

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Visitacion Valley Middle School
Principal	Joseph Truss

SCHOOL VISION & CONTEXT

At VVMS we value LOVE, LITERACY, and LIBERATION. We are committed to developing the whole child, exploring our interests, and changing the world. Upon 8th graduation, our students should be able to read on grade level, know more about their passions, and be empowered to address the social issues that are affecting them. Some of our strengths include our passionate teachers, quiet time meditation program, ROCK/Beacon after school program, and our Electives and English Department. During the 2018-2019 year, we are working to expand our Project Based Learning program, in order to prepare our students for jobs of the future. This requires strong written and oral communication levels, as well as a demonstration of knowledge, agency, and collaboration. A few of our challenges are filling academic skill gaps and raising reading levels. Some of our key strategies for next year include literacy interventions, trauma-informed practice, culturally responsive teaching, and English learner strategies. This will allow our school to intervene at the critical age of middle school, and prepare students for high school.

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/ao/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/ao/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 groups are our African American students and our English Learner students.

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 students reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
On the 17/18 SBAC 22% of our students scored proficient or above. Our lowest performing subgroup were AA students. Using Scholastic Reading Inventory as a measure, 24% of our students are reading at grade level or above. Looking at 6th Grade IWA (Integrated Writing Assessment) 33% are Emerging 21% are Approaching 25% are Developing	Raise SRI proficient/advanced to 45% of school Raise 6th grade IWA to 2.5 on rubric Raise SBAC to 30% in ELA Raise IWA to 50% Proficient.		Teachers are utilizing project based learning to better engage students. Teachers will use the 5 ELD strategies, create language objectives with scaffolds to support various modes of communication in the classroom. Teachers will create benchmarks to measure mastery and set project progress goals. In Accelerated Literacy classes students will focus on increasing vocabulary, reading comprehension skills and the metacognitive process that good readers practice with automaticity.

		<p>Based on our data we will provide the necessary instructional moves and interventions to increase our students two reading levels in one year and raise our Smarter Balanced summative assessment scores in English language arts by one index level. We will also survey our students to determine if they understand the literacy strategies/skills that are taught with a goal of 80% of our students being able to articulate the specific Falcon 5 and strategies and how to use them to better access and understand text. Teachers explicitly using common language when referencing literacy strategies Explicit focus on the cognitive dispositions that students must use to access curriculum, gain knowledge and skills and complete tasks Use of culturally responsive teaching practices Use of our Falcon 5 reading strategies across content areas PEAS making incremental progress Additionally, we will be focusing on increasing structured academic talk, through sentence frames, scaffolding, and modeling. This is a strategy to improve writing analysis. 50% of classroom teachers are using each of the strategies Pull Out Book clubs pre-reading, reading, post--reading, discuss reading Intentional teaching of cognitive routines Computer in every class students are logging reading for the Big Read/Million Word Challenge (schoolwide reading competition) Weekly structured independent reading. Dedicated Reading time in class, 50 mins in every class, per week as well as dedicated reading time in Accelerated Literacy classes, each student will be enrolled in an Accelerated Literacy class. Students will write 4 essays in Reading/History class every year 1 essay in Math/Science class every year 1 revised essay per year Block scheduling will allow for students to receive small group instruction and silent reading time.</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?
17-18 SY Using Reading Inventory and F&P as measures, 24% of our students are reading at grade level or above. Our data shows us that there is a correlation between students who struggle on standardized tests, as well as classroom assessment, and those who have low Reading Inventory scores. We will continue to use RI, SBAC and IWA data to measure growth in ELA. According to Reading Inventory data, students have experienced the following growth this year: 6th grade: 21 Lexiles 7th grade: 50 Lexiles 8th grade: 58 Lexiles	Students in Accelerated Literacy will reach or exceed the expected quarterly growth within each 9 week period, as measured by the Reading Inventory and the Fountas and Pinnell Instructional Level Expected Growth for Reading. Students should make an average of 30% in ELA SBAC.	

		Establish an efficient assessment system for (1) identification of students who need support to ensure proper placement of students in appropriate intervention settings and (2) monitoring and tracking student progress (3) determining when further or different supports are necessary. Teachers of Accelerated Literacy will participate in a professional development series to support them in explicit teaching of metacognitive strategies, small group instruction and one-on-one conferring. Students will engage in daily 30 minutes of reading of books of their choosing at their independent reading level. Track students' progress through quarterly data entered in Illuminate. We will also use measures such as the number and diversity/variety of books that students read and capture this data through student surveys. Accelerated Literacy classrooms will be equipped with books representing various genres, levels and interests to ensure access and choice.
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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 and English Learners.

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
According to 2017/2018 SBAC data 10.7% of our students scored proficient or above. Also, according to a district data analyst SBAC scores show a correlation to SRI scores and we know that 75% of our students are reading below grade level. 13.4% of our students scored proficient on the 1st math benchmark of 17/18, this is 100% growth from last year and 73% met or exceeded proficiency on the interim math performance task, growth of 30% from 16/17	Increase proficiency rates on the 17/18 SBAC to 25% proficient. As we increase our SRI scores our math scores should see improvement as well. Improve interim benchmark proficiency to 25% and performance task proficiency to 80%.	Our teachers are working with Stanford to develop their capacity to teach problem solving strategies, create student centered tasks and build student agency. Teachers also create tasks that can be differentiated for students at different skill levels. Students identified as needing intervention will be assigned tutors to work with them before school, after school and at lunch.	Problem-based curriculum planning Use of language objectives to support ELs Use of cognitive routines in line with culturally responsive teaching. Development of group worthy tasks and groupwork roles. Use of Prodigy, IXL, or Dreambox as an intervention or acceleration tool for students.

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?
Dedicated time for math pull-out Use of online learning for at home practice including IXL, frontrow, and khan academy.	Growth in SBAC levels for students not meeting standards. We would like to see movement up with less of our most struggling students scoring at lower levels Engage 100% of the students in problem-solving strategies that are both grade-level and real-life appropriate Provide opportunities for students to write daily to show their understanding/questions with respect to the curriculum Have all grade levels make connections between real-life patterns and proportionality (growth rates) Show multiple representations between; equations, graphs, tables, pictures, etc...	Our math department offers 1-1 and small group student tutoring before and after school as well as lunch time. Based on formative assessments, teachers will work one on one students to push them to skill mastery. Use of intervention online software during after school program for focal students.

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 in science classes three times per week, two 72 minute blocks and one 45 minute block. We are utilizing the curriculum designed by SFUSD to engage students in NGSS aligned learning. Teachers modify the curriculum to differentiate or meet various learning needs of their students. Teachers engage students in hands-on activities at least once per week. 6th graders spend one day a week going outside with Kids in Parks.	50% proficient on 8th grade science SBAC assessment aligned with NTN/PBL learning outcomes and each student moving two steps on the associated rubrics Knowledge and thinking Written Communication Oral Communication Agency Collaboration	Utilization of project based learning/inquiry model block schedule to provide longer classes for activities block schedule provides longer prep times for teacher planning early release days for collaboration, planning and PD

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
Our English Learner students are performing between 3.6% and 4.8% proficient on the ELA SBAC and MATH SBAC. Our Newcomer students perform between 4% and 5% on the SBAC ELA and MATH. On the Math IAB 9% students preformed proficient between 2015-2017. According to our F&P data, 66% of our newcomer students are reading at either the Kindergarten or 1st grade level.	For non-newcomer English Language learner students our goal is to raise their F&P levels by 2 grade levels. We want to raise their SBAC scores to 15%. For newcomer students, we want to raise their reading levels by 3 grade levels and reach SBAC proficiency of 10%.	We plan to continue our use of language objectives as planning tool and structured academic talk. We plan to use DuoLingo, Rosetta Stone, and Systematic ELD as curriculum and supplements. English 3D curriculum addresses the needs of Long Term English Learners. The Systematic ELD curriculum supports late-emerging/early-expanding Newcomers, and Inside the USA curriculum is useful with the most early-emerging Newcomers. In the classroom, we will use routines and strategies (such as structured language practice routines; I-Do, We-Do, You-Do lesson sequencing; use of language frames, etc.) embedded in the Systematic ELD and English 3-D curriculum. Other strategies include literature circle protocol, group roles, ELD/content area notebooks and Read around the Text.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program	Based on analysis, describe site's goals for a balanced, comprehensive health education program.	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
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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.	What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	
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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?
Our vision is to expose students to various visual and performing arts through a 6th grade wheel. During the 7th grade year, students can choose one elective for a full year, and continue to an intermediate/advanced course during the 8th grade year. We would like to see a more robust arts program, including a dance or drama program.	We need a shift the way we think, speak, and act on the importance art education because Arts classes create equitable spaces for deep academic and social emotional learning. We would need to hire a full time Drama, Musical Theater, or Dance teacher. The main resource needed would be funding to pay for that teacher.	We will need to further develop the music program through construction of a recording studio and digital sound engineering extension program. In our visual arts program, we would like to add a pottery component and further develop our digital media program. This requires additional technology devices as well as software from the Adobe Suite. In order to focus on arts, we want to find ways for case managers and counselors to pull s

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?
Our students show a strong connection to our campus and affinity for our school. Our data demonstrates that students want to see more student to student respect and student to teacher respect. Our discipline data shows that students are referred out of class due to their focus level, engagement, and relationship with teachers.	Each student embracing a healthy lifestyle that incorporates, lifelong fitness as well as positive social skills and the ability to personally assess her/his/their wellness and fitness level. To be able to use the new PE portfolio programs we would need adequate access to technology as well as bandwidth and wifi capabilities that are more consistent than what currently exists in the gym area. The portfolios do have built in tasks as well as questions from individualized assessment. As we continue the fitness testing this spring with all grade levels, students are becoming more self aware.	As we continue with our block schedule with either 3 or 4 days of each class per week, we will need to find ways to engage students in daily physical activity. Our daily SEL program of meditation supports students mental resilience and mental health. Teachers will need idea and time to prepare engaging activities for block periods. Early release time and department meetings support this

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. 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
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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
Visitacion Valley Middle School promotes a college going culture for all, providing access to college visits, career exploration activities, and high school readiness preparation.	All students participate in at least 1 college field trip during the 7th or 8th grade All students participate in annual Career Day All families are offered application for Talent Search. Selected 7th and 8th graders participate in SPARK mentorship program that introduces students to tech companies and careers in the city. 8th graders are introduced to Spark Pathfinder tool to research and explore high schools 8th graders are introduced to high school A-G requirements and overview of HS transcripts/credits. 8th graders are introduced to California Career Zone tool to research and explore careers.	Increased time for school counselors to focus on preparing proactive academic and career services Dedicated time in either content area classes or dedicated HR time to deliver college and career exploratory curriculum. Dedicated time for school counselors to collaborate with academic teachers on the delivery of curriculum and services. Dedicated time for counselor specific professional development and planning.

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?

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

All staff meeting during early release CPT time. Weekly grade level meetings Monthly department meetings Monthly topic driven, PLC meetings. Teachers will also use collaboration blocks of time to connect with special education teachers and their colleagues. Learning will also take the form of school visits, book studies, and attendance of trainings/conferences.

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)
Implement project-based learning curriculum school-wide. This includes training on long term planning, development of standards based units, and essential questions. This also includes creation of benchmarks and multiple forms of assessing student knowledge. Build teacher capacity to differentiate lessons to provide access for all students, particularly students with IEPs and English language learners Build teacher capacity to incorporate culturally responsive strategies to engage students. Each student enrolled in an Accelerated Literacy course	This supported through our Weighted Student Formula, LCFF, our Principal's Innovation Fund, and Title 1 funds. We also will use sub release days for planning and school visits. We also hope to continue our relationship with C&I's coaching serveices through QTEA.

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.)	10% of students are in our Special Education Program. 99% of our students in Special Education are not proficient according to the Reading Inventory test. Between 1% and 3% of our students are testing proficient on the SBAC tests. --- 15 students w/ care plans (approx 15%) 5 students w/ medications admin on site 40 students receiving 1-1 mental health services 60 students in therapeutic or social skills groups	Decrease disproportionality in Special Education program Increase SBAC ELA to 5% Increase SBAC Math to 5% Increase reading levels by 2 grade levels. --- Increase percentage of care plans for students with health conditions to 30% For students with known health conditions that require medication, increase medication administration to 75% Continue to provide mental health services to students in need Continue to provide groups for students in need	Supporting teachers with differentiation, interventions, and culturally responsive teaching. Academic Response to Intervention Use of CoTeaching as a model, with training Hiring an additional special education case manager to increase ratio support and management of their supports. Training and support of our Para-Educators Small pull out reading intervention using Leveled Literacy Intervention curriculum. --- Supporting families with understanding how to access medical or other insurance Referring families to local clinics and other health services in their home languages Educating families on signs and symptoms of health conditions Working with CBOs to provide mental health and group services
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	13% of FYIT (50/378) Only 2 official Foster Youth but we have many unofficial foster youth in kinship placement. Unknown # of Undocumented youth 10+ LGBTQ Students	Target = support all FYIT students with tutoring, supplies and counseling support. Increase number of referrals of families of undocumented students to RISE. We currently have several families getting support through RISE. Increase support of 1:1 and group counseling for LGBTQ youth and their families.	FYIT - Tutoring, backpacks, school supplies, clothes and support. Foster Youth = regular wellness checks Undocumented - 2 spanish speaking therapists, Fuerte acculturation support group. LGBTQ - Lyric on site twice per week to facilitate Q support groups. GSA meets regularly
Student Engagement/Attendance	*Daily average attendance is 91.67% *Severe Truants: 13%	Daily average: 93% Severe Truant: 9% Chronic Truant: 9%	Autodialer Daily Phone Calls (for any missing period = "A") Personal phone calls to chronic truants Automated Truancy letters mailed (#1, #2, #3) Remind students to turn in Excuse Notes Meeting with Counselors to explore absences Mail Home work Attendance Rewards Lunch intervention for students who have multiple morning tardies. Personal Truancy Letters mailed by secretary Home Visits Parent meetings for truancy Group truancy meeting Meetings with Mr. Nunley from Pupil Services re: past SARBS and chronic truants SAP Team discussed truant students weekly Individual counseling sessions with truant students. Bi-weekly School Attendance Response Team meetings and plans for truant students. 2. Create incentive plans for students to help motivate them to improve attendance 3. Most improv... attendance awards every 9 weeks
School Culture/Climate		Reduce suspendable behavior by 35% (projected 70 suspensions to 45) Reduce referral level behavior 30% (projected 1000 referrals this year to 700 next year) Increase climate for academic learning to 80% Increase knowledge and fairness of rules to 70% Increase sense of belonging to 75% Increase safety to 65% Increase recommend to others to 75%	

	<p>Discipline Data 2015-2016 81 suspensions (38 fall, 43 spring) 4 expulsion recommendations 1168 referrals 2016-2017 46 suspensions (14 fall, 32 spring) 1 expulsion recommendation 697 referrals 2017-2018 61 as of 3/22/18 (25 fall, 36 spring) 2 expulsion recommendations 730 referrals as of 3-22-18 Climate Survey Data (Highlights) Climate of support for academic learning 74% favorable (up 7%) Knowledge and fairness of rules 60% (up 6%) Sense of belonging 61% favorable (up 7%) Safety 52% favorable (up 2%) I like this school and would recommend it to others 61% favorable (up 16%)</p>		<p>Increase capacity of T10 team to support student issues and engage in preventative strategies. De-escalation strategies Therapists for students who are in need Increase counselor to student check ins to 100% of students knowing and meeting with counselor Develop PBIS aligned schoolwide common classroom routines, reinforcement, and expectations Reduce out of class time using Push In model with fidelity 16 proactive classroom management strategies Restorative Practices (circles, conversations, mediations) Trauma Informed Practices Literacy Intervention Positive Incentives + Falcon Fun List Culturally Responsive Teaching CBO Partnerships Case Management</p>
Social Culture/Climate	<p>Climate Survey Data (Highlights) Self management 64% (down 1%) Social awareness 50% (no change) Growth mindset 49% (up 2%) Self efficacy 47% (down 1%)</p>	<p>Increase self management to 70% Increase social awareness to 60% Increase growth mindset to 60% Increase self efficacy to 60%</p>	<p>Dedicated time for student SEL Developing and integrating schoolwide and/or grade level core values into the everyday culture of the school</p>
Wellness Policy	<p>Data: Our BIC program has helped change the food culture at our school from junk food purchased at corner stores to students eating apples and other real food during the day.</p>	<p>Targets: Increase access to nutritious food and eliminate high sugar, and high fat food and snacks on campus.</p>	<p>All school events follow the Wellness Policy including: Monthly mentoring parties, Falcon store, Honor Roll Breakfasts, Special Events, Student Incentives.</p>

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. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input checked="" type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources 	Choose at least one of the following focal populations <ul style="list-style-type: none"> <input checked="" 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:	
Better and more frequent home communication, using weekly newsletter, parent vue, and our new ECHO system from the New Tech Network. We want to add student led conferences and exhibitions of students learning to engage families in viewing their students learning. We also want to improve our students council and student representation through the addition of Peer Resources. We plan to create parent clubs that are language specific to connect to our SSC.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
SEL Survey data. Registration and regular use of parent vue. Increase attendance at SSC, ELAC, and parent club 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?	
<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input checked="" 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.	
Real Options for City Kids (R.O.C.K.), our Beacon Lead Agency, offer youth development programming with intended outcomes in the areas of: Social Emotional Learning Academic Support After School Programming Parent/Family Support Youth Leadership Development Support school based community building activities 5 Therapy interns from 3rd Street Clinic, YMCA Urban Services, Visitacion Valley Strong Families, and Center for Mindful Psychotherapy all provide therapy and support groups to students and their families. Bayview Hunters Point Foundation and Horizons both provide individual and small group drug and alcohol counseling support. Planet Bee Samoan Community Development Center SVIP Kids in Parks Salesforce Center for Wellness and Achievement in Education	
What are your specific goals or objectives for these partnership?	
R.O.C.K. Program -Will focus on Social Emotional Learning in the areas of: Self-Control Empathy Solving Problems Relationship Building Self-Confidence -Will dedicate 1/3 of after school programming to enrichment programs -Will dedicate 1/3 of after school programming to Physical Activity/Recreation -Will dedicate 1/3 of after school programming to homework help. -During Homework Hour, ROCK will support reading intervention initiatives. -Support PBL in afterschool by collaborating with the our day program to identify opportunities that will enhance student learning experiences. -Have a Parent Engagement Coordinator that will collaborate with Family Liaison to increase family engagement -Co-facilitate the student council -Offer saturday outdoor adventure/community service to students -Participate and assist in community building activities (e.g. assemblies, dances, etc) Increase access to mental health and drug/alcohol counseling services.	
What actions will you take to deepen your school's partnership with community organizations?	
Increase shared planning and leadership to ensure seamless programming and expectations from day to after school. -Encourage R.O.C.K. to participate in our PBL professional development along side VVMS staff. - Invite R.O.C.K. Leadership attend ILT meetings to keep up to date with reading levels of students and new student initiatives -regular integration into faculty /school wide meetings (e.g. SAP, ILT, SSC) Our new Health and Wellness Center is staffed by a full time social worker and nurse and provides a professional space for CBOs to meet with students and their families. Mr. Waters organizes the caseloads for our providers and supports them weekly.	
How will you measure the impact? (Quantitative and/or qualitative data)	

SEL Student Survey will increase by 30% in the social emotional evaluations Students can articulate what the 5 social emotional learnings are by the end of the school year in a questionnaire ROCK will offer engaging enrichment programs as measured by student surveys at midyear and end of year. All after school students will participate in a physical / wellness activity as measured by attendance R.O.C.K. will identify focal students and will commit to increasing reading levels by a minimum of two levels. ROCK Parent Engagement Coordinator will collaborate with Parent Liaison to increase participation of parents to 10 parents at every parent meeting (e.g. affinity parent meetings, SSC, parent education events, etc.) ROCK will have collaborated once a month on school based community events.

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 = \$3,300

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

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

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

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

Allocation = \$59,582

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

English Learner students will make up over 50% of our student population in the 2018-2019 school year. ELs benefit from a strong foundation in English Language Development. At VVMS, we use the English 3D course, supplemented with additional curriculum. This includes leveled literacy, visual-heavy social science curriculum, and hands-on science. Our teachers will embed art, technology, and kinesthetic learning. We are allocating \$48,588 towards the salary of an ELD teacher to provide students with additional ELD instruction and meet the requirements of the Lau Plan. We will spend \$10,243.06 on instructional supplies.

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?

N/A

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$45,000

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

During the 2018-2019 year, our school will continue to focus on Project Based Learning and deeper learning. Through our partnership with the New Tech Network, we will build our capacity in unit planning, alternative assessment, and student-led research. Teachers will spend time planning, collaborating, and visiting schools to learn best practices. This will include extended hours (\$3,4190). Additionally, we are partially funding a 2nd Reading Intervention teacher to support students who are 2-5 grade levels behind in their reading. This teacher will do whole class instruction and small group pullouts. This amounts to (\$41,581) with benefits.

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

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

Targeted Instruction Improvement Grant (TIIIG) 07940

Allocation = \$296,000

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

English Learner students will make up nearly 50% of our student population in the 2018-2019 school year. ELs benefit from a strong foundation in English Language Development. At VVMS, we use the English 3D course, supplemented with additional curriculum. Our courses are taught by our Newcomer teachers, funded entirely by our TIIIG 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*)

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 = \$112,490 (31500)

How do you plan to use these funds?

We are looking to provide our students with reading intervention classes as well as ELD classes to allow them to raise their reading/English proficiency. This will give our students more opportunities for future success, as well as, give them access to grade level content. This is made possible through funding part-time Literacy teacher and partially funding a Peer Resources Teacher. These 2 positions, with benefits add up to \$83,162.16 of Title 1 Funds. Through a 7 period, modified block schedule, our students can access both electives as well as interventions classes. This allows for our school to fill skill gaps as well as meet students interests, and allow them to learn about their history and build their self-confidence. Additional funds will be used to purchase effective curriculum, intervention materials, and culturally responsive resources. In addition, we will purchase supplies/materials (\$29,329) which support project based learning and collaboration in the classroom. Also, English teachers, ELD teachers, and our librarian will work to identify interest peaking reading material to promote literacy development.

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

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

1% Title I Parent Set Aside = \$1,125

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

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

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 3/1/2018

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

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

Impact & Innovation Awards =

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 = \$100,000

(For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

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

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

Equity Grant =

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) =

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	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			4
IRF:	Literacy Coach:	Academic RtI 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.

Health and Wellness Center and coordinates a large number of CBOs who provide free support to our community. Supervises 5 MFT interns who provide mental health services. Social Worker: 1 FTE: Runs our Health and Wellness Center and coordinates a large number of CBOs who provide free support to our community. Supervises 5 MFT interns who provide mental health services. Nurse: .50 Supports the Health and Wellness Center as well as the BIC program. Administers complex first aid, makes health care referrals, assists families with access to medi-cal, helps with finding care providers (primary, specialty, dental, optometry), assists families with making health related appointments. She ensures immunization compliance for the students, and screens for TB risk for the staff. The nurse serves as our 504 coordinator and provides case management for students with complex medical needs. She provides one on one and small group health education, including personal and reproductive health, as well as supporting puberty education in the classroom. She also provides nicotine and other drug education. She oversees a number of nursing students throughout the year. We are better able to keep our school safe through regular supervision of halls, outside, and common spaces. We are able to support teachers more quickly with restorative practices. We are also able to build relationships with students.

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: 10/23/2018
<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: 10/23/2018

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
Chad Major	Teacher 1	
Chuck Waters	Teacher 2	
Lisa-Beth Watkins	Teacher 3	
Adam Johnson	Teacher 4	
Noah Degrault	Student 1	
Jacob Liwanag	Student 2	
Thailyah Miller	Student 3	
Joe Truss	Principal	Truss
Devin King	Other Staff (ROCK)	
Xian Shu Li	Parent 1	
Yuan Yuan Zwo	Parent 2	
Maria Zuniga	Parent 3	