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

School	**Visitacion Valley Elementary School**
Principal	April Scott

SCHOOL VISION & CONTEXT

Visitacion Valley Elementary school is committed to improving the comprehensive, standards based education that is academically, socially/emotionally and culturally responsive in the development of the whole child. The vision of V.V.E.S. is for each student to reach his/her full potential through supportive services that meet the needs of it's diverse student body in both English and Chinese Biliteracy Pathways. Our school community believes that each and every student is a STAR and practices the tenets of being Safe,Thoughtful, Attentive and Responsible on a daily basis. We also believe that a rigorous and strong academic and social emotional curriculum is the foundation for developing cooperative, college and career ready lifelong learners. V.V.E.S. believes that fostering strong homeschool partnerships is vital in developing each students potential for success. V.V.E.S. is located in the heart of Visitacion Valley located in the southwest corner of San Francisco in close proximity to the Sunnydale Housing Projects. As one of two elementary schools located in this area, V.V.E.S. has and will always be committed to providing an education for all children in the Visitacion Valley communities and the surrounding communities. V.V.E.S.also values the linguistic and cultural diversity that each family brings to the school. V.V.E.S. demographics consist of communities that is 50% Chinese,13% A.A., 13% Latino, 9% 6.2 Filipino,4% multiple races and Pacific Islander. We are fortunate to have parents within our community that are involved and engaged in our schools PTA, School Site Council/ELAC, Family Workshops, and assist in celebrating school wide cultural events. This year we will continue our efforts to insert the voice of our AA families in all academic and SEL opportunities, including our African American Village Roundtable (AAVRT). Faculty and staff are committed to working collaboratively and professionally with consistency and rigor to purposefully focus on building each students independent knowledge, academic, social emotional and self identify in order to be college and career ready. We will continue our focus on Reader's and Writer's Workshop during the school year. We will also continue to strengthen our practice in implementing Math Talks and second questioning strategies. Our access to technology will increase through collaborative efforts and Partnerships with Sales Force so that our students can interact with technology and media regularly. We are a part of a Personalized Learning Experience that affords 4 of our classrooms 1:1 devices and flexible seating. Additionally, promoting regular attendance school wide is a focal area. Our focus on school climate and culture will continue with our Parent Liaisons and Student/Parent advisor to strengthen our Tier 1 programs and support students who are in Tier 2 categories. Our teachers will continue the implementation of PAX Good Behavior Games and commit to weekly and monthly celebrations for good behaviors and attendance. We have also included Toolbox curriculum to build our students SEL skills.

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 MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ 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 2016-17Window 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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	▪ 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	▪ 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):__
African American (AA), English Learners (ELs)

__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
F&P Cycle 2 — 68% Reading Inventory — 47% SBAC IWA 3rd Grade 4th Grade 5th Grade	F&P — 70% Reading Inventory — 70% SBAC IWA	Full implementation of Readers and Writers Workshop Lucy Calkins Units of Study for Writing Talk moves to guide Academic conversations Collect ongoing assessments to plan and adjust whole group and differentiated instruction Grade level release time Grade level/cross grade level meeting to analyze and reflect on student data Literacy Coach Instructional Reform Facilitator	Use FAP's to maintain system , monitor focal students. Guided reading and small group instruction based on focal student needs. RW and WW and words their Way allows student to work on individual basis. MyOn to offer student access to a variety texts at their level and a way to monitor their progress Imagine learning for EL'S ELA PD for planning differentiated instruction based on student needs. Reading A to Z subscription (don't yet have): offers access to leveled books that are reproducible to offer more text choices to students. Copies of quality and culturally responsive mentor texts Literacy Coach Instructional Reform Facilitator Grade level specific and accessible informational texts for independent practice

__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?

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):
African American (AA), English Learners (ELs)

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
SBAC Math - 47.6% Proficiency, this is a -1.3% decline from 2016/2016. AA proficiency 12.5% for 2016/2017 year EL proficiency 48.4% for 2016/2017 decrease from previous year	Overall target of 70% proficiency EL Subgroup target 70% AA subgroup target 70%	-3 Read Protocol, -Math Talks, -math notebooks, -manipulatives, -guided questions, -promoting for participation, -math grade level PDs, -regular math nights, -grade level collaboration meetings looking at student work, -Promoting a growth mindset, -engaging students in challenging tasks and problem solving, -strategic small groups, -talk moves for academic conversations, - anchor charts with learning objectives, -SFUSD Core Curriculum, -"task" based problem solving, -use of 8 math practices, -use of math norms	-Dream Box (like Myon for math) -(More) Math PD's - strategic about topics -Math Coach -Math release days -Family workshops for math (how to support students with how math is being taught) -Build in review of basic math skills -Doing F.A.P.'s -identifying focal students _ making action plans in math -Math Mad Minutes (drill basic skills) -Extension activities for students on or above grade level to expand/practice content skills -Some focus on calculations with conceptual real knowledge -Accelerated math program -Get math practices printed/posted -Additional in-class SPED supports -Afterschool tutoring in math, reading once a week led by rotating teachers? Structure?

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?

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?
52.4% are not meeting (SBAC)	30% students not meeting-decrease	*Strategic math talks to address gaps in students understanding (not always connected) to the lesson-can be at any part of the day *Math Notebooks *Computer assisted learning time i.e. Wowzers, Dream box

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
	*Students are ready to think, learn and grow. *Students are ready to lead and ready to work with others.	*Grade levels can meet once a month during GLC to collaboratively plan. *Time to collaborate will also be allotted during staff meeting such as quarterly

*Students receive 1-2 days of science weekly using the Amplify curriculum. *Field trips-- the Academy of Sciences and Exploratorium *Teachers use digital resources provided by Amplify to carry out lessons. *Teachers use age-appropriate student books that expose students to science in the real world. *Teachers use formative assessments that empower them with actionable data and insight into each student's progress. *Students receive Outdoors Ed using our school garden, in which students learn about earth science.

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
	Increase English Proficiency Levels for long-term English Learners by monitoring progress towards reclassification. As we monitor EL students' language development, our goal is to ensure at least one level of growth per year on the CELDT/ELPAC assessments. The increase in the percentages of CELDT and ELPAC student scores should lead to more students being reclassified. Our goal for the RI assessment is to have at least 70% of EL students tested to be proficient or above proficient. The growth should continue with double digit growth. Our goal for the F&P assessment is to have at least 70% of EL students tested to be proficient or above proficient. Our goal for the SBAC ELA assessment is to have at least 45% of EL students tested to be proficient or above proficient.	30 mins of ELD (M-F) based on proficiency levels ELD Curriculum/ objectives posted in each classroom Release Days to plan ELD/EO Curriculum Project Based Learning - which will include specific learning objective Bilingual Books for Newcomers Using and posting Sentences Frames; incorporate Structured Language Practices Strategies Instructional practices value and build on students' home languages, cultures, prior experiences and knowledge Teach students to analyze, write, and create complex text. This includes using mentor texts with complex language to build vocabulary, conduct close readings of multiple texts, highlighting varied text structures, syntax, and vocabulary, and provide opportunities for students to write complex texts using vocabulary. Provide students with opportunities to communicate with partners and in small groups. Students are given access to sentence frames to communicate more effectively. Talk moves are integrated into partner and group talk. These include hand gestures and helps students interact

40.93% of students at VVES are English Language Learners CELDT Scores from 2015-16 to 2016-17 have slightly increased for the Early Advanced and Advanced Groups. Increasing the percentage of students from 41% to 44% positively reflects the work that was done to move students while also serving as a reminder of the work yet to be done. The lowest areas of Beginning and Early Intermediate moved from 29% down to 19% of students in these bands. The decrease of 10% positively reflects the growth of beginners at VVES. Due to the fact that the highest leveled ELs and the lowest leveled ELs have increased and decreased positively, the middle areas of the proficiency is most impacted with the largest numbers of ELs, and yet, ths group increase as well from 30% to 37% from year to year. The EL CELDT data reveals that growth from year to year is happening. The data reveals that the most work is needed in the middle band at Intermediate, just as more and more students are being supported and reclassified. Fountas and Pinnell (F&P) F&P Scores for K-5th grade schoolwide ELs for Cycle #1 was 53.6%. In Cycle #2 the percentage of students meeting mastery increased to 58.7% with just over 140 EL students being assessed. The increase in reading skills in the F&P was 5%. This F&P data says that while our students and staff may have increased our skills for literacy, the work is still needed to EL students in order to accelerate the learning in reading. In the F&P test, the test questions require students to think about, within, and beyond the text, making the assessment more language and comprehension based. This may be a struggle as the ELs work to understand the text and communicate their understanding. Reading Inventory Cycle #1 and Cycle #2: Reading Inventory (RI) Cycle #1: 16.1 % of the English Language Learners mastered the reading skills on the assessment. The number of students mastering the reading skills from RI increased in the Reading Inventory Cycle #2. In this Spring assessment 26.9% of 3rd-5th grade English Language Learners mastered the skills on the assessment. Giving an increase of close to 11% mastery. This data reveals the potential for our students to increase their skills between assessments with double digit growth. This data says that our instruction and reading skills in the 3rd-5th grades is benefitting many EL students. It also says that the work done by staff must continue strategically in order for the double digit growth to continue at even greater rates each assessment period. SBAC EL & Redesignated 55.6% Proficient 16/17 Lowest group: 27.8% EO (from VVES Data Analysis)

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?

Students in VVES are exposed to the following programs and activities to experience Health and Social Emotional Learning. Toolbox is a program that supports our student social and emotional and academic successes by teaching students 12 tools to develop students ability to access their inner resilience. DMindfulness is a program that are learning to dynamic movements to help be mindful. PAX Community circle Restorative practice Astma workshop Safety plan Nurse Social worker Mentor program VVES strong family Vision Screening Hearing Screening African American Village round table Puberty Workshop Field Trip to Foodwise Kid at Farmers Market Food bank SEL school Climate Survey Focal students IEP behavior plans, tier 2 interventions ex. behavior cards, school-home notes and, calming behavior plans. Graduate profile: Ready to Think , Learn and Grow using our DMIndfulness, ToolBox and Community Circle. Graduate profile: Ready to tackle a changing world Small group instruction Personalize Learning (PLE)

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?
Students in grades K-5 are exposed to activities and experiences in the visual and performing art classes throughout the year. Heritage/Cultural Awareness Assemblies, AIMs concerts, the instrumental music program, integration activities in the school garden, and field trips also add to the students' well-rounded program. (Ready to think, learn, grow. Ready to create. Ready to lead, Ready to work with others.)	Focal Students: African American & Latino; students of mixed races, ELL students. All students K-5 are served by school art programs.	

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. 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.	What are your targets/ goals? (Elementary, Middle, High) 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?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

Students are engaged in physical education lessons once a week with our site based coach and twice a week with homeroom teachers for a total of at least 200 minutes every 10 days. During this time, classes are building interpersonal and team skills while exercising their bodies. Various lessons that we focus on during Physical Education classes include cooperative games, individual fitness and endurance tests and activities, balance and coordination activities, and whole body awareness and regulation. Students in 5th grade are part of the First Tee Golf Program, where they travel to a neighboring middle school and learn individual/team skills and build basic golf skills from golf professionals. Students benefit from positive interactions with a variety of partnerships and professional coaching. Ultimate frisbee is an offering from UltimateImpact.org and provides underrepresented youth with increased opportunities, confidence, communication abilities, and conflict-resolution skills. 4th and 5th grade students can become part of the VVES basketball team. This team practices basketball skills, increases physical fitness and endurance while also improving leadership, team building, communication and positive sportsmanship. This addresses our ability for students to address the Graduate Profile for "Ready to Lead. Ready work with others. "
Students are engaged in a mindfulness practice on a daily basis. Students participate in a weekly practice lead by the Dynamic Mindfulness Foundation. This program integrates mindful movement, breathing techniques and meditation for stress management, self-care and healing from personal and secondary trauma. This program is linked being widely viewed as a cost-effective front-line prevention and intervention strategy for physical and behavioral health, education, and violence prevention. All teachers are trained by the Dynamic Mindfulness Foundation to continue to integrate this practice daily. This physical practice allows for movements and breathing to help with self regulation. This addresses our ability for students to address the Graduate Profile for "Ready to be their best self". Everyday classes also participate in building their capacity in using various self regulating habits. We use Toolbox which is a metaphor directing children to the inner "Tools" that already exist inside them. Opening the door to authentic relationship to self and others, Toolbox naturally encourages social justice through empathy, understanding, and 12 skills to navigate the complexities of life. Students work on building resilience, Self-Mastery, and Empathy for Self and Others. This addresses our ability for students to address the Graduate Profile for "Ready to Lead. Ready work with others. " Girls on the Run also meets twice a week after school with 20 girls from 3rd-5th grade. This is led by teachers for students to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running. During this program students explore and discuss their own beliefs around experiences and challenges girls face at this age. Physical activity is woven into our program to inspire an appreciation of fitness and to build habits that lead to a lifetime of health. At the end of the program, the girls participate in a Girls on the Run 5K event with schools in the Bay Area
This addresses our ability for students to address the Graduate Profile for "Ready to think, learn, and grow."

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

Analysis of Results - All Students For these departments, data is not collected centrally. 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 shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5
100% of students have access to tech 100% of students have used scheduled library time using Myon 100% 3rd-5th grade use tech for assessments _____ teachers have training in teaching technology (Need to survey teachers)	All students have digital backpacks-any digital resources ie: MyOn, Google Classroom, Khan Academy All students will have computer science instruction ie: coding, Google Apps, All classrooms have mounted projectors with wireless Bluetooth connectivity All classrooms have at least 10 tech devices for student usage in small groups Training/PDs for teachers in computer literacy/apps Begin building basic computer skills in grades K-1 (keyboarding, typing, swiping, zooming, clicking) Curate a list of SFUSD approved apps Provide parent workshops tech support for students at home how to access apps and student accounts used at school Offer teacher training formal PDs pop-up clinics	school will have to invest in technology if all classrooms have designated devices for students, mounted projector, etc. invest time and money in researching and buying/adding apps hire a technology instructor (like the ones for art or garden) teachers will have to teach more tech during class time, with set scope and sequence for school and grade levels

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) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5

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?

Kinder Readiness: The Kinder Team at VVES is promoting college and career readiness through skill building and social emotional learning. Skill building how to print letter formation number sense (0-10) directionality Social Emotional Learning how to work as a team problem solving skills using tools to deal with School Wide: Family Workshop: A-G Requirements (Graduate Profile: Ready for career. Ready for life.) College Financial Literacy (Graduate Profile: Ready for career. Ready for life.) 2) Resign of School Environment to build independence Cafeteria (Reference SFUSD Ten Big Shifts #3) Garden (Reference SFUSD Ten Big Shifts #3) PLE: Flexible Seating/Blended learning/1:1 Technology to Students in pilot classes (Reference SFUSD Ten Big Shifts #2, #3, #7) (Graduate Profile: Ready to create.) (Graduate Profile: Ready to think, learn and grow.) (Graduate Profile: Ready to lead. Ready to work with others.) 3) Kinder to College Savings starting from K to college K to College Lessons to encourage and educate students the importance of saving for college (Reference SFUSD Ten Big Shifts #5) (Graduate Profile: Ready for career. Ready for life.) 4) AAVRT To prepare our African American students for academic/social success towards college and career readiness (Reference SFUSD Ten Big Shifts #6) 5) ToolBox Hopes and Dreams Section (Reference SFUSD Ten Big Shifts #5) (Graduate Profile: Ready for career. Ready for life.) 6) Education in the Field: Middle School Visits (5th Grade) (Graduate Profile: Ready for career. Ready for life.) Field Trip to Companies/Career Paths (Reference SFUSD Ten Big Shifts #5) (Graduate Profile: Ready for career. Ready for life.) 7) Working Towards: PBL: The goal is to flush out the districts Research Unit, each GL (cross-curricular) (Reference SFUSD Ten Big Shifts #5) (Graduate Profile: Ready to create.) (Graduate Profile: Ready to think, learn and grow.) (Graduate Profile: Ready to lead. Ready to work with others.) Advertising: Displaying college flag in each classroom

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?

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)

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 (implementation of care plans, administration of medication, etc.)	100% of students with IEPs are integrated into the general education program. They are involved in either a pull-out or push-in R.S.P. program.	There is 100% full inclusion. Students are grouped to maximize usage of special education services to support student growth. Our RSP students will increase proficiency rates to 5% above present levels in ELA and Math.	The RSP and General Education teachers will collaborate throughout the school year regarding scheduling, classroom and school modifications (incl. push-in/out services and any needed physical, emotional/behavioral supports). A Master IEP calendar of services and meetings will be available for RSP and General Education teachers to maintain consistent communication with families and the appropriate school community members. The following SEL, Social-Service, and Attendance services will be made available to students with IEPs: FYIT and FYS programming (for those that are eligible), Inclusion in SAP discussion, and Social Emotional programming and services (including Toolbox, PBIS, Second Step, SEL groups, therapy, etc.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	6% positive change for families 6% negative change for staff	Low SES AA students SPED students At risk students	YMCA, Boys and Girls Club, Girls on the Run, SAP Meetings, Social Worker, Mentors for Success, small SEL skills groups, Boys/Girls Group, friendships Groups
Student Engagement/ Attendance	Absenteeism: -AA 30% (increased by 2%) -Hispanic 17% -SPED 18% - Low SES 15% -Asian American 2% (no change) -	Lower Hispanic and AA by 10% - Checkins with chronic families and those who are in a higher risk group (such as PI racial group, low SES and SpEd).,	Student Advisor, attendance award assemblies, SSTs, junior coaches, buddy classroom, PTA fundraising, PTC, Parent Liaisons, Weekly SAMT meetings w/ interdisciplinary team members, Family workshops focused on information/tools re: Attendance, walking school bus, attendance rewards and incentives (for students and families)
School Culture/Climate	2016-2017 SQUII: - 6% positive change for families - 6% negative change for staff	Lower Hispanic and AA by 10% - Checkins with chronic families and those who are in a higher risk group (such as PI racial group, low SES and SpEd).,	

			staff PDs focused on Culture/Climate and Culturally Responsive Teaching, Junior Olympics, Fun/Field Days, Mixed grade buddies (ex. reading buddies), Spirit Week or Spirit Day at least once a month, Student Council , Class Dojo program, Mind Yeti online pgm, Go Noodle online pgm, YMCA Extended Day/EXCEL partnership , culturally responsive teaching, multicultural assemblies, junior coaches, buddy classrooms, STAR + student of the month/citizenship assemblies, equity framework, Family Nights (science, math, literacy, open house, back to school night), PBIS (starbucks + rewards), school chants, morning intake/welcome, Building extracurricular school sports teams (connect through community resource, ex. YMCA), Niroga, staff book study groups on growth mindset and culturally responsive teaching
Social Culture/Climate			Restorative Practices at all Tiers Toolbox curriculum Second Step curriculum BRTI/PBIS Problem Solving Wheel tool Peace Path tool Peace Corners classroom tools small SEL skills groups social worker
Wellness Policy			school nurse social worker classroom safety course k/1 safety care for staff hearing, vision and dental screening Vision to Learn glasses pgm

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*

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
☑ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☑ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☑ Connecting families to community resources	☑ African American families ☑ Families of English Learners ☑ SPED ☑ Foster Youth ☑ Homeless ☐ 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:

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

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?

☑ Academic Support ☑ Behavioral Health & Wellness ☑ College & Career ☑ Expanded Learning/After-School ☑ Physical Activity/Recreation ☑ School to CTE	☑ Restorative Practices, Violence Prevention, etc. ☑ VAPA or Literary Arts ☑ Youth Leadership/Youth Development ☑ Parent/Family Support or Partnership ☐ Other:

List 1-3 current or potential community partner(s) who are address these needs.

What are your specific goals or objectives for these partnership?

What actions will you take to deepen your school's partnership with community organizations?

How will you measure the impact? (Quantitative and/or qualitative data)

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 = $1,900

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

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

Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = $65,274

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

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

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

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

Allocation = $0

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = $54,999

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?

0.51 FTE = $37,966.59 (salary) + $15,049.29 (benefits) = ELD Teacher = Improving English language acquisition and literacy development for English Learners Instructional Supplies = $1,984.00 = Supplemental materials to enhance differentiation for focal student groups

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = $153,650

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

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

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

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 = $105,156   (31500)

How do you plan to use these funds?

1.0 FTE = $74,220.73 (salary) + $29,419.81 (benefits): 0.25 FTE = Cantonese Biliteracy Teacher = Improving English language acquisition and literacy development for English Learners [class size reduction] 0.75 FTE = Literacy Specialist = Improving English language acquisition and literacy development for English Learners Instructional Supplies = $1,516.00 = Supplemental materials to enhance differentiation for focal student groups

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 = $2,000

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 <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

$2,000 will be used to fund parent involvement activities for the families within our school community - this includes funding for childcare, workshops, materials, and food. To provide involvement and workshop opportunities focused on engaging our socio-economically disadvantaged families.

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

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 = $12,500

Identify Sub-group & specific actions

African American Village Roundtable (AAVRT) is a village of educators, service providers, peers, and caring adults who support, nurture and evolve our African American student's individual passion that relate to their academic and social emotional growth. As an underserved population in SFUSD and our school community the AAVRT strives to give ourAfrican American students a sense of belonging, mattering, and build hope.

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) =

*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:
	.5	.5	1.0
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
		.75	
IRF:	**Literacy Coach:**	**Academic RtI Facilitator:**	**Hard To Staff:**
.5			
Other:	**Other:**	**Other:**	**Other:**
Visual & Perf Arts .40	Instrumental Music .20	Librarian .80	PE .80

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.

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

SECTION V: Recommendations and Assurances

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

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

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	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: **10/5/2018**
☑	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: **10/5/2018**

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
Christine Mauia	Chair - parent	
Jenny Dela Paz	Vice Chair - Parent	
Esvin Dela Paz	Parent	
Bizhu LI (alternate)	Parent	
Bobby Johnson	Parent	
Mary Li	Teacher	
Monique Williams	Teacher	
Salavao Lopez	Teacher	
Hope Williams	Family Liasion	
April Scott	Principal	