be the corner stone of our success as well as high satisfaction rates from staff, students, and parents. Our focus in the next three years will be STEM initiatives and moving the school towards full implementation of the New Science Common Core. Ulloa students are happy learners and we boast an impressive attendance rate of 99% with less than 1% of suspension rate. Ulloa has been awarded the National Blue Ribbon School, the California Distinguished School, as well as the Title 1 National Distinguished School Award. Beyond having a dedicated staff, our success is a reflection of the collaborative relationship we have with our parents as demonstrated by the involvement of parents in our active PTA at Ulloa. In addition to our excellent academic curriculum, Ulloa offers a multitude of opportunities for our students to shine. Physical Education, gardening, computer lab, visual and performing arts, as well as community services are enrichment programs that we offer at Ulloa. We have a long partnership with community agencies that offer on-site before and after school programs for our students. These programs are an integral part of our students' day at Ulloa and are essential to our students' learning. Come and visit us at Ulloa!

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

Our Focal Group is our English Language Learners (ELL) which makes up close to 43% of our student body at Ulloa. Our ELL students, although performing 25% higher in Proficiency rate above district average, this population is showing a downward trend in their SBAC-ELA scores. Most noticeably is the downward trend of the EL students in the general education classes.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	We plan to raise the proficiency level for our EL in the SBAC-ELA by 8%.		Continue to expand classroom leveled library to include a wider selection of books and appropriate reading levels to support Readers' Workshop. Continue to develop routines for R/W workshop to include regular use of journals for workshops. Continue to provide Professional development around this focal work and to deepen learning for staff. Continue to monitor weekly lesson plans to ensure R/W workshops are implemented with fidelity. Continue to observe classroom lessons with focus on mini lessons and the use of anchor charts. Meet frequently with the biliteracy staff to investigate into their best practices. ELD coordinator will present findings and model successful strategies at faculty meetings.

<p>Ulloa students scored a 78% proficient in the SBAC-ELA as compared to the District's score at 53%. Our Special Education Students showed a gain of 3% from the previous year at a score of 57% proficient. Our SES students gained 1% in their proficiency level at 76% proficiency. In diving deeper, we see that Listening and Reading components of the SBAC are areas of improvement for our students. Our EL students scores continued a downward trend and scored at 38% proficiency rate. The District's score for EL is at 18% proficiency level. The EL has the lowest proficiency level for sub-groups and will be the focus of our work in the next two years. Reading Inventory scores indicated that we are at 57.1%. This is higher than last year's scores with Chinese Biliteracy students scoring at 70% Our EL students scored at 17%. F & P scores show that we are at 91 % meets or exceed standards in the Kinder grade. The first grade scored at a 85% and the second grade scored at a 91% meets or exceed grade level.</p>	<p>Readers/Writers workshop will be the key curriculum used to support literacy development. This will be implemented at a minimum three times a week with fidelity. We will implement the Wonders ELD curriculum as well as the Word Study Curriculum to booster our students' skills in literacy and specifically in grammar and vocabulary. We will meet as ILT with the biliteracy team to identify successful strategies that are used on a regular basis to facilitate success for our EL students who are in the biliteracy strand. We will model these successful strategies and implement them in all classroom to better support our EL students' learning in the general education classes. At our Back-To-School night, the administrator will present to parents of the importance of reading at home for 20 minutes nightly. In the upper grades where there are fewer EL students during ELD integration, ELD curriculum will be implemented for EL as well as EO students to reinforce grammar and written skills.</p>
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
<p>We have a Literacy Teacher this year. She works closely with students in 3-5 graders who performed below Basics in the SBAC-ELA. She meets with these students at a minimum twice a week with focus on reading comprehensions and writing. Additionally, she pulls students with are non-English speaking and meets with them daily for oral language and phonics development. We have seen increase in RI scores in most cases. This intervention resulted in the increase of SBAC-ELA scores of 4 out of 31 students.</p>	<p>We will no longer be able to fund this position next year because we need to shift funds to better support our SEL goals. Nevertheless, we would still strive to increase our EL student's SBAC scores by 8%.</p>	<p>Classroom teachers will need to be more effective in using differentiated instructions (small group, conferences, and observation log) to reach the EL students and to have a more consistent means of measuring progress. Additionally, R/W curriculum is much better suited for fluent English speakers so we will need to supplement areas within the ELA curriculum with grammar conventions and phonics skills that are essential for our EL students. At risk students will be provided additional support by volunteers, para, and small group instruction. At-risk students will be enrolled in the ELA classes in the Excel program. We will look to fund more paras to support the EL students in the 4th and 5th grade general education classes. We are seeing that most of the EL students who are not performing well are concentrated in the fifth grade. There are two new staff who are in the fifth grade this year and they will be supported by increase mentoring and coaching by BTSA coaches as well as by the grade level leader. More frequent observations will be scheduled for the 4/5th grade general education classrooms. Implement the ELD curriculum with fidelity for all EL and EO students in the upper grades.</p>

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

Our Focal Group will be our English Language Learners (ELL) which makes up close to 50% of our population at Ulloa. This population of students is currently performing at a 74% Proficiency as compared to the District's score of 34% Proficiency in the SBAC-Math Scores. Although high performing, we are seeing a down trend in our ELL population in Math.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
Ulloa students scored at the 81% proficiency level as compared to the District's score at 52%. Our Special Education students scored an amazing 65% proficiency as compared to the District's score of 21%. Ulloa's SES students scored at 82% as compared to the District's score of 39% proficient. Our EL students scored at 67% proficiency as compared to the District's score of 25%.	Math continues to be strong at Ulloa. We will continue to support our EL students by raising their SBAC-Math scores by 5%.	We will continue to use the strategy of Math Talk and Three-Read protocols with fidelity. Classroom teachers will continue to use academic language and expand opportunities for students' articulation of math reasoning.	Our EL students have a difficult time with word problems. We will focus on building strong academic vocabularies as well as in teaching how to look for key phrases when reading for instructions.

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 Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Math Talk and Three- Read Protocol are successful strategies and will continue to be used with fidelity in the classrooms.	We will raise our EL SBAC- Math scores by 3%.	Visual and hands on modality will continue to be used to support EL learners. Word problems continue to be a challenge for our EL students. To address this, teachers will need to break down word problems by front loading vocabularies. Additionally, our students need to be taught the skills of how to approach a word problem by identifying key words that may provide clues as to the operation of the problem. (ie, more, sum, take away, decrease, remaining, etc.) Understanding the unit of measurement is also an important teaching point in identifying what the question may be asking. Students who require additional math help will be enrolled in our Excel Program Math class. At-risk students will be provided with small group instructions in class by para and by teacher.

SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
There is currently no data for Science . Amplify, our new science adoption, will be used weekly. We have three leaders in Science who will be attending workshops and will provide PD for Ulloa staff. The expectation is that all staff will use Amplify to unpack the NGSS. They will meet in grade level meetings once a week to learn this new curriculum.	The target is for the Ulloa students to score as high as the district's averaged scores in science.	At least once a month at their grade level meeting, staff will collaborate and share best practice on the implementation of NGSS. The science team will provide three staff presentations at faculty meeting to address problem of practice staff may be facing as they learn the new curriculum. We hope to have the science lead do demonstration videos for the staff as well.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated

ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
Ulloa's reclassification rate show an increase of 11%. This is a tremendous achievement.	We are expected to reclassified our students at a greater rate. I wonder if the increase in the reclassification rate this last year has impacted the reporting out scores for our EL's achievement. The initial ELPAC conducted in early September is showing that many of our kinders are rated as IFEP in a higher rate than compared with the use of the CELDT rubric. There is some concern with the kinder teachers that the rubric for the ELPAC is less rigorous and some are in disagreement with the district's scoring of the IFEP using the ELPAC rubrics.	We will continue with our 30-minute daily school wide designated ELD instructions by proficiency groups. Professional Development regarding ELD standards and effective engagement strategies will be included in our professional development calendar. ELD strategies will be utilized throughout the day to support EL students. Wonders will be used with fidelity in all classrooms.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
Ulloa students scored well above the district in the following categories: Growth Mindset, Self-Management, and Social Awareness. Our scores in Self-Efficacy was lowered than the District average. We have a 0% suspension rate and our attendance is at 99.6% Teachers delivers at a minimum 20 lessons on social emotion health, nutrition, and conflict resolution skills.	Teachers will continue to deliver 20 lessons annually to address lessons on nutrition, social-emotional health, conflict resolution, self-esteem, wellness, and physical activities. We will continue to maintain our attendance at 99% and have 0% suspension at Ulloa. Our surveys will continue to reflect our students' feeling of being in a safe and fun learning environment. The implementation of these lessons will be coordinated at grade level meetings and monitored through weekly lesson plans as well as classroom observations.	We will be supporting our Social Emotional curriculum with the purchase of Second-Steps. This effort will be supported by Professional development coordinated by our Social Worker as well as our BRTI team.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
At Ulloa, we have district funds for the following programs: dance, instrumental, theater arts. The Mayor's fund provides for ceramics and dance. The PTA funds additional visual arts as well as bilingual dance program.	That all of our students will participate in Arts education programs throughout the school year.	A teacher is designated as the school Arts Coordinator. School Site Councils will set priorities for their PEEF Arts Designated funding, as well as other funds dedicated to the arts as determined by the site. The PTA will continue to fund a part time visual artist to supplement our arts program. The PTA and categorical funds will continue to support the biliteracy dance program at Ulloa.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive

200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
Ulloa students scored above district's scores in all areas of the Physical Fitness Tasks including: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extensor Strength, Upper Body Strength and Flexibility. 46% of Ulloa students achieved 6 out of 6 fitness standards as compared to 20% of the district's score.	Our vision is for all students to participate in PE 200 minutes per every 10 days. The program will be led by PE specialist as well as classroom teachers. We would like to increase the percentage of students achieving 6 out of 6 fitness standards by 5% in the coming year.	Teachers will adhere to the PE master schedule to ensure students are working with PE specialist on building fitness capacity. Additionally, teachers will provide PE minutes on their own to ensure 200 minutes of PE are completed every 10 days. We will invest money for lunch time recess help with Rec and Park to better structure our recesses to include more fitness activities to better engage our students in physical development as well as to channel their energy in more structured activities that build collaboration and team mentality To increase our students' physical engagement during recess and lunch recess, we will be bringing the "Let's Recess" program by Rec and Park to provide daily structured activities during lunch and recess for our students.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

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

COLLEGE AND CAREER READINESS

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

Middle Schools Indicators: AVID, High School Readiness, College visits, college and career plans

Narrative describing college going culture (using indicators suggested above) <i>WASC Ch.2</i>	What are your targets/ goals?	What shifts will be required to achieve these goals? <i>WASC Ch.5</i>
26.6 % of our families participate in the K to C program Career Day is embedded in our 3-5 grade Social Studies curriculum.	Our target goal is to increase the participation in the K2C program to 36% by the end of the 2018-19 school year.	Kinder teachers will need to embrace the value of this program and proactively promote it at back to school night and at parent conferences.

Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

At our school tours, principal will emphasize what readiness skills are and how parents can help with this at home. At Kindergarten orientation, the staff will present readiness skills expected when students start school in the Fall. We will communicate this both orally and in written hand outs. We will promote this by inviting K2C staff to present at our kindergarten orientation night for incoming parents. We will promote this at our Back-to-School night as well as through our weekly communication folder. Career day will be introduced at the third grade level to expose our students to the various career pathways. Our upper grade students will continue their work with High school volunteers and our fifth graders will visit middle schools. Our staff will continue to partner with SFSU and UCSF on science projects and will invite speakers from these institutions to present to our students. Staff will continue their work to guide our students to meet SFUSD's graduate profile. Ulloa will continue to expand our STEAM programs so our students are best prepared for skills that are required in their career pathways. SEL curriculum will support our students' character development and build collaborative relationships required in the work place.

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?

Based on August’s SBAC data, we will examine our areas of need and then develop a vision for support to increase teaching and learning at Ulloa. The ILT, Grade Level Team, Science/Math/ELA/Technology teams are essential conduits in the implementation of our vision.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
To ensure we are working more strategically to raise our ELL’s performance level, we need to examine our use of ELD instructions. We will focus our school-wide reform on the following: -provide on-going professional development on the new ELD standards -focus on understanding how to write an effective Language objective -learn how to use mentor text/content from R/w worship and incorporate language objectives for Designated ELD time -provide lesson plan template for Designated ELD time with expectations that they are turned in weekly to Google -share exemplary lesson plans in drive -release staff for peer observation on effective ELD lessons -build ELD into weekly Grade Level Meeting Agenda -ILT will help to monitor implementation of Designated ELD -Articulate expectations in Principal Expectations (how , when, what etc) and develop monitoring /assessments protocol (observation, google grade level minutes and lesson plans) - Provide time for feedback and to provide feedback -Reflect and evaluate program success including classroom observations, grade level minutes, ILT feedback, and benchmark data -Keep SSC and ELAC inform of priorities and progress -Establish parent workshops to further our work with supporting EL -Continue work with MPD on ELD instruction an reclassification -Implement and monitor all benchmark assessments -Attend conferences pertaining to EL focus	The work will be supported by the site /categorical funds in terms of substitute release, supplies, extended hours) -Prop A will support PD hours -Social worker will work closely to support identified areas of need -C & I will be used to support the work -EXCEL and CBO will support work through the after school programs -volunteers will be utilize to support one on one work with students -Site funds and categorical funds to support professional development opportunities such as CAGE, Title 1 Conferences, ASCA, etc.)

STUDENT-CENTERED LEARNING CLIMATE

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services		We will look to increase our SBAC scores both in Math and ELA by 2%.	

(implementation of care plans, administration of medication, etc.)	For our Special Education population: SBAC ELA- 2015=52%, in 2016=54%, and in 2017=57% For SBAC Math- 2015=74%, 2016=83%, and in 2017=65% . We have seen a tremendous growth as compared to the district scores in both ELA and Math for our Special Education population in the last three years.		Collaboration and differentiated instruction will be the cornerstone of our work to raise our students' success in academics. Special Education staff will continue to do push-in and pull-out models to best support student learning. IEP goals are clearly articulated to the classroom teachers. Special Education staff will continue to deepen their work in Readers/Writers Workshop strategies
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Students with 504 are achieving at the same rate as our other students.	Students will continue to achieve at the same rate as other students.	Social worker will continue to monitor progress under 504 and will collaborate with classroom teacher to ensure goals are met.
Student Engagement/ Attendance	Ulloa has .3% suspensions and a 98.7% of attendance. Our students enjoy being in school!	We will continue to sustain this amazing rate of attendance.	We will reach out to the few families who like to travel during instructional time by providing them an instructional calendar and attendance policy at the start of the school year. Attendance clerk will monitor these families and will alert the SAP team if attendance becomes an issue.
School Culture/Climate	School Culture-Climate results are: Staff=93%, students=77%, and parents at 97%. All results are above last year's results and that of the district's results.	We will work to raise our students' survey percentages by 5%. Focusing specially on our ELL population	We will examine our ELL population and focus on multiple ways to have them feel more included in the school culture. To increase our students' engagement during recess and lunch recess, we will be bringing the "Let's Recess" program by Rec and Park to provide daily structured activities during lunch and recess for our students.
Social Culture/Climate	Our student's Self-Efficacy scores were below the district average especially with our ELL students.	We would like to raise our ELL students' self-efficacy rate by 5%.	The ILT and Biliteracy department will meet to seek a variety of ways to promote our students' self-confidence. With our Asian families, there is high expectation for academic excellence and our students are stressed to perform always at a high level. Our social worker will continue to offer growth mindset workshops for our parents with focus on how to use positive phrase as a norm in the homes. Classroom teachers will reflect on how they are using growth mindset strategies with our ELL population. To increase our students' engagement during recess and lunch recess, we will be bringing the "Let's Recess" program by Rec and Park to provide daily structured activities during lunch and recess for our students.
Wellness Policy	Ulloa has a no soda and candy policy. Ulloa is also a nut free campus. 95% of our students/families adhere to this policy. Ulloa school is in 100% compliance of the required 200 PE minutes every 10 school days.	We would like to be a 100% soda, candy and nut free school. We would like to sustain our 200 PE minutes every 10 school days.	Parents will be informed of our no soda, candy and nut free policy at kindergarten orientation night, back-to-school nights, as well as through our communication folders. Classroom teachers will teach 200 PE minutes every 10 school days. To increase our students' engagement during recess and lunch recess, we will be bringing the "Let's Recess" program by Rec and Park to provide daily structured activities during lunch and recess for our students.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
Ulloa will continue to provide translations for all of our communications as well as at school wide events. Parents will have access to staff who can communicate in both Chinese and English and in a limited capacity with Spanish. Staff are instructed to return inquiries from parents within 48 hours to ensure there is a good flow of communication between home and family. On a as needed basis, students may also bring home daily/weekly written communication log between home and family. At Back To School Nights and at Parent conferences, parents will be given opportunities to inquire of their child's progress and to ask questions. We had our very first APPAC meeting at Ulloa. We will continue to encourage our AA families to attend the APPAC by sending our surveys to determine meeting times and to contact individual families to encourage their attendance at our APPAC meetings.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Our SEL surveys will reflect the satisfactions of our stake holders in this community. We will increase attendance at our APPAC meetings.	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
Jewish Coalition for Literacy, San Francisco Ed Fund/volunteers, Lincoln High School volunteers, Sunset Beacon Neighborhood Center, Parkside Library, Ulloa Child Care Center, Oaks Counseling Services, District 4 Supervisor Tang, Academy of Sciences, Walt Disney Museum, Rec and Park, The Ark Pre-School, Asian Art Museum,	
What are your specific goals or objectives for these partnership?	
The goal of these partnership is to expand our students' learning by providing hands on experiences to solidify their learning. It is also to give our EL students more exposures to their community and the diversity San Francisco offers. We also would like for immigrant families, through their children's experiences, to be exposed to diversity in their own communities.	
What actions will you take to deepen your school's partnership with community organizations?	
We will continue to strengthen our partnership by attending each other's events and school activities. We will also communicate who we are as a school body through presentation and participation at joint events. Ulloa host an annual volunteer recognition breakfast for all our volunteers and it is a good way for our volunteers to interact and get to know the entire school community.	
How will you measure the impact? (Quantitative and/or qualitative data)	
We will measure the impact by the increase of volunteers at our school as well as in the number of partnership with our community agencies.	

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 = \$1,555

\$700 of this budget will be used to purchase supplies to support IEP goals and progress. The remaining \$1,000 will be use for substitute release days for IEP meetings.

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 = \$97,152

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

\$79K will be used to hire bilingual paras to support our EL students. They will help with small group instructions. \$5K will be for substitute release time for biliteracy team planning, assessments, and classroom observations. The remaining amount will be use for purchase of e-licence, supplemental curricular resources, as well as technology to support learning.

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 = \$31,000

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?

This fund will be use for professional development and will include travel and conference cost as well as substitute release days. Additionally, extended hours will be provided by this fund for after work hour professional learning on site.

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 = \$0

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

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

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

CATEGORIAL EXPENSES

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

Title I = \$115,957 (31500)

How do you plan to use these funds?

This fund will support a class size reduction teacher for the purpose of increasing student-teacher ratio for higher quality of learning environment.

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 = \$1,150

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.**

This fund will be use for parent workshop night focusing on SEL workshops on growth mindset and learning environment/support at home/school.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 9/18/2018

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

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? (Limit: 250 words)

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

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

CENTRAL SUPPORTS & RESOURCES

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0 FTE		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

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

Our wonderful social worker will continue with the following work at Ulloa: SAP, SST, 504, BRTI, Tier 2 intervention, small support groups, parent workshops, staff development, student/assembly/classroom presentation, lunch time buddy groups, IEP, and AAAC.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/18/2018
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/21/2018

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Carol L. Fong	Principal	
Margie Yu	Teacher	
Michael Lee	Teacher	
Elvira Walden	Teacher	
Faith Lau	Teacher-alternate	
Maggie Pang	Classified Staff	
Marie Baek	Classified-Alternate	
Roberta Chiu	Parent -Chair	
Alisa Chau	Parent -Vice Chair	
Trasa Hung	Parent-Secretary	
Kathryn Guo	Parent	
Vivian Mai	Parent	