SCHOOL VISION & CONTEXT

James Lick Middle School is a comprehensive middle school serving students in 6th through 8th grade. We are located in Noe Valley and provide instructional services to students from all over the city. Our student population is comprised of 74% Latino, 14% White, 7% African-American and the remaining 5% represent various Asian backgrounds (Chinese, Japanese, Filipino, Vietnamese, including Pacific Islander, etc.). We have an instructional staff that varies in years of teaching experience. JLMS has a dual immersion program in Spanish that serves over a third of the student body in all grade levels. Our co-teaching model in our Special Education Department provides a more inclusive environment for students with Individualized Education Plans (IEPs) and continues to show improved achievement for our students. Our General Education strand continues to provide excellent instructional services on a daily basis with a focus on the Common Core State Standards. Finally, the implementation of our Response to Intervention model (RTI) to meet the social and behavioral challenges of middle school students is continuing. Our greatest challenge at JLMS is meeting the needs of our English Language Learners (ELL). The school has a 33% ELL rate and many of those are classified as Long Term English Learners (TEL). Another challenge at JLMS is reducing the suspension rate for our minority students with a focus on social justice and equity. Closing the achievement gap for students of color is another high priority challenge as this student group represents 81% of the school population. Key strategies being implemented and/or used to address our challenges are the implementation of added support classes with a focus on English Language Development, the use of English 3D Curriculum, AVID Excel and increased focused on culturally relevant curriculum. Our strategy for addressing social justice and equity will be through the lens of our Response to Intervention model and implementation of Positive Behavior Intervention Support systems. Our mission at James Lick Middle School is to support and nurture our students, encouraging them to challenge and overcome institutional limitations, realize their own potential, and achieve high expectations. Our students will be informed, active participants and conscientious leaders within their local and global communities. Vision: The James Lick Middle School community will work passionately to provide all students the relevant experiences necessary to fully develop their true, authentic selves and to prepare them for whatever challenges lay ahead. JLMS students will use their strengths, critical thinking, and problem solving skills to become successful agents of change within their diverse communities.

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:

- **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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budget Guide
SECTION I: Overview and Key Components

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

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 2015-2016 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 the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

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

These requirements include:

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
### 1. Balanced Score Card/ Single Plan for School Achievement
- All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

### 2. School Site Council Roster*, Signatures, Bylaws & Agendas
- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

### 3. Budget
- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

### 4. Title I Parent Involvement Policy*
- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package

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*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.
SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
</table>
| Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate | 2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task |
| CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance) | • Instructional Core: ELD | Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels |
| SQII 2014-15 (SQII Performance, definitions, thresholds and targets) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate  
• College and Career Readiness | Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets |
| Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-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 School Profile** (Performance on college readiness indicators) | • College and Career Readiness | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores |

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan Transform Learning. Transform Lives.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

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

### 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.

| Based on the analysis of the results, what are your targets/performance goals? |
| What instructional shifts will be required to achieve these goals? |

Our performance goals and targets are to increase the achievement level for all students with a high concentration and focus on our subgroups. Subgroup student achievement target is to increase their performance levels by over 10%.
Students at James Lick Middle School continue to follow the trends previously set by the use of the STAR Exam in that our minority students continue to be outperformed by our Caucasian and Asian students, often by 2 to 3 times. With regard to school performance as a whole, JLMS is roughly 25% points below the district middle school average. As a whole, 28% of the school's student body were successful in meeting or exceeding the standards on the 2015 SBAC.

As a school, we are working on implementing culturally relevant curriculum that relates closely to our students' personal lives and are in alignment with the district's core curriculum scope and sequence and adopted common core state standards. Teachers will engage one another during common planning time, prep time and late start Wednesday meetings to align their lessons, curriculum, and units according to the approved common core standards. Teachers will be cognizant of differentiating their units/lessons for students with IEPs, English Learners and those who need extra support due to our large achievement gap among students of color.

INSTRUCTION: Teachers will embed the Common Core State Standards (CCSS) shifts in alignment with the intended instructional purpose into the collaboratively generated curriculum maps, unit plans and lesson plans by:
- Identifying, gathering, analyzing and evaluating evidence through reading of complex texts
- Close reading of complex texts to build knowledge through literary texts and content-rich non-fiction
- Engage in high level academic discussion and conversations about evidence from text
- Present elaborative and evaluative techniques in writing using evidence from text (Narrative, Informative/Explanatory, Argument)
- Provide multiple opportunities for students to engage in writing as aligned to the district’s spirals

Teachers will implement differentiated instruction, be strategic about when to deliver whole class, small group, and one-on-one instruction, and consider the following:
- Alternative modes of representation, action and expression, and engagement
- Student’ learning profiles, interests and readiness
- Adjustment to content, process, product, affect, and environment
- Accommodations / scaffolds / accelerations

ASSESSMENT / SELF ASSESSMENT Teachers will use the Scholastic Reading Inventory (SRI) as the universal screening assessment for grades 3-10. Teachers will make continuous use of formative assessments to inform instruction and identify needed differentiation, both district provided and teacher created. 6th grade students will participate in the district-wide Integrated Writing Assessment (IWA).

Academic Tier Two—What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our EL and African American students score well among teachers but score poorly on state assessments. This leads us to inquire if our curriculum is aligned to the content being tested, do our students have barriers that hold them back from performing well on state assessments and are teachers implementing rigorously differentiated teaching strategies.</td>
<td>Our goal is to boost performance for our EL and African American students by at least 10% in ELA.</td>
<td></td>
</tr>
</tbody>
</table>
Teachers will use assessment data to identify students requiring additional support. Data can be drawn from multiple sources that best identify the areas of need. Teachers will work closely with the school's Instructional Reform Facilitator to identify the effective practices to meet the needs of students through coaching, emphasis on curriculum planning, lesson delivery and overall instructional practices. Strategic planning will be required to ensure differentiation is provided for students needing additional academic support (i.e., ELs, AA and SpEd). This includes advanced planning and sharing of information with the after-school provider so that additional academic support can be provided as an extension of the school day.

**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SOL?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our perception is that students of color at Lick are having a difficult time connecting with the curriculum. Teachers are working hard at building positive relationships with students but much of what is being taught in the classroom is not transferring or showing in the student academic performance (formal testing). Teacher created assessments show a different picture where that knowledge is being retained. There is a mismatch between teacher created assessments and formal district/state assessments.</td>
<td>If available, we would like to have outside consultant(s) assist us in identifying culturally relevant curriculum in all grade levels. We would also like to identify strategies to engage our families with their children and teachers to identify appropriate materials that will connect to our students’ personal lives.</td>
<td>Identifying culturally relevant curriculum, lessons, and activities for our students of color will be a priority so as to promote student engagement. Identifying ways in how we can correlate ELA instruction with other core subjects and making instruction more culturally relevant and/or meaningful for the individual students. Identification of differentiation strategies and professional development for coaching/teaching staff. This will then help teachers implement best teaching strategies with a differentiated approach in all of their classrooms.</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics—All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Our performance goals and targets are to increase the achievement level for all students with a high concentration and focus on our subgroups. Subgroup student achievement target is to increase their performance levels by over 10% in math.</td>
<td>CORE CURRICULUM Teachers will use the SFUSD Math Core Curriculum that is built upon the Common Core State Standards. Each grade within the Core Curriculum maintains a storyline that is described below: 6th Grade Storyline: In grade 6, instructional time should focus on four critical areas: 1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; and 4) developing understanding of statistical thinking. 7th Grade Storyline: Instructional time should focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples 8th Grade Storyline: Instructional time</td>
</tr>
</tbody>
</table>

Similar to ELA, students at James Lick Middle School continue to follow the trends previously set by the use of the STAR Exam and district formal assessments in that our minority students continue to be outperformed by our Caucasian and Asian students, often by 2 to 3 times. With regard to school performance as a whole, JLMS is roughly 27% points below the district middle school average. As a whole, 22% of the school’s student body were successful in meeting or exceeding the standards for math on the 2015 SBAC.
should focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

INSTRUCTION When working with the Common Core State Standards for Mathematics, one central question is, “How can we help students keep the focus on personal and group sense-making, understanding, and reasoning as they become confident problem solvers?” In some ways, changing the content standards (what we learn) is the easy part. It is changing the mathematical practices (how we learn) where the challenge lies. The shift needs to be toward helping students to express their mathematical thinking, learn from their mistakes, experiment effectively, and pursue their mathematical interests to a deeper, more personal level. The instructional strategies identified in the SFUSD Math Teaching Toolkit supports teachers and students as we continue our move away from a more directive style of teaching mathematics and toward a more inquiry-based style. It is a practical resource of teaching strategies and tools that allow all our students the opportunity to grapple with rich mathematical tasks in a discourse-rich classroom environment. A powerful mathematics classroom involves shared sense-making within a community of learners. This is reflected in the Common Core State Standard for Mathematical Practice 1: Make sense of problems and persevere in solving them. Making our thinking public allows us to negotiate meaning with each other. This is reflected in the Standard for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others. This standard states that “students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.”

Student discourse is our window to understanding the mathematical strengths and challenges of the whole class as well as of individual students, thus reflecting Mathematical Practice 6: Attend to precision. It presents us a view of what our students know, misconceptions they may have, and how these might have developed. And yet, it is not simply a one-way street. In the process of trying to understand our students’ thinking, we gain perspective into our own mathematical understanding, thereby laying the foundation for a supportive learning community for teachers as well as students. The SFUSD Math Core Curriculum promotes discourse in the teaching and learning of mathematics. Each unit of study within the Core Curriculum has four rich math tasks as well as lesson series that are premised on group work and meaningful student-to-student interactions. Our role as a teacher is described, in broad terms, as a facilitator who is listening carefully to students, framing appropriate questions, and mediating competing perspectives. However, this is not to be interpreted as “teachers stay out of the way and students will learn.” In fact, a teacher’s role is proactive and includes: - Designing lessons that promote student learning through discourse; - Beginning the lesson with a carefully presented launch; - Guiding the lesson with facilitated group work and class discussion; - Summarizing the lesson to bring out students’ insights while mitigating possible misconceptions. The SFUSD Math Teaching Toolkit continues to include the key strategies that are an integral part of the Math Core Curriculum. These are the three Signature.
Based on the analysis of the results, what are your targets/performance goals? Our goal is to boost performance for our EL and African American students by at least 10% in Math.

What interventions are required to ensure all students reach mastery? Teachers will use assessment data to identify students requiring additional support. Data can be drawn from multiple sources that best identify the areas of need, such as district assessments, teacher created assessments, etc. Teachers will work closely with the school’s Instructional Reform Facilitator to identify the effective practices to meet the needs of students through coaching, emphasis on curriculum planning, lesson delivery and overall instructional practices. Strategic planning will be required to ensure differentiation is provided for students needing additional academic support (i.e., ELs, AA and SpEd). This includes advanced planning and sharing of information with the after-school provider so that additional academic support can be provided as an extension of the school day.

**Focal Group**: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similar to that in ELA, our perception is that students of color at Lick are having a difficult time connecting with the math core curriculum. Teachers are working hard at building positive relationships with students but much of what is being taught in the classroom is not transferring or showing in the student academic performance (formal testing). Teacher created assessments show a different picture where that knowledge is being retained as expressed above by teacher grading. There seems to be a mismatch between our teacher created assessments and formal district / state assessments for math as well.</td>
<td>The math department has taken a data driven approach to challenge our focal students in math. The math department has established a rigorous goal in which they would like to see a 20% increase in student performance for all focal group students on district / state assessments.</td>
<td>Explicit math intervention opportunities will be provided for minority students (African-American and Latino) at their skill level using varied strategies such as teacher intervention, After-School Tutoring, technology use (Xl, Kahan Academy, etc.) and potentially math intervention courses. Math teachers have invested their free time in providing weekly math tutoring sessions for students before school, at lunch time after-school. 8th Grade Class Size Reduction will assist in having fewer students per class with the intention of reaching more students and improving their math proficiency levels. Identifying ways in how we can correlate math instruction with other core subjects and making instruction more culturally relevant and/or meaningful for the individual students. Identification of differentiation strategies and professional development for coaching / teaching staff. This will then help teachers implement best teaching strategies with a differentiated approach in each of their classrooms.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.
Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

| Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, RTEs, recently reclassified) |
| Based on the analysis of the results, what are your targets/performance goals? |
| What interventions are required to ensure all students reach mastery? |
| WASC Ch.2 |

In a narrative, describe what your analysis of the data says about your school.

EL students were unsuccessful in meeting the standards on last year's SBAC for ELA. Only 1% of our EL students was successful in meeting the standards in both ELA and Math SBAC testing. Again, the mismatch shows 88% of ELs are performing / meeting standards according to teacher grade distribution for ELA and 78% meeting / performing in Math. Our CELDT data shows a 20% reclassification rate, down from the previous year (49%). SRI data also tells us our EL students are struggling to read at grade level.

There is a high focus on EL students at James Lick Middle School. We are entering our 3rd year during the 2016-17 SY in implementing literacy strategies for all students with a focus on ELs. Our primary focus is on reading and writing, an area where most ELs have a difficult time meeting the CELDT and SRI standards. Quarterly writing benchmark assessments have been implemented to help all students improve on their writing skills and will continue. Our goal is to move all of our students scoring a 2 on the teacher created rubric to a 3 or beyond.

All content is taught by teachers with the appropriate EL certification based on state requirements. Teachers provide Designated English Language Development (ELD), Integrated ELD during content classes, and supplemental materials to provide ELs full access to the core curriculum (including English 3D and AVID Excel). - In all pathways, teachers will use the tools and resources of SFUSD's Core Curriculum that reflect CCSS shifts to create grade-level (collaborative) curriculum maps, units, and lesson plans that provide English Learners access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports. - Regular PD time for teachers will be scheduled to collaborate on curriculum maps to ensure the integration of English Language Development. - Administrators will ensure that all English Learner students receive ELD instruction until reclassified as a fluent English proficient student. Special Education EL students must receive ELD, either through the site's ELD structure, or provided by the Special Education teacher in addition to SPED services. Strategies in Action: Classrooms - Teachers with English Learners use the CA ELD Standards in tandem with SFUSD's Core Curriculum to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework.) Effective Integrated ELD instruction requires the use of intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access and master core, grade-level academic content. - Teachers use the following five best practices to support the development of academic language and disciplinary literacy for English Learners. Instructional practices value and build on students' home languages, cultures, prior experiences and knowledge:

1. CLARIFY NEW LANGUAGE AND CONCEPTS USING A VARIETY OF STRATEGIES AND MODALITIES - Visual: Teachers & students co-construct visual representations of information. - Kinesthetic: Teachers and students demonstrate content knowledge through physical representations and gestures. - Verbal: Teachers convey meaning through precise language. - Organizational: Co-construct ideas through organizational representations. - Metacognitive: Teach students to develop self-awareness of their learning. 2. STRATEGICALLY PLAN AND INTEGRATE FOCUSED ACADEMIC LANGUAGE STUDY - Provide linguistic support to facilitate students' transition from informal to academic language. - Provide varied opportunities for students to articulate learning using discipline-specific and general academic language. - Articulate clear learning objectives for students that include a content and language objective that are connected. 3. TEACH STUDENTS TO ANALYZE, WRITE, AND CREATE COMPLEX TEXT - Use mentor texts with complex
language to build discipline-specific vocabulary and rhetorical knowledge. - Establish a purpose for reading and discussing complex text. - Preview text structure and key vocabulary. - Conduct wide and close readings of multiple texts, highlighting varied text structures, syntax, and vocabulary. - Provide opportunities for students to write and create complex text using discipline-specific vocabulary and rhetorical style.

4. FOSTER HETEROGENEITY AND COLLABORATION - Group students heterogeneously as to English proficiency level, academic background, native language and collaborative spirit as best as practical. - Structure learning experiences to provide multiple access points to meaningfully engage all students. - Ensure there are meaningful group roles requiring equitable participation and accountability for all students. - Teach empathy and interpersonal communication skills to encourage effective collaboration.

5. USE FORMATIVE ASSESSMENT TO INFORM INSTRUCTION - Observe and monitor student learning during paired, small group and whole group work. - Provide frequent checks for understanding using a variety of techniques to gather evidence of learning. - Provide explicit feedback to students about learning or misconceptions. - Use peer and self-assessments to support student metacognitive development. - Use the information gained from formative assessment to plan for next instructional steps. All English Learners will: - receive instruction in English Language Development for at least a 30-minute block and/or a class period following SFUSD’s EL Placement Guidelines for Designated ELD placement (i.e., AVID Excel or English 3D); and - be provided support for academic language development in core content courses (Integrated ELD).

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</td>
<td>Our main performance goal is to establish systematic PE units that will engage all students to perform at higher physical levels.</td>
<td>Physical Education: We want to provide opportunities for all students to meet or exceed the state testing requirements for physical education. PE Teachers will create rigorous curriculum that will engage students in physical activities that best prepare them for this assessment.</td>
</tr>
</tbody>
</table>

Teacher grade distribution show 92% of our students meeting or exceeding the PE standards. State assessment data shows our students are struggling to meet the state PE requirements.

College and Career Readiness

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
Overall, James Lick Middle School students are College and Career Ready as we have a 6% absenteeism rate, well within the range of above average. Our African American and Multi-Racial students however account for 20% of the chronic absenteeism rate. Student suspension rate is at 7%, two percentage points lower than the previous year. Our focal sub-groups of African American students is at 17%, also 9% less than the year before and for Latino students, the rate remained the same at 7% this year. HS Readiness rate for James Lick 8th Grade students is at 49%, which is 3% points above the Above Average mark.

6th grade students participate in a college field trip to San Francisco State University during the spring. This experience allows students to visualize and explore college life and the opportunities afforded to those who desire to attend a college and/or university. 7th grade students participate in a field trip to the University of California - Berkeley campus. Similar to the 6th grade field trip, this is the 2nd field trip in a tiered series that is meant to be a continuation from the 6th grade college field trip experiences. 8th grade conducts classroom presentations throughout the fall and spring semesters to inspire and motivate students to take the necessary courses in high school for a smooth transition to college. Surveys are completed near the end of the spring semester to evaluate the quality of the classroom presentations to help determine their effectiveness. 8th Grade students also participate in a college field trip to Stanford University. This field trip is a series of tiered field trips that began in 6th grade and throughout the middle school years that leads to this university outing. JLMS is an AVID school where some students are provided the opportunity to enroll in an AVID classroom to help them prepare for high school and college utilizing those scientifically researched strategies used by AVID. School scheduling is limited to one class in the 8th grade. An effort to increase the AVID experience for more students is a goal for future academic years in both our general education strand and English Language Development pathway (AVID Excel).

Elementary Schools

What is your plan for promoting college and career readiness?

Strategies in Action: Schools

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

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

Leadership, Instructional Guidance & Professional Development

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

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

Site-based professional development will be identified based on the gathering of information from the faculty, administrative classroom observations and walk-thru's and feedback by site coaching staff. The idea is that all professional development be differentiated as we recognize not all training is a "one size fits all" for staff. We will also continue to partner new teaching staff with tenured staff to have mentorships during the first year of teaching. A "new teacher" professional learning community will also continue where added supports and structures are given to new staff on a monthly basis (although it is voluntary as this PLC is scheduled outside of the contractual day). Since writing is our focus for improving literacy for all students at James Lick MS, we will also focus on providing professional development for non English Language Arts teachers who may need additional training to adequately provide writing opportunities for their students (i.e., VAPA, PE, Math, and Science teachers). Strategies and Structures that will Continue: - Maintain time for grade level/departments to meet for collaborative learning and reflective practices - Build capacity for a team of teachers to effectively facilitate reflective practices during grade level/department meetings (training to be identified) - Plan and facilitate a year long PD sequence around literacy (focus on writing) - Plan and facilitate an August ILT retreat to prepare for the start of the year, including an "onboarding" packet for new teachers to James Lick MS - Engage the ILT in planning and implement a peer observation system in which teachers are released from their classrooms to observe and give feedback to each other around our school's PD focus (writing instruction, RTI-B structures, and classroom management) - Continue to engage the staff in PD on inclusive practices and PBIS.
**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

**Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.

**Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates

**School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

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### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Overall special education student performance on state and district assessments was difficult to reach mastery. Only 1% of students with IEPs were successful in reaching mastery in Math while no students with IEPs were able to meet or exceed the standards in ELA. The mismatch continues for our students with IEPs in comparison to teacher assessments because 84% of students with IEPs are meeting or exceeding the standards on teacher provided assessments.</td>
<td>Decrease the # of AA students referred to Special Education Decrease the # of EL students referred to Special Education Decrease the # of suspensions of AA, SpEd and EL students (including those that are both AA/SpEd or EL/SpEd) Increase the attendance of AA, SpEd and EL students (including those that are both AA/SpEd and EL/SpEd) Increase LRE opportunities of students with mod/severe disabilities (decrease time in SDC/separate class) Increase the # of compliant Transition Plans for secondary students Decrease the # of overdue IEPs and Triennials. Decrease the # of unsigned IEPs</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>Current data shows we have a 94% student engagement / attendance rate.</td>
<td>Have a 98-100% daily attendance of our underrepresented populations In one year, we would like to reduce the chronic absenteeism of two focal group students (AA and EL) by 50%</td>
</tr>
<tr>
<td>School Climate</td>
<td>Current suspension rate for James Lick is at 7%.</td>
<td></td>
</tr>
</tbody>
</table>

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| How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I) |
|-----------------|-----------------|
| Our School Site Counsel has expressed their support to maintaining an Instructional Reform Facilitator on campus to provide the supports necessary for teaching staff. New Teacher PLC will continue on a monthly basis, providing new teachers with strategies and identifying structures that best meet their first year needs. | Priorities will need to be identified to determine the funding for the IRF as other "high need" staffing has been identified to support students (counselor, social worker and nurse). Prop A funding will be provided to staff participating in the New Teacher PLC outside of contract hours. |
Our target is to reduce our suspension rate to 3%. Our target is to reduce disciplinary referrals and suspensions by more than 80%.

As a way to improve student engagement and increase student-centered learning, students will use digital tools to collaborate during core content learning (ELA, math, science, social studies), at least twice per month. Effectiveness can be measured by comparing the number of behavior-related office referrals when technology is being used in a classroom vs. when it is not (description of this can be added to our office referral document to track this info). We will send teachers to PBIS training. We will create a school-wide grade level competition for fewest disciplinary referrals & suspensions.

Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD’s Family Engagement Standards.

Family Engagement: Your school’s family engagement strengths and challenges (And how you know…)

Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…)</td>
<td>We have reached over 100 PTSA memberships but would like to increase the active involvement of our parents next year. Our goal is to have half of the candidates nominated and running for seats on the ELAC &amp; SSC to be new (replacing those that have expired tenure and/or students leaving the school). We would also like to strengthen our relationships with community organizations that directly impact the Socio-Emotional Learning of our students. We would also like to have more of a meaningful involvement between our CBOs and our parents.</td>
<td>We want to strategically utilize our parent/family liaison to continue to engage families, disseminate information, deepening a “community schools” approach at Lick. We will continue our relationships with Instituto Familiar de la Raza and San Francisco Street Violence Prevention (SF VIP), specifically around Newcomer (EL) services for families and parents and crisis response / intervention.</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We have a strong PTSA established and usually have a high attendance and participation rate as evidenced in sign-in sheets at monthly meetings. The PTSA Executive Board also meets monthly with high attendance and participation rates, also evidence through the sign-in sheets. PTSA has aligned their priorities in accordance to the 2014-16 BSC. All decisions to support school events and activities are based on BSC alignment. We also have an active ELAC Parent Group with average attendance. Discussions and decisions are closely aligned to the 2014-16 BSC so that all decisions are supporting the school and align with our BSC. While we have an active PTSA and ELAC, our school continues to draw the same group of parents to our meetings and school events. CBOs continue to maintain their relationships with us at Lick and we would like to continue this trend and/or expand upon it.
**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 = $6,500

Funding in this category will be used to pay for common planning time for Special Education and General Education teachers and/or paraprofessionals to coordinate services of students receiving special education instruction. Funding may also be used to pay for substitute release time for general education teachers to participate in IEP meetings. Funding from this source is also available to pay for printing/ translating of IEPs for parents, purchase of supplies related to special education instruction, testing kits and other materials deemed necessary for the delivery of efficient special education services.

**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)

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

Allocation = $73,777

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

Funding in this category will be used to pay for 0.75 FTE of salaries to certified teaching staff charged with providing effective supplemental instructional services to students in the area of English Language Development for a total of $71,195. The supplemental classes are used to assist students identified as EL with the goal to reclassify as Fluent English Proficient. In addition, the remaining funding of $2,581 from this source can be used to pay for supplemental materials, supplies, technology, and/or other instructional tools that assist in facilitating an effective supplemental instructional program (such as, but not limited to: English 3D and AVID Excel materials).

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

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

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

Allocation = $0

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

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

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

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**LCFF Concentration Grant (SCG-C) 07092**

Allocation = $20,000

*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?*

Funding in this category will be used to pay for salaries to certified teaching staff charged with providing effective instructional and/or support services to students identified as both English Learners and Socioeconomically Disadvantaged. In addition, funding from this source can be used to pay for supplemental materials, supplies, technology, and/or other instructional tools that assist in facilitating an effective instructional program.

**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)

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**Targeted Instruction Improvement Grant (TIIBG) 07940**

Allocation = $261,257

*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?*

Funding in this category will be used to pay for salaries to certified teaching staff charged with providing effective supplemental instructional and/or support services to students identified as being both English Learners and Socioeconomically Disadvantaged. For example, providing instruction in the areas of AVID, English 3D, math support, and reading intervention help support the core program with the goal of closing the achievement gap. In addition, funding from this source can be used to pay for supplemental materials, supplies, technology, and/or other instructional tools that assist in facilitating an effective instructional program.
Select the Bryk Essential that most aligns to the use of these funds:

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

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

Title I = 135,732

How do you plan to use these funds?

Funding in this category will be used to pay for salaries to certified teaching staff charged with providing effective supplemental instructional and support services to students identified as being Socioeconomically Disadvantaged and/or ELL. In addition, funding from this source can be used to pay for supplemental materials, supplies, technology, and/or other instructional tools that assist in facilitating and supporting an effective instructional program. Courses specifically designed to meet the needs of English Language Learners are created to supplement the core instructional program. For example, 7 positions at 0.2 FTE are needed to provide this supplemental instruction (0.2 = about $18,000, total is about $134,500, more than what is budgeted) and/or the use of a full-time school counselor to help support our most neediest students with socio-emotional learning.

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

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

1% Title I Parent Set Aside: 1,357

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.

Title I funding will help support the Parent Liaison to coordinate parental involvement activities throughout the school. Some of these activities can range from adult education courses, parenting courses, and the purchase of materials to supplement these programs.

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 3/16/2016

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

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

Impact & Innovation Awards = 0

Referencing your plan, how do you plan to use these funds?

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

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

Principal’s Innovation Fund: 100,000

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

How do you plan to use these funds?

PIF monies will be used to complete modernization of our learning spaces with appropriate furniture, acquire additional technologies, pay stipends for staff (beyond their contract) for offering student activities, such as lunch clubs, before and after school clubs (i.e., Girls that Code, STEAM Club, Robotics, etc.). Reimbursement for credentialed staff pursuing their single subject credential and/or National Board Certification that will provide a single subject credential to help improve our student and program needs. Some funding will also be used to purchase general materials, equipment and supplies. Please see detailed PIF report for more details.

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

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

Equity Grant = 0

(as applicable 16-17)

Identify Sub-group & specific actions

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
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<tr>
<th>QEIA Carryover</th>
<th>0</th>
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</table>

**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)

**Other (PTA, external sources, School Quality Pairing/CoP work) | 0**

**How do you plan to use these funds to support your school-wide actions?**

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

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

<table>
<thead>
<tr>
<th>Support</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>1.0</td>
</tr>
<tr>
<td>Social Worker</td>
<td>1.0</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.5</td>
</tr>
<tr>
<td>Family Liaison</td>
<td>0.5</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td></td>
</tr>
<tr>
<td>CHOW</td>
<td>3.0</td>
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<tr>
<td>Elementary Advisor</td>
<td></td>
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<tr>
<td>Academic Rtl Facilitator</td>
<td></td>
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<tr>
<td>Hard To Staff</td>
<td></td>
</tr>
<tr>
<td>Other</td>
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</tr>
<tr>
<td>Librarian</td>
<td>1.0</td>
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<tr>
<td>Asst. Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>VAPA</td>
<td>1.6</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

1. Establish a high functioning, nurturing wellness center to help support the daily needs of our high need students with our counseling, social worker, and nurse faculty. 2. Provide a robust Visual and Performing Arts program to our students, enabling them to engage in meaningful artistic curriculum to help fully develop their personas during these adolescent ages. 3. An added administrator will help support the closing of our achievement gap by focusing on the implementation of our common core curriculum, teacher professional development and support services from an instructional standpoint.
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 25, 2016. |
| ✓ | 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: 9/28/2016 |
| ✓ | 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: 9/28/2016 |
### School Site Council Roster and BSC/SPSA 2016-2017 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”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apolinar Quesada</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Osvaldo Ortiz</td>
<td>Family Liaison - Classified Staff</td>
<td></td>
</tr>
<tr>
<td>Ronique Moody</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Eric Uribe</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Tennent</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Gary Hong</td>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>Rob Geller</td>
<td>SSC Chair - Parent</td>
<td></td>
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<tr>
<td>Norma Pablo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Amalia Espinoza</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rodrigo Flores</td>
<td>Student</td>
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<tr>
<td>Carlicia Harris</td>
<td>Student</td>
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<tr>
<td>Clark Nguyen</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Mutee Ghaleb</td>
<td>Alternate - Student</td>
<td></td>
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<tr>
<td>Tom Stahl</td>
<td>Alternate - Parent</td>
<td></td>
</tr>
<tr>
<td>Brendan Reilly</td>
<td>Alternate - Teacher</td>
<td></td>
</tr>
</tbody>
</table>