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

School	**Spring Valley Elementary School**
Principal	Son-Hui Wong

SCHOOL VISION & CONTEXT

We are in the service of children. We provide a comprehensive education emphasizing science, critical thinking, communication & problem solving skills. We envision that our children will always love to learn, develop talents to successfully achieve their dreams and contribute to society. Our diverse English learner population resides in surrounding neighborhoods: Chinatown, North Beach, Russian Hill and the Tenderloin. Many students also live in the Mission neighborhood, the East Bay and Treasure Island. We are proud of our collective work which focuses on a continuum of learning based on reading, writing, science, English Language Development and positive social skills. Each adult at our school is a resource to the school community and shares a genuine interest in the success of the whole child. We have been working on increasing student discourse and improving student writing. We are focused on hands on science and experiential field studies. Our students also participate in performing arts residencies, including chorus, folkloric dances, drama and visual art projects. Our pathway students become literate in both Cantonese and Spanish. Our families support our fundraising activities which include our Fall Festival, International Night, and Read-A-Thon.. Our students enjoy our Science Fair evening in which they become docents for their families while conducting experiments or sharing a project. Established in 1852, Spring Valley Science School is the oldest school in California and west of the Mississippi! We also have the distinction of having earned the following awards: Title 1 Academic Achievement the California Distinguished School award and the U.S. Department of Education Excellence Award. Spring Valley Science has partnered with the following community agencies to support student learning: Reading Partners, San Francisco Education Fund, Cathedral School for Boys, Stuart Hall, Chinatown YMCA, Jewish Coalition for Literacy, SF Parent Teacher Association, Camp Edmo, Academy of Sciences, Exploratorium, Mt. Hermon Science Camp and Mission Science Workshop have each been an integral partner for our goals and programs. We are the OWLS, we stay focused on our vision!

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):
EL Students Hispanic/Latino 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 student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	SBAC ELA Goal: Increase by at least 5% in all areas, with a particular focus on EL and Hispanic/Latino students F&P Goal: Increase by at least 5% for EL students in Kinder, 1st and 2nd grade	Teachers will continue to: ● participate in school wide professional developments around school-wide implementation of the Comprehensive Approach to Literacy ● use the SFUSD ELA Core Curriculum to further develop grade level Curriculum Maps and Unit Spirals ● utilize grade level collaboration meetings to develop a deeper understanding of standards and calibrate analysis of student work ● use Integrated ELD strategies to better support English Learners ● analyze data: F&P, RI, IWA, IAB, SBAC	● The ILT will identify and prioritize areas of focus for school wide implementation of the Comprehensive Approach to Literacy ● Based on school wide priorities identified by the ILT, Grade Level Teams will self assess and determine team next steps ● Release time will be provided for Grade Level Teams to further develop grade level Curriculum Maps and Unit Spirals

In 2017-2018 42.5% of students met or exceeded standards on the SBAC ELA. There was a 5% increase from the previous year. 23.2% of EL students met or exceeded standards on the SBAC ELA. There has been a 1% increase each year for the last three years. 39% of SES students met or exceeded standards on the SBAC ELA. There was a 6% increase from the previous year. 59.1% of Asian students met or exceeded standards on the SBAC ELA. There was a 10.4% increase from the previous year. 22.7% of Hispanic/Latino students met or exceeded standards on the SBAC ELA. There was a 1.2% decrease from the previous year. We were 10.7% below the district average on SBAC ELA. In Kindergarten 94.7% students met or exceeded benchmarks in Fountas and Pinell. In Kindergarten 88.9% EL students met or exceeded benchmarks in Fountas and Pinell. In First Grade 90.9% students met or exceeded benchmarks in Fountas and Pinell. In First Grade 68% EL students met or exceeded benchmarks in Fountas and Pinell. In 2nd Grade 88.9% students met or exceeded benchmarks in Fountas and Pinell. In 2nd Grade 84.4% EL students met or exceeded benchmarks in Fountas and Pinell.			

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?
23.2% of EL students met or exceeded standards on the SBAC ELA. There has been a 1% increase each year for the last three years. In Kindergarten 88.9% EL students met or exceeded benchmarks in Fountas and Pinell. In First Grade 68% EL students met or exceeded benchmarks in Fountas and Pinell. In 2nd Grade 84.4% EL students met or exceeded benchmarks in Fountas and Pinell.	SBAC ELA Goal: Increase by at least 5% in all areas, with a particular focus on EL and Hispanic/Latino students F&P Goal: Increase by at least 5% for EL students in Kinder, 1st and 2nd grade	● CARE Team will continue to support teachers and support monitoring of focal student progress ● Literacy Specialist will provide small group instruction for targeted students using LLI and Fundations. ● Reading Partners will provide one-on-one instruction to identified students. ● Jewish Coalition for Literacy volunteers will provide additional one-one-one reading support to identified students. ● Site funded paraprofessionals will provide pull-out/push-in small group/individual support to identified students

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):
EL Students Hispanic/Latino 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 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

In 2017-2018 51.3% of students met or exceeded standards on the SBAC Math. There was no increase from the previous year. 29.9% of EL students met or exceeded standards on the SBAC Math. There was a 10% decrease from the previous year. 48% of SES students met or exceeded standards on the SBAC Math. There was a 2% increase from the previous year. 74.2% of Asian students met or exceeded standards on the SBAC Math. There was a 3.2% increase from the previous year. 26.1% of Hispanic/Latino students met or exceeded standards on the SBAC Math. There was a 6.2% decrease from the previous year. We were 0.3% below the district average on SBAC Math.	SBAC Math Goal: Increase by at least 5% in all areas with a particular focus on EL and Hispanic/Latino students	Teachers will continue to: ● participate in school wide professional developments around school-wide implementation of the SFUSD Math Core Curriculum, vertical alignment of standards and content progressions ● use the SFUSD Signature Strategies outlined in the Math Teaching Toolkit ● utilize grade level collaboration meetings to develop a deeper understanding of standards and calibrate analysis of student work ● use Integrated ELD strategies to better support English Learners ● analyze data: Milestone and SBAC	● The ILT will identify and prioritize areas of focus for school wide implementation of the SFUSD Math Core Curriculum, and cross grade level learning of standards and content progressions ● Based on school wide priorities identified by the ILT, Grade Level Teams will self assess and determine team next steps

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?
29.9% of EL students met or exceeded standards on the SBAC Math. There was a 10% decrease from the previous year. 26.1% of Hispanic/Latino students met or exceeded standards on the SBAC Math. There was a 6.2% decrease from the previous year.	SBAC Math Goal: Increase by at least 5% in all areas with a particular focus on EL and Hispanic/Latino students	● CARE Team will continue to support teachers and support monitoring of focal student progress ● Site funded paraprofessionals will provide pull-out/push-in small group/individual support to identified 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
All students receive FOSS kit science instruction and have access to Mystery Science, the outside garden classroom, and multiple hands-on experiments. In addition, trips to the Exploratorium, Calif. Academy of Sciences, Mission Science Workshop all enhance the understanding of life sciences. We have had one Science PD. with our district department this year and have asked for frequent PD in the coming year. One of our teachers is piloting the newly adopted curriculum. (Three teachers piloted this past year.) Our fifth graders are planning their week long, outdoor education science trip. This is planned each year so that our fifth graders have a culminating science experience to punctuate their six years of hands on science learning at Spring Valley Science School.	The Next Generation Science Standards have arrived. Science is our school focus. Our administrator has requested that the Science Department provide specialized and sequential professional development so that all students will benefit from hands-on exploration, critical thinking and questioning as well as become masters of the scientific process.	Many of our teachers have been trained in hands on science. Our newer staff needs to receive training to provide the scientific process at each grade level through the study of artifacts, experimentation and collaborative research products. We will review and plan, in grade level, a sequential science curriculum. Our on-site Science teacher and release time for teachers will focus on work with the NGSS. A specific scope and pacing guide with specific hands on projects for the year will be established in the fall. The second release day will be to review the fall progress, re-frame as needed and to plan for the yearly Science Fair.

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 school has two language pathways and one general education pathway. We have identified reading comprehension and writing as an area of focus. Our faculty has received specific training from the MultiLingual Programs Department in order to expand student discourse, provide explicit teaching of language and to deconstruct text for meaning.	There is a need to develop reading comprehension skills as well as writing across all genres for our ELs. There is a need to provide support for our Long Term English Language Learners in the area of reading comprehension.	Teachers will utilize the five-session template to plan D-ELD lessons specific for their targeted proficiency levels, aligning language objectives to student proficiency levels. Teachers will incorporate Conversation Norms, the 8 Talk Moves, and student engagement strategies to help students improve their English language. Students will demonstrate an increased ability to paraphrase and synthesize peer comments and/or peer conversations. Teachers will continue to utilize language objectives, provide visuals, hand signals and reference charts to support student discourse, comprehension and writing. Administration will assure that 30 minutes of daily, leveled ELD is adhered to. Teachers and Administrator will provide students with school wide speaking opportunities.

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?
Our school health advocate is our kindergarten teacher. She has provided information at faculty meetings regarding healthy snacks, physical activity and where to access information for health lessons.	All teachers have access to the twenty health education lessons which are monitored by the health advocate through the CPM; All kindergarten classes receive Second Step lessons provided by the school social worker; classes have community meetings to discuss healthy eating, exercise and sleep hygiene. Community partners for dental screening, vision and hearing screening are a robust part of our health education program. Our fifth grade students receive a week long session on puberty presented by a specialist.	Continue to provide health lessons; provide the healthy food/snack policy to all families; promote our "Walk to School" days; field trip and assembly information will be provided to grade levels; We will hire a fifth grade instructor for puberty education; we will have a nutrition meeting with our families in which healthy snacks (and their recipes) are provided.

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?
The SFUSD Arts Education Master Plan (AEMP) is implemented at both the district and school-site levels through leadership development of principals, arts coordinators, professional development for teachers, increasing the number of credentialed arts teachers, and building strong partnerships with arts institutions, arts providers, and other resources.	All students, including English Language Learners, Language Pathway students, and students with IEPs are fully included and have equal access to arts and music programs. It is our goal to have all students participate in performing arts, (music, art, dance, song) and to develop an appreciation for the arts which are representative of their own or other cultures.	

		A teacher is designated as the school Arts Coordinator. Teachers will participate in VAPA Professional Development opportunities that incorporate arts based teaching methods, in depth arts content area strategies for student access, and teacher collaboration, with site approved Prop A hours. We use a minimum of 90% of their Elementary Arts Program (EAP) funding for Artists in Residence. School site administration and teachers will ensure that contracts with arts providers include adequate paid time to plan with classroom teachers. Students will participate in school sponsored and VAPA sponsored arts and music events, festivals, performances, and competitions which reinforce respect for cultural traditions. Teachers of all levels will collaborate to analyze student work, including visual arts and performance, and will use rubrics aligned to the California State Visual and Performing Arts Framework. Students will participate in art contests, public relations committee, (poster making activity) and the school talent show in order to enjoy and develop their talents.

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?
All teachers provide 100 minutes of physical education to their students weekly. Fifth grade teachers provide running activities to build aerobic capacity of students and to complete the one mile run assessment. Our P.E. Specialist works with all of our teachers to model specific lessons which build upon physical stamina, sportsmanship, collaboration and new games.	Students will have multiple opportunities to participate in inclusive physical activities during recess and after school programs. Students will work towards mastering the CA Physical Education Standards All students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to physical education classes taught by their teachers or the P.E. Specialist.	We will continue to create a master schedule for 100 minutes of weekly P.E. Teachers will use the California Physical Education Model Standards for Kindergarten through Grade Twelve We will work our P.E. Specialist to assist students in the achievement of physical benchmarks and to create inclusive P.E. opportunities We will collaborate with our P.E. instructor to take opportunities of pilot programs, (YBike) established programs such as golf and the on-site field day experience. Our P.E. Specialist will provide training on the PE ePortfolio and how it relates to students' overall well-being.

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

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?

When parents enroll their children, they are introduced to the K to College program information and are encouraged to participate. Students receive visits and instruction from bankers, insurance agents and technology workers during the Junior Achievement financial literacy program. The administrator meets with fifth grade students to discuss test scores, middle school infra-structure, and to discuss future aspirations. The administrator has developed many leadership opportunities for fourth and fifth graders in order to promote their self confidence, self esteem and communication skills, (oral and written). These include: public relations committee, Rainy day monitors, kindergarten yard helpers, bus monitors and student ambassadors.

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?

We schedule two faculty meetings a month. The first is a business meeting and the second is a professional development meeting. P.D. has focused on the Comprehensive Approach to Literacy, ELD, Math and for this year, we will focus on the Science standards. There is weekly common planning time for each grade level at which time teachers review student work and data to inform instruction. Prop A hours are provided to the biliteracy strands for planning and vertical collaboration, (K-5) as well as to the SST team to provide professional development and individualized teaching strategies based on behavior, academic or socio-emotional needs of students.

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)
Two faculty meetings a month are scheduled; Weekly grade level collaboration; pd by teacher leaders, district departments and community agencies.	The union contract allows for two faculty meetings a month; weekly grade level meeting time is provided Tuesday through Thursday; the Science Department will be contacted to conduct an August pd for the NGSS and its implications for our school; there will be two half day release times for all grade levels.
1) Professional Development opportunities, CCCS unit planning and teacher collaboration support in NGSS, ELA and Math that will benefit all tiers of students; 2) Provide newcomer and EL support by developing best practices in conjunction with teacher leaders from Multi-Lingual Programs Dept. 3) Differentiated academic and behavioral support for all tier 2 and tier 3 students that will accelerate student achievement and engagement; 4) Continue Writer's Workshop methodology in order to begin move to Reader's Workshop in 2019-20	1) Collaboration with Science Department; sub release days for science planning; Literacy coach to support ELA/Writer's Workshop; Math p.d. by teacher leaders 2) Monthly Biliteracy strand meetings to develop curriculum and provide vertical alignment in conjunction with Multi-Lingual Programs Dept. (Prop A hours) 3) Differentiated support training by intervention teachers and with Prop A enhancement; 4) Peer lesson planning to support elements of Writer's Workshop and the move towards Reader's Workshop.

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

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.)	In the past three years, we have enrolled students that are on the autism spectrum; we support students with learning disabilities and students with physical and occupational therapy needs; we have also enrolled a medically fragile student. We have several students that have experienced trauma and need emotional support.	All students are in a general classroom and receive either push-in or pull-out support.	The RSP staff and the classroom teachers collaborate to provide support to all students.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	We have a .5 social worker that gathers resources for the numerous FYIT and students that have experienced the death of a parent, abandonment by a parent, removal of a parent by ICE.	FYIT students and those with traumatic experience.	While our social worker provides resources for all students, she also provides individual counseling sessions for our most vulnerable students.
Student Engagement/ Attendance	We have seen improved attendance in many cases, yet continue to have students with chronic attendance problems. Truancy letters are sent on a regular basis.	Students with multiple tardies and absences.	Request social worker track attendance issues by working closely with BAT team; Have teachers contact families of students with multiple tardies or absences. Provide certificates for improved attendance.
School Culture/Climate	We have maintained high expectations for all students and have decreased suspensions. Most students are proud of making good choices and of solving issues using restorative practices.	Physically aggressive students and students that are taunting/bullying others.	Some first graders are physically aggressive; teachers have been provided with de-escalation ideas and behavior charts and parents have received referrals for outside counseling. Upper grade students playfully taunt each other; there is a need to curtail that behavior and change it to positive interactions. In most cases the upper grade students are managed well with teacher and parent support. Our challenges remain at first grade level for which a four hour para who is studying education was hired.
Social Culture/Climate	Our students are a proud learning community. Our teachers promote positive interactions, "I" messages and reinforce behaviors with Owl Tickets (K-2) and with class rewards.	All members of the school community can benefit from new or review information in this area. Our faculty will be trained in the Harper's Pyramid of Success program as well as tenets of the Good Behavior Game to provide practical ideas to boost self esteem and a child's self awareness in reaching personal goals.	The Pyramid of Success program of "Personal Best" will be introduced and followed with fidelity this year. The PAX game will be taught and utilized in all classes. School assemblies will be held to address issues, such as following school norms, learning conflict resolution strategies, and child safety awareness (including bullying). (Currently the principal role plays with students so that they learn and practice a "better choice." Digital Literacy lessons will be taught to ensure that students and their families are practicing cyber-safety.
Wellness Policy	All families have received "Healthy Alternatives for Snacks"; when students bring chips, soda, candy, their teacher or the noon monitor will provide the snack policy and a "better choice" option. All students participate in Walk to School and PE classes.		Continue to provide health lessons; provide the healthy food/snack policy to all families; promote our "Walk to School" days; field trip and assembly information will be provided to grade levels; We will hire a fifth grade instructor for puberty education; we will have a nutrition meeting with our families in which healthy snacks (and their recipes) are provided.

| | | All teachers have access to the twenty health education lessons which are monitored by the health advocate through the CPM; All kindergarten classes receive Second Step lessons provided by the school social worker; classes have community meetings to discuss healthy eating, exercise and sleep hygiene. Community partners for dental screening, vision and hearing screening are a robust part of our health education program. Our fifth grade students receive a week long session on puberty presented by a specialist. | |

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:

We must continue to welcome all families; provide interpreters for better communication and invite parents to share their insight with teachers and administration. A pertinent example is that the administrator requested an Arabic interpreter from TIU so that the mothers of the students would attend and better understand student progress and academic goals. The administrator reached out to the parents of African American students to personally invite them and their child to the African American Honor Roll celebration. All parents are treated with respect and all students are celebrated when parents come to school, assist in class or attend a field trip.

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

Culture and climate surveys Sign in sheets for parent workshops and PTA meetings Record of interpreter assistance

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.

The Chinatown YMCA, our EXCEL partner, can assist our students and families with the above. Our partnership with the Chinatown Community Development Center provides the Behavioral Health and wellness components on and off site. We need to work closely with the Pupil Services Department to provide professional development for all of the faculty on de-escalation techniques and positive behavior intervention strategies such as training in the PAX Game. The JCL and Cathedral School for Boys are pivotal reading practice/tutors for our students. Our arts coordinator supports the implementation of performing arts residencies in conjunction with our VAPA department.

What are your specific goals or objectives for these partnership?

The specific goals for the CYMCA are to support coordination of services in the community; CCDC is supporting us with Behavioral Health and wellness which needs to include family support; Partnerships with district departments can provide us with series of professional development and ideas for parent workshops to promote positive parenting techniques, cultural appreciation for the arts and restorative practices techniques for students and families. Our CSB and JCL partnerships are to deepen a student's life long interest in reading and writing.

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

The administrator will write a letter to each partner to thank and to advocate for continued support. Student letters and drawings will also be provided to the partners as a constant reminder of their impact on the child. Honorable mention in announcements and bulletins will demonstrate on-going appreciation.

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

Each organization will receive referrals. The number of participating students/families will be documented. Professional development in PE, RP, VAPA, Safety Care will be offered and a log of attendees will be kept. JCL and CSB will maintain a log of reading friends and the date and length of time spent reading.

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 = $1,200

The WSF-SpEd funds will be utilized for materials to support students in meeting their Individualized Education Program (IEP) goals, to support the implementation of Behavior Intervention Plans (BIP) and to increase growth toward grade level proficiency. In addition to specialized instructional materials, sensory materials will also be purchased to support increased access and success in the general education setting.

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 = $100,947

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

The Academic Response to Intervention Facilitator (A-RtIF) is partially funded ($58,473.18) through the SCG-EL to address the academic needs of struggling English Learners. Daily small group reading intervention is provided at the identified Fountas & Pinnell instructional reading levels. Spanish reading instruction is provided for students in the Spanish Bi-literacy Pathway, based on student need. A Spanish/English speaking paraprofessional is funded ($35,536.38) through the SCG-EL to provide targeted academic support to struggling English Learners. In addition to academic support, the paraprofessional supports increased parent engagement by providing translation and interpretation, as needed. Funds ($3,339.83) have been allocated for release days for grade level teams to develop plans to better support English Learners. Funds ($500.00) have to be allocated for supplies that will be used for EL family workshops and events to increase EL family engagement. Funds ($3,098.00) have also been allocated for 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 =

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 = $55,000

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

The Academic Response to Intervention Facilitator (A-RtIF) is partially funded ($6,497.02) through the SCG-C to address the Tier 2 academic needs of struggling readers. Daily small group reading intervention is provided at the identified Fountas & Pinnell instructional reading levels. A paraprofessional is partially funded ($7,107.28) through the SSCG-C to provide targeted academic instruction and behavioral supports to struggling learners. The Technology Teacher is partially funded ($ 31,185.70) through the SSCG-C to provide instruction in Computer Science, Digital Literacy, technology skills and to increase access to cross content areas. The time that the students are with the Technology Teacher is utilized to provide grade level teams weekly collaboration time to plan instruction. Funds ($5,000.00) have been allocated for a consultant from the Chinatown YMCA to support the school in addressing the needs EL, low-income, Foster Youth and students performing below grade level proficiency. Funds ($5,210.00) have also been allocated for 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)*

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation =

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?

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)*

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 = $97,081   (31500)

How do you plan to use these funds?

The Academic Response to Intervention Facilitator (A-RtIF) is partially funded ($38,982.12) through the IASA to address the Tier 2 academic needs of struggling readers. Daily small group reading intervention is provided at the identified Fountas & Pinnell instructional reading levels. A paraprofessional is partially funded ($21,321.83) through the IASA to provide targeted academic instruction and behavioral supports to struggling learners. The Technology Teacher is partially funded ($31,185.70) through the IASA to provide instruction in Computer Science, Digital Literacy, technology skills and to increase access to cross content areas. The time that the students are with the Technology Teacher is utilized to provide grade level teams weekly collaboration time to plan instruction. Funds ($5,591.00) have also been allocated for 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)*

1% Title I Parent Set Aside = $971

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**.

These funds are used to provide oral and written translation for our school community. The SSC meets quarterly (or more) to review and plan for improved services for the school community. Parent conference translations are provided twice a year.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 2/23/2018

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?

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)*

Principal's Innovation Fund =   *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

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)*

Equity Grant =

Identify Sub-group & specific actions

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)*

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**)

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)*

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:
	0.5		0.5

Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:

IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
	0.5		

Other:	Other:	Other:	Other:
VAPA & I. Music 0.6	PE 0.6	Multilingual Pathway 2.0	Librarian 0.6

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.

The social worker will work closely with the principal to coordinate and facilitate the CARE Team, SST, 504 and Culture Climate Team meetings. The social worker will work with individual students and small groups to provide Tier 2 Social Emotional Learning, as needed. As part of the Project Secure Grant, the social worker will support teachers in the implementation of Second Step (SEL Curriculum) and support students who have experienced trauma through Bounce Back curriculum. The Family Liaison will work closely with the principal to increase family engagement school-wide. The Family Liaison will support the PTA, SSC, ELAC and site staff in implementing school-wide initiatives. The Literacy Coach will work closely with the Principal and ILT to develop a professional development plan for implementation of the SFUSD Comprehensive Approach to Literacy. The Literacy Coach will work with teachers in deepening their practice through coaching. The Vapa funded Drama teacher will work Kindergarten to 3rd Grade classes for students to apply their understanding of concepts and express themselves in creative ways. This supports developing the whole child. The time that the students are with the VAPA teacher is utilized to provide grade level teams weekly collaboration time. The Instrumental Music Teacher will work with 4th and 5th grade students in learning a musical instrument. The Instrumental Music teacher will work with students to give periodic performances throughout the year. The Multilingual Pathway funded Cantonese Bi-literacy and Spanish Bi-literacy teachers will provide primary language instruction to the 4th and 5th grade students through a pull-out model. They will also be pushing into the K-3 Cantonese Bi-literacy and Spanish Bi-literacy classes to provide additional primary language support. The Librarian will work classes to support their identity as a learner and reader by introducing new literature to the students. This supports developing the whole child. The time that the students are with the Librarian is utilized to provide grade level teams weekly collaboration time. The Physical Education Content Specialist will work with classroom to teachers to further develop their own understanding of teaching physical education. The PE Content Specialist will work with students on physical development, coordination and specific skills. The PE Content Specialist will work with teachers and students in conducting the 5th grade PFT.

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: **9/28/2018**
✔	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: **9/28/2018**

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
Waiman Fong	Chairperson (Parent)	
Cai Rong Zou	Parent	
Angelica Ramirez	Parent	
Rosario Lopez	Parent	
Winnie Fong	Parent	
Son-Hui Wong	Principal	
Jade Lau	Teacher	
John MacDevitt	Teacher	
Angela Sheredy	Teacher	
Selina Tso	Other Staff	